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| **Queniborough CE Primary School – Summary SDP on one page**  **2023-24** | | | | | | | | | | | | | |
| **Christian Vision and Mission** | | | | | | | | | | | | | |
| **Micah 6-8**  **Act justly, love mercy, walk humbly** | | | | | | | | | | | | | |
| **Strategic aims** | | | | | | | | | | | | | |
| **Excellence** | | | | **Equity** | | | | | **Wellbeing** | | | | |
| **Strategic Themes** | | | | | | | | | | | | | |
| **A. Safeguarding & School Culture** | | | **B. Curriculum, Pedagogy & Assessment** | | | | | **C. School Development in Learn-AT** | | | | | |
| **Strategic Objectives\*** | | | | | | | | | | | | | |
| **A1.**  **Establish an open and vigilant whole school safeguarding culture in which children flourish and staff are well-trained and confident that they understand how to keep children safe.**  All statutory safeguarding and safety-related policies are up-to-date, implemented and monitored effectively, | **A4**   * **Spiritual, moral, social and cultural education is consistently good in all year groups.** * **Pupils thrive because they have access to high quality, well-planned personal development opportunities and support for their emotional wellbeing and resilience.** | | **B1**   * **Implement an effective, coherently-sequenced writing curriculum which aligns to Learn-AT writing curriculum principles.** * **Quality of teaching in writing is consistently good in all year groups.** * **Pupil outcomes in writing improve rapidly as a result of effective formative and summative assessment.** | | **B2**  Formative Assessment is embedded in all lessons and informs robust and effective intervention for all pupils at risk of falling behind. | **B3**  **Implement a knowledge-rich, coherently-sequenced subject-led curriculum, contextualised for Queniborough and aligned to the Learn-AT Curriculum, Pedagogy and Assessment Frameworks.** | | **C1**  **Staff wellbeing is supported by:**   * **access to high quality Trust services including HR and effective policies which reduce staff workload;** * **engagement with staff wellbeing services through SAS** * **support from colleagues and peers through Learn-AT professional networks** | | | **C2**  Effective communication supports positive staff, parental and community engagement and improves the school’s profile in the local area:   * Internal communications * Communication with parents * Communication with Local Governors * Marketing and PR | | **C3**  Leadership support from Learn-AT ensures skilful and confident distributed leadership which secures excellence, equity and wellbeing for staff and pupils through effective school management, strategic planning, systematic implementation, evaluation and monitoring. |
| **A2**  Implement an effective, cloud-based digital safeguarding system (My Concern) to ensure children’s comprehensive records are held securely and are fit for purpose. | **A5**   * Behaviour management procedures and a robust behaviour curriculum align to Learn-AT Behaviour Framework. * Pupils’ behaviour and attitudes exemplify the values of the school and the Trust and prepare them for life in Britain. | | **B4**  Outcomes in reading, writing and Maths are in line with national or better in all key stages. Gaps in achievement between Disadvantaged Pupils and others are closing over time. Attainment for all pupils is improving. | | **B5**  Y1 attainment in Phonics is well-above national averages and contributes to high standards in early reading. | **B6**  Excellent strategic leadership of SEND ensures that the needs of pupils with SEND are met and secures positive outcomes for all pupils with SEND. | | **C4**  Software systems are used effectively:   * My Concern-safeguarding * Arbor- MIS/behaviour * Learn-AT assessment app/dashboard * Provision Map – SEND * Microsoft Teams and online tools for remote learning, CPDL, communication and professional collaboration | | | **C5**  Effective transition to Learn-AT financial & operational systems secures excellence, equity and wellbeing for pupils and staff within a balanced budget. | | **C6**  Support from Learn-AT strengthens leadership capacity and a full staff complement to secure sustainable school improvement and school stability. |
| **A3**   * Local governance of safeguarding is effective. Local Governors have undertaken all required safeguarding training and are confident and competent to carry out their safeguarding responsibilities. | **A6**  Secure effective provision for SIAMS framework 2023. | | **B7 Professional Growth**  Membership of and engagement with Learn-AT contributes to a school professional learning culture of continual improvement, founded on fellowship, where pupils flourish and colleagues thrive. & supports a school culture of continual improvement and the growth of an evidence-informed professional learning community: professional networks. | | | | | **C7 Governance**  In partnership with and on behalf of Learn-AT, effective local governance secures excellence, equity and wellbeing for all pupils and staff, and high levels of parental and community engagement. | | | | | |
| 1. Implementation of a structured programme of research-informed CPD such as facilitated Lesson Study, instructional coaching and engagement in Learn-AT and other CPD programmes as appropriate to professional development needs and school priorities. | | 1. Robust, supportive and effective performance review promotes professional growth for all staff. | 1. Engagement in Learn-AT professional networks secures support for all staff through collaboration, information-sharing, and effective mentoring. | | 1. Learn-AT support for the LGB secures a smooth transition to Learn-AT Local Governance Framework. | | | 1. The LGB has a full complement of committed, competent and trained Local Governors | | 1. The LGB has a succession plan in place for key roles |
| **Success Indicators** | | | | | | | | | | | | | |
| School meets the standards of the SIAMS inspection framework. | | Good Ofsted inspection outcome. | Statutory end of KS outcomes are improving. Pupils are making good progress. Phonics is above national. | | Monitoring shows quality of education and curriculum improving | | Teacher engagement with CPDL increases | Balanced budget:  Staffing costs in line with national norms. | | Wellbeing indicators positive – staff/pupil surveys | | Satisfaction indicators high–parent/pupil surveys The school is full.  Complaints are decreasing. | |

*\*Operational actions related to each strategic objective are expanded in separate but connected implementation plans. The plan on a page and the action plans that sit behind each objective together constitute the School’s Strategic Development Plan*