



Chawson First School
Caring, sharing, learning together

Independent



Aspirational



Articulate



Chawson 1st School

School Development Plan 2023-24



Our School Vision:

At Chawson 1st School we all share a united vision, that all of our pupils will develop into **independent, articulate** and **aspirational** children.



This plan should be read alongside: Raising Achievement Plans & Subject Action Plans

Planned Impact

	National outcomes 2022 2023	2019 (Pre-COVID)	Sept 2021 (Post COVID)	2021-22 Achieved	2022-23 Target	2023 ACTUAL	2023-24 Target
Reception	Good Level of Development 65%		42% Ready to progress (L&A, PD, PSED)	GLD 48%	GLD 60%	64%	GLD 70%
Year 1	Reading Phonics 75%		49% (GLD 36%)	61% Phonics 60%	65% Phonics 70%	71% (phonics 79%)	70% Phonics 80%
	Writing		51% (GLD 36%)	61%	60%	60%	70%
	Maths		51% (GLD 36%)	67%	70%	72%	75%
Year 2	Reading 67% Phonics 87%	73%	58%	64% Phonics 78%	70% Phonics 85%	62% (Phonics 78%)	75% Phonics 90%
	Writing 57%	73%	55%	45%	60%	58%	75%
	Maths 67%	80%	59%	62%	75%	62%	75%
Year 3	Reading	62%	44%	71%	74%	77%	75%
	Writing	51%	37%	53%	60%	65%	70%
	Maths	64%	39%	63%	75%	72%	80%
Year 4	Reading (Y6 73%)	76%	60%	81%	80%	78%	80%
	Writing (Y6 71%)	64%	33%	57%	65%	51%	70%
	Maths (Y6 73%)	66%	39%	71%	70%	69%	80%

Annual Policies:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Teacher Appraisal • Non-teacher Appraisal • Capability procedure for teachers • Staff Handbook • Behaviour inc written statement • Exclusion • Early Career Teachers • Child protection / Safeguarding (including volunteer leaflet) • CLA and PLAC • SEND • GDPR including Privacy Statements • Health and Safety policy and handbook • Premises/activity risk assessments | <ul style="list-style-type: none"> • Managing Medical Conditions • First Aid in school • RSE • Complaints • Charging and Remissions • Governors' Code of Conduct • Governors' allowances • Instrument of government • SFVS <ul style="list-style-type: none"> ◦ Pay ◦ Finance ◦ Financial Risk Assessments ◦ SFVS statement ◦ Confidential Reporting (Whistle blowing) ◦ Financial benchmarking |
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2023-24:

- Maths and Calculation
- Early Years
- Educational Visits
- RE
- PSHE& C
 - Food Policy
 - Drugs
- Teaching and learning
- Curriculum inc-Intent
- Accessibility plan
- Asthma Policy
- Statement of British Values and SMSC
- Leave of Absence
- Pandemic Flu
- Lone Working
- Lockdown
- Lettings
- Handling Unreasonable and Persistent Complaints
- Fire Emergency Evacuation plan and fire procedure
- Safer Recruitment
- Staff code of conduct

2024-25:

- Assessment
- English including
 - Reading
 - Writing and Speaking and Listening
- Collective Worship
- Anti-bullying
- Staff wellbeing
- Governors Monitoring / Visits policy
- Emergency closure policy
- Emergency Plan and business continuity plan
- Volunteer/student handbook inc checklist and code of conduct
- Equal Opportunities
- Online Safety
- Acceptable Use (internet access)
- Leave in Term Time Absence

2025-26:

- DT Risk Assessments
- Marking and feedback
- Visitors
- Vision / Aims
- Positive Physical Intervention (PPI)
- Intimate care/ Continence
- Prevent duty risk assessment/action plan

Monitoring Cycle 2023-24

At Chawson 1st School, our subject leaders use an evidence-based approach to evaluate their teaching, learning and outcomes in their subject. Subject leaders will typically undertake the following monitoring annually. Their line of investigation and focus key stage will be determined by individual subject priorities.

- Pupil Interviews
- Work scrutiny
- Planning review

A half day release time per subject will be given for each of the above. Subject leaders will select the most impactful term to undertake the monitoring, to either evaluate or measure impact.

SLT monitoring will be inline with the SDP priorities and actions. Staff will be made aware of these monitoring activities and dates ahead of time. Wherever possible, SLT will avoid undertaking additional monitoring, preferring to use or co-conduct leaders monitoring activities.

Governors' Monitoring 2023-24

Intent Implementation Impact	Autumn		
	Autumn		
	Spring		
	Spring		
	Summer		
	Summer		

Priority Areas

Priority	Focus	RAP 1 Nov-Feb	RAP 2 Mar-July
1. Oracy	Voice 21	Curriculum - Introduce Oracy Curriculum requirements, sharing Y4 example (Staff meeting 1) - Year groups to plan and agree Oracy Curriculum focus (staff meeting 2) - Increase opportunities for authentic audiences and presentational talk - Link to current curriculum - Map out for whole school for balance of subjects - Ongoing planning time Wider Opportunities - Induct new Oracy Ministers - Map opportunities through the year for Oracy Ministers Parental Involvement - EY parent session CPD - Voice 21 Year 3 training - Prepare for centre of excellence assessment (aim Aut 2024)	Oracy Curriculum Continues - Planning time Continued Staff Training - Springboards for talk (Staff meeting) - Groupings, talk detectives, why is talk important Parental Involvement - Learn with your child events (KS1 / KS2) - Newsletter- Tea-time Talk - Entrance hall prompts / celebrations Voice 21 Centre of Excellence - Review criteria Easter 2024 Summer 2 Teach Meet- celebrate successes
2. Educational Recovery	Writing	Spelling - Spelling Culture - Non-negotiable spelling words for KS2 - Year 2 Little Wandle Spelling to begin Aut 2 KS2 Standards - Introduce Revise, redraft and publish in KS2 - Create additional opportunities 'Quality' focus in Year 4 - CPD - Explicit teaching - Peer observations	- Continuation of strategies - Book Scrutiny- Spelling - KS2 Pupil Interviews & Planning review- RRP, Quality

3. Curriculum	Curriculum-History	TED and 2x Twilights to focus on: • Planning to include Substantive knowledge • Sequence of topics to reinforce retention historical knowledge and concepts • Use of collections of sources • Disciplinary knowledge	• Evaluation of impact of RAP 1 work. • Continued CPD / actions
	Curriculum-Music	• Evaluate options for music curriculum • Staff training to introduce- Twilight and staff meeting • To include review of singing progression- including assemblies	• Monitoring of quality of delivery and full coverage. • Collection of evidence
4. Early Years	Vision Progression of provision70 within EY.	• Refine long-term overviews for Pre-School and Reception, ensuring progression. • Begin the development of long-term provision plans for Pre-School and Reception. • Introduce school vision to early years staff	• Continue development of long-term provision plans for Pre-School and Reception. • Monitor school vision within early years
5. Leadership	Middle leadership	• Middle leader rehearsal conversations	• Middle leader development- professional associations etc ○ SLT signposting ○ Time given in line with SDP priorities
	SLT	• Ofsted preparedness ○ Training ○ Folder creation ○ Plan for middle leader input ○ Plan for staff communications ○ Governor training	