



Trannack Primary School SDP 2023 - 24



Priority One: Quality of Education

- Improve the quality of writing across the school by implementing a robust, high quality curriculum provision for all children
- To further develop SEND and lowest 20% provision to ensure all children reach their full potential



Priority Two: Reading

- Secure quality first teaching in reading
- To further develop SEND and lowest 20% provision to ensure all children reach their full potential



Priority Three: Curriculum

- Review the wider curriculum to align hub school drivers
- Further develop computing and music to ensure both high quality curriculum provision and T&L



Priority Four: Leadership

- Ensure staff receive high quality CPPD to further develop the quality of T&L
- Target CPPD to develop and support subject leadership and hub-wide experts
- Attendance 97% for all groups



| MAT Development Plan - Further develop systems of monitoring and support to ensure the continued improvement in key outcomes for pupils | | |
|--|--|---|
| Trust Leader – Tamsin Lamb | | |
| Objectives | What will success look like? | How does this work positively impact on the quality of Teaching and Learning? |
| 1. Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes. | 1.1. Every school has a defined learning sequence which secures a progression of skills, knowledge and concepts from EYFS to Year 6. 1.2. The curriculum in EYFS is sufficiently challenging and sequenced progressively across all 7 areas of learning. 1.3. High expectations and ambition are evident through clearly defined outcomes building on core knowledge in every area of learning. 1.4. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes. 1.5. Staff have good subject knowledge. 1.6. Sustainability and environmental impact are explicitly taught and woven into our schools' curricula. | Impact on T&L A high quality curriculum from which teachers can refine pedagogy will maximise learning. |
| 2. Further develop classroom practice to secure high quality first teaching for all, including pupils who are disadvantaged and have SEND needs. | 2.1 Teaching of the curriculum ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. 2.2 Assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching. 2.3 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in reading. 2.4 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education. 2.5 EYFS curriculum is taught in a logical progression, systematically with a wide range of learning opportunities which secure progress for all learners, in line with the Trust agreed best practice. 2.6 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS (writing priority 23-24). | Impact on T&L Quality first teaching for all secures good outcomes including cultural capital. |
| 3. To ensure leadership at all levels works coherently to develop a continuously improving system | 3.1 Curriculum Leaders actively engage with trust wide networks, develop the subject knowledge and leadership skills to monitor and evaluate their subject and take effective action to secure improved outcomes. 3.2 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management. 3.3 Leaders (including governors) value the Trust school improvement systems, they understand their roles and support available to them. 3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent. 3.5 The trust performance management system (CPPD building blocks) supports professional development for all staff. | Impact on T&L Leaders effective in managing change and building effective teams will ensure staff can develop, becoming ever improving practitioners. |
| 4. All schools within stage 2 & 3 to be improved to at least stage 1 within 18 months | 4.1 School Improvement Strategy is understood by all leaders with a clear separation of duties and lines of accountability. 4.2 Stage 3 schools Rapid Improvement Plans are focussed on key priorities, monitored weekly and enable the school to move to Stage 2 within a term. 4.3 Stage 2 schools Rapid Improvement Plans are focused on key priorities, monitored 3 weekly and enable the school to move to Stage 1 within 2 terms. | Impact on T&L All pupils in Crofty Schools will receive good, or rapidly improving education. |

Cross reference where school priority meets **Crofty** objective



Capacity added, capacity from Crofty schools



- Improve the quality of writing across the school by implementing a robust, high quality curriculum provision for all children

| Objectives | Success Criteria | Key milestones (by end December 23) | Key milestones (by Easter 24) |
|---|---|---|---|
| <p>The leader for writing establishes a strong ‘intent’ which is further supported by the school ‘drivers’</p> | <p>The writing leader is knowledgeable about the intent for writing; they can articulate its ambition, sequence and progression well.</p> <p>The school drivers are the golden thread that informs decisions.</p> <p>Writing in the wider curriculum is purposeful and genres are well mapped and varied as children move through the school.</p> <p>The intent for writing matches implementation.</p> | <p>The intent for writing is known and understood.</p> <p>There is a planned sequence of learning for writing across the school with resources to support teaching.</p> <p>The school drivers are embedded in the writing map.</p> | <p>Book looks and data shows that writing is improving.</p> <p>Pupil needs are well met as evidenced by scaffolding in books.</p> <p>Leader for writing accesses leadership training and further hub support.</p> |
| <p>The leader for writing effectively implements a writing spine across the school to achieve good+ outcomes for all</p> | <p>The school writing spine is effectively implemented:</p> <ul style="list-style-type: none"> • Expectations are clear and followed by all (S Plan) • Planning is coherent and well-sequenced • Coaching supports implementation and high quality teaching • Monitoring brings about improvement • The impact of the writing intent and implementation leads to outcomes that meet/exceed national expectations | <p>Teachers planning reflects the expectations of the leader for writing.</p> <p>Teachers are fully aligned to the school intent for writing.</p> <p>Books show that lessons are sequential.</p> | <p>Coaching leads to improvement of teaching and therefore outcomes improve.</p> <p>Books show that over time, writing is varied and attitudes are good.</p> |
| <p>Develop oracy throughout the school to enhance language for writing</p> | <p>Oracy is a feature of all learning and pupils demonstrate high levels of competency in their lessons, learning and in their interactions.</p> <p>Word consciousness is raised in staff, children and parents and has a positive impact on vocabulary acquisition.</p> | <p>There is a strategy for teaching Teir 2 and 3 words and this is shared and embedded in lessons.</p> <p>Stem sentence CPD undertaken for teachers</p> | <p>Pupil conferencing and lessons show that pupils have good use of language and vocabulary.</p> <p>Pupils use stem sentence starters independently</p> |
| <p>Improve SP&G outcomes by developing sentence composition and spelling</p> | <p>The implementation of Literacy Spelling Plus demonstrates coverage and provides consistency across the school.</p> <p>Outcomes for all pupils are at least good; national expectations for SP&G are met or exceeded.</p> <p>Pupils know spelling rules and patterns.</p> <p>Writing outcomes demonstrate well-constructed sentences that reflect the writing genre well. Teachers are skilled to teach sentence composition very effectively.</p> | <p>The spelling scheme from Spelling Shed is implemented.</p> <p>An S plan guides the expectations for teaching (non-negotiables).</p> <p>Alan Peat sentences guide teaching from Y1-6</p> <p>The Feedback and Marking policy is reviewed; live marking is integral to policy</p> <p>Grammar sessions are embedded in lessons and discrete.</p> | <p>Learning demonstrates improvement over time – spelling scores have improved.</p> <p>Observations of teaching and book looks show that sentence composition is improving.</p> <p>Feedback and Marking policy is applied consistently. Live marking is strong.</p> |

| | | | |
|--|--|---|---|
| <p>Improve handwriting across the school by implementing a scheme that is followed consistently</p> | <p>Pupils write with increasing legibility, fluency and speed; they take pride in their writing and presentation of their learning.</p> <p>Handwriting meets end of year/key stage expectations.</p> | <p>'Letter Join' is introduced across the school.</p> <p>Staff receive training to implement the scheme.</p> <p>Guidance is followed consistently to bring about positive change.</p> | <p>Book looks show that the new scheme is being followed and handwriting is improving in all aspects of the curriculum.</p> |
|--|--|---|---|

| <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p>Priority 2: Reading</p> <ul style="list-style-type: none"> ● Secure quality first teaching in reading ● To further develop SEND provision to ensure all children reach their full potential </div>  </div> | | | |
|---|--|---|--|
| Objectives | Success Criteria | Key milestones (by end December 23) | Key milestones (by Easter 24) |
| <p>Secure quality first teaching in phonics and reading</p> | <p>Teachers are highly skilled at teaching phonics and reading; 100% teaching is good.</p> <p>Outcomes for phonics and reading meet/exceed national expectations.</p> <p>Regular assessment is used forensically to identify trends across the school and inform next steps in learning.</p> <p>Barriers to learning are overcome through effective and well-timed additional intervention.</p> <p>Boys outcomes are in line with girls.</p> <p>Children can recall learning and apply their knowledge and understanding in different contexts.</p> <p>Children read widely and often and fluency increases over time - meet words per minute expectations in RWI assessments and at least 140 wpm in Key Stage 2.</p> | <p>Leader for phonics and reading coaches new staff and ensures consistency across the team.</p> <p>Baseline assessment & regular review in RWI ensures teaching responds to need and intervention is swift to respond.</p> <p>Audit of resources undertaken to find gaps.</p> <p>High levels of pupil focus are maintained within all phonics and reading lessons.</p> <p>A reading review has been completed to inform next steps for teaching.</p> | <p>Accelerated progress is made as a result of timely intervention.</p> <p>An audit of home resources ensures that books going home are matched to the sound taught in school.</p> <p>Resources are in place to support teaching and used effectively by staff.</p> |
| <p>There is a comprehensive reading 'intent' and reading 'spine' to engage all pupils</p> | <p>The intent for reading matches implementation.</p> <p>The reading spine demonstrates progression and links the wider curriculum well.</p> <p>The reading spine has been reviewed to ensure:</p> <ul style="list-style-type: none"> ● gender & cultural balance & equality ● a balance of authors and protagonists in each Key Stage <p>To enhance reading provision across the school:</p> <ul style="list-style-type: none"> ● Accelerated Reader is implemented for fluent readers ● The school library is well-resourced for all learners | <p>There is a published intent for reading.</p> <p>There is a published reading spine which is broad but also meets the needs of the demographic.</p> <p>AR is set up and training for staff completed.</p> <p>Gaps in library books identified and purchased.</p> <p>Teachers are supported to recommend books.</p> | <p>Lessons show that the reading spine is being followed.</p> <p>Teaching matches the school intent.</p> <p>Pupils use AR effectively and teachers use assessment to identify gaps and misconceptions – next steps identified for teaching.</p> <p>Pupils read widely and enjoy reading for pleasure – they books to each other.</p> |
| <p>The rationale for 'how to teach reading' is well understood and taught by all</p> | <p>There is a clear systematic and effective approach to the teaching of RWI and fluency.</p> <p>The rationale for reading is published and staff become increasingly expert in teaching reading strategies aligned to the rationale.</p> | <p>RWI training undertaken for all staff teaching the scheme.</p> | <p>Teachers use fluency strategies in reading lessons - an S Plan guides lessons for those beyond RWI.</p> |

| | | | |
|---|--|---|--|
| | <p>By the end of KS2 pupils are fluent readers.</p> <p>Coaching improves of teaching phonics and reading and leads to outcomes that meet/exceed national expectations.</p> <p>Reading is a strength of the school.</p> | <p>The teaching of fluency has been modelled to staff.</p> <p>Staff try using fluency strategies when reading allow to children.</p> | <p>Pupils <u>use</u> taught strategies to read.</p> |
| <p>Lessons are adapted effectively to support and challenge all groups of pupils appropriately</p> | <p>Teachers have high expectations and provide suitable adaption to learning through scaffolding and fading.</p> <p>100% of teaching is good.</p> <p>Pupil behaviour for learning is excellent.</p> <p>Books demonstrate adaptive teaching which enables all pupils to achieve equally well.</p> | <p>Assessment is used forensically to identify gaps - intervention is put in place swiftly to address individual need.</p> <p>Stem sentence starters support teaching for those that need it.</p> <p>Walkthrus support CPD.</p> | <p>Outcomes show improvement following intervention.</p> <p>Gaps in learning are addressed & pupils are on track to reach set goals.</p> <p>Observations show that teaching is improving following targeted CPD.</p> |



Priority 3: Curriculum

- Review the wider curriculum to align hub school drivers
- Further develop computing and music to ensure both high quality curriculum provision and T&L



| Objectives | Success Criteria | Key milestones (by end December 23) | Key milestones (by Easter 24) |
|--|--|---|--|
| <p>Establish hub school Curriculum drivers</p> | <p>There are shared curriculum 'drivers' that lead to the positive outcomes we want for all children.</p> <p>All 5 schools have a shared curriculum ambition through which decisions are made.</p> <p>All hub staff can name our curriculum drivers.</p> <p>Curriculum design ensures that there is an opportunity to revisit prior knowledge and skills over time.</p> <p>Rules for Life and 4Rs are embedded in school culture.</p> | <p>Review undertaken to establish curriculum drivers across the hub.</p> <p>3 words chosen that reflect the vision for all children in the hub.</p> <p>Drivers communicated to all staff and stakeholders.</p> <p>Rules for Life & 4Rs adopted by the hub and shared with staff and pupils (linked to behaviour policy) published for stakeholders.</p> | <p>The drivers are used for all decisions and are linked to subject design.</p> <p>The hub drivers are known by all.</p> <p>Curriculum maps show how knowledge & skills are revisited.</p> <p>Children demonstrate the Rules for Life & 4Rs in all that they do – staff exemplify and model them.</p> |
| <p>Develop the computing curriculum to deliver high quality provision</p> | <p>There is an excellent understanding of the computing subject intent and implementation, and impact can be seen in pupil outcomes.</p> <p>Teachers are experts in leading their subject; they understand the community they serve and how their subjects meets the needs of children.</p> <p>The schools has good technological capacity and expertise to deliver good outcomes.</p> <p>The content of lessons fit into the sequence of learning; this is consistent across the school – all small steps are taught. Weekly lessons revisit prior learning and reactivate and build knowledge.</p> <p>Disciplinary thinking tells us that the curriculum is effective.</p> | <p>The intent for computing is in place and published.</p> <p>Planning is concise, sequential and builds over time.</p> <p>Small steps are followed by teachers.</p> <p>Links are made to other subjects.</p> <p>Teir 3 vocabulary is embedded in planning.</p> | <p>The intent matches implementation.</p> <p>Planning is followed by teachers.</p> <p>Book looks and pupil conferencing tells us that small steps are being followed.</p> <p>Pupils use T3 vocabulary & are able to retain knowledge & information.</p> <p>The school is well equipped to deliver lessons.</p> |
| <p>Develop the music curriculum to deliver high quality provision</p> | <p>There is an excellent understanding of the music subject intent and implementation, and impact can be seen in pupil outcomes.</p> | <p>The intent for music is in place and published.</p> | <p>The intent matches implementation.</p> <p>Planning is followed by teachers.</p> |

| | | | |
|---|--|--|---|
| | <p>Teachers are experts in leading their subject; they understand the community they serve and how their subjects meets the needs of children.</p> <p>The school has good musical ambition and structure to deliver good outcomes.</p> <p>The content of lessons fit into the sequence of learning; this is consistent across the school – all small steps are taught. Weekly lessons revisit prior learning and reactivate and build knowledge.</p> <p>Disciplinary thinking tells us that the curriculum is effective.</p> | <p>Tailored Kapow planning provides concise, sequential small steps that build over time.</p> <p>Small steps are followed by teachers.</p> <p>Links are made to other subjects.</p> <p>Teir 3 vocabulary is embedded in planning.</p> <p>First Access to music is planned.</p> <p>Muiscal opportunities are mapped.</p> | <p>Book looks and pupil conferencing tells us that small steps are being followed.</p> <p>Pupils use T3 vocabulary & are able to retain knowledge & information.</p> <p>Pupils can name music they like, different musical genres & composers they know.</p> <p>Pupils engage in varied musical opportunities.</p> |
| To develop teacher subject knowledge across the curriculum | <p>Pupils understand key concepts, participate in meaningful discussions and retain the knowledge and skills they have learnt.</p> <p>Teachers are experts in leading their subject; they understand the community they serve and how their subjects meet the needs of children.</p> <p>Action plans are complete.</p> <p>All teachers subscribe to professional CPD.</p> | <p>Leaders are aware of pupil conferencing expectations & make time to talk to pupils.</p> <p>Leaders text out what knowledge & skills have been taught through pupil conversations.</p> <p>Leaders seek help to develop their expertise & make links across the Trust.</p> <p>Leaders identify gaps in teacher knowledge specific to the subject discipline.</p> <p>Action plans are written to reflect school needs.</p> | <p>Leaders are aware of pupil conferencing expectations & make time to talk to pupils.</p> <p>Leaders text out what knowledge & skills have been taught through pupil conversations.</p> <p>Leaders seek help to develop their expertise & make links across the Trust.</p> <p>Leaders address gaps in teacher knowledge.</p> <p>Good progress is made towards addressing action plans.</p> |



Priority 4: Leadership

- Ensure staff receive high quality CPPD to further develop the quality of T&L
- Target CPPD to develop and support subject leadership and hub-wide experts



| Objectives | Success Criteria | Key milestones (by end December 23) | Key milestones (by Easter 24) |
|--|---|---|--|
| Successfully implement the CPPD pathway – building blocks for teachers | <p>All staff have a CPPD entitlement and are well supported to achieve their personal goals.</p> <p>The coaching model is embedded.</p> <p>Staff have intrinsic motivation to improve.</p> <p>Subject leaders have deep subject domain expertise to enable them to consider, identify and curate key substantive concepts and disciplinary knowledge.</p> <p>Subject leaders work with colleagues to think deeply about the unique aspects of their subject; teachers have significant domain expertise.</p> <p>Staff feel well supported and appropriately challenged through the CPPD approach.</p> | <p>The Trust CPPD model is shared → teacher CPPD is identified → TA CPPD is identified.</p> <p>Leaders revisit expectations; meetings and coaching focus on improvement.</p> <p>Bespoke coaching identifies areas for improvement in teaching.</p> <p>There is a robust cycle of CPPD mapped across the term/s.</p> | <p>Observations and books show that coaching is effective in improving the quality of teaching.</p> <p>CPPD plans are responsive to individual needs to ensure continuous development and improvement.</p> |
| The Head of School is well supported by the Executive Headteacher and leads the school very effectively | <p>The HoS receives guidance and coaching from the EH to maintain the running of the school and lead the strategic direction.</p> <p>There is a robust approach to the CPPD pathway which supports and facilitates the improvement of all leaders.</p> <p>Staff, pupil and parent surveys are wholly positive in all aspects.</p> | <p>Pupil conferencing is undertaken with positive outcomes.</p> <p>Staff are guided to produce action plans, analyse data and address issues arising.</p> <p>The school is compliant – HR, safeguarding & H&S.</p> | <p>The pupil & parent survey has all aspects above 95%.</p> <p>Staff confidence is high and they tell us that they feel well-supported.</p> <p>The school is compliant – HR, safeguarding & H&S.</p> |

| | | | |
|---|--|--|--|
| | <p>The school is inclusive; there is an effective curriculum in place which leads to good+ outcomes for every child.</p> <p>Complaints are rare.</p> <p>Record keeping is robust.</p> | <p>HoS are positively guided in all matters when needed/requested.</p> <p>The EH works alongside the HoS to address issues arising & monitor impact.</p> <p>My Concern logs safeguarding & behaviour effectively.</p> | <p>HoS are positively guided in all matters when needed/requested.</p> <p>The EH works alongside the HoS to address issues arising & monitor impact.</p> <p>My Concern logs safeguarding & behaviour effectively.</p> |
| The school has hub-wide curriculum subject leaders who support the other schools to improve provision and outcomes | <p>Teachers are committed to improving outcomes for all pupils in their subject of expertise.</p> <p>The hub-wide leaders share their expertise with other schools, working across the hub to facilitate improvement in teaching and learning.</p> | <p>The EH & HoS agree which Hub Leaders are needed.</p> <p>There is a JD which defines the role of the Hub Leader.</p> <p>There is a process for identifying the Hub Leaders.</p> | <p>Hub Leaders are identified & come together to establish next steps.</p> <p>Action plans reflect the needs of the hub & individual schools.</p> |
| Ensure attendance is well led and managed | <p>Attendance outcomes are in line/exceed national expectations (97%)</p> <p>The leader for attendance is knowledgeable and swift to take action when needed.</p> <p>Attendance is tracked and checked robustly – policy and procedures are followed.</p> <p>Pupil attendance is accurately referred if CME or CAE.</p> | <p>The attendance policy is published.</p> <p>The attendance policy & procedures are known by the HoS & followed.</p> <p>Attendance is above 95% for all groups.</p> <p>Action is taken swiftly to address lateness & low attendance – record keeping is accurate & follow up can be evidenced.</p> <p>Attendance is tracked for patterns and trends.</p> | <p>Attendance is above 96% for all groups.</p> <p>Action is taken swiftly to address lateness & low attendance – record keeping is accurate & follow up can be evidenced.</p> <p>Attendance is tracked for patterns and trends.</p> <p>Case studies can demonstrate where intervention has secured improvement.</p> |
| Revisit school behaviours for learning & conduct to ensure high standards and expectations are met | <p>The school B4L is excellent; pupil engage in their learning exceptionally well. Visitors report on the excellent attitudes.</p> <p>Conduct in, around and out of school is excellent; pupils are respectful to each other and are kind. Visitors compliment the school.</p> <p>Pupil and parent survey reports behaviour to be above 95% positive.</p> <p>Suspensions are exceptionally rare.</p> <p>There have been no permanent exclusions.</p> | <p>There is a robust behaviour and anti-bullying policy published for all.</p> <p>All staff receive de-escalation training to meet the needs of all children.</p> <p>Behaviour log completed on My Concern for repeated incidents.</p> <p>Low level behaviour logged with teacher.</p> <p>Classes have introduced the behaviour 'Rules for Life' and this is applied consistently across the school. The classroom strategy is applied by all staff – think, think again, move.</p> <p>The 4 Rs have been reviewed and shared; pupils know what is expected of them in their learning.</p> | <p>The Rules for Life are followed as seen in and around the school. Pupils respond swiftly.</p> <p>Staff demonstrate de-escalation strategies very well.</p> <p>Behaviour logging is reducing.</p> <p>There are comprehensive behaviour plans in place for those that need it, and these are reviewed ½ termly or sooner if required.</p> <p>The 4Rs motivate pupils to do well and can articulate success.</p> |