



# New Haw Community School School Development Plan 2023-2025



Desired outcome	Action	Led by	Timescale	Resources/Finance (in addition to normal staff time)	Evaluation
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## Quality of Education

<p><b>Curriculum</b> Robust systems for monitoring the quality of education across the school are fully embedded.</p>	<p>Continual refining of systems and processes for monitoring the New Haw curriculum, to include:</p> <ul style="list-style-type: none"> <li>Retaining a curriculum focus for staff meetings, to include sharing research, sharing successes across the school, reviewing teaching strategies, resourcing etc.</li> <li>Coordinators to lead staff in planning high-quality new units of work, where necessary.</li> <li>Subject co-ordinators to ensure that pupil voice is an integral part of their subject monitoring.</li> <li>Whole school work sampling for every subject to take place in October, February and May.</li> <li>Termly meetings with Curriculum Ambassadors to ensure pupil voice is used to help develop the curriculum.</li> <li>Termly learning walks carried out by all curriculum co-ordinators.</li> </ul>	<p>SLT, curriculum co-ordinators and subject ambassadors</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Subject-specific national association membership fees</li> <li>Curriculum networks for coordinators</li> <li>CPD costs</li> </ul>	
<p><b>Training and development</b> For all teachers to be highly skilled in planning, delivering and assessing an outstanding New Haw curriculum.</p>	<ul style="list-style-type: none"> <li>To use Teach First ECF resources for whole staff CPD to ensure first class pedagogy is evident in all lessons. Focus on modelling, retrieval practice and vocabulary.</li> <li>To further develop the school's assessment system for the foundation subjects.</li> <li>To review planning to ensure that research led pedagogical devices e.g. hinge questions, visual representations, examples and non-examples are evident in all lessons.</li> </ul>	<p>MC, LL, HG</p>	<p>Integrated into staff meeting programme</p>	<ul style="list-style-type: none"> <li>Possible CPD costs</li> </ul>	<p>Reviewed assessment for Science.</p> <p>Thinking questions for Geography and History reviewed by whole staff.</p> <p>Termly assessments happening in all foundation subjects and recorded on Target Tracker.</p> <p>Assessment system for PE and Games</p>

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					<p>tried in summer term.</p> <p>ECM and HC delivered CPD to all staff on effective teaching strategies identified in Module 1 of the Teach First ECT programme.</p>
<p><b>Enrichment</b> For all pupils to have access to an extended curriculum offering a wide range of enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>To continue to consult and survey pupils in order to ascertain the breadth of their cultural experiences.</li> <li>To review our enrichment offer in order to expand the range of cultural opportunities available to pupils, especially those who are disadvantaged both within and outside of the school day.</li> <li>To ensure our extra-curricular offer is sufficiently broad in scope.</li> <li>To ensure that disadvantaged pupils have priority booking opportunities.</li> </ul>	MC, LL, HG	2022-24	Transport costs for concert visit to be met.	Extra curricular autumn and spring term offer is very strong.
<p><b>Targeted intervention</b> For identified pupils to make accelerated progress so that they achieve in line with their peers, where cognitively able to do so.</p>	<ul style="list-style-type: none"> <li>To ensure the school's assessment systems robustly identify children who have fallen behind.</li> <li>To provide targeted tuition through 1:1 reading, focus groups, adult support in class, booster groups etc,</li> <li>To ensure that all intervention is monitored for impact.</li> <li>To train additional staff to deliver Phonics program; Little Wandle</li> <li>To manage impact on pupil outcomes</li> <li>To monitor fidelity and consistency of phonics delivery</li> </ul>	MC, LL, HG, RD	Ongoing (reviewed regularly through the school's data cycle)	<ul style="list-style-type: none"> <li>Possibility of additional costs, including for staffing, dependent on identified programme(s)</li> <li>Purchase of Little Wandle SSP and associated reading books</li> <li>Provide visual phonics 'Grow the Code' pashe 2, 3 and</li> </ul>	<p>Termly data meetings</p> <p>Targetted support for readers through Little Wandle SSP 1:1 reading with adults in school. Half termly learning walks by SENco to monitor impact Reading leads monitoring Little Wandle impact</p>

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				5 chart to aid teaching and learning in Y3 and targeted interventions	
<p><b>Vocabulary</b> For all children to develop and increase their vocabulary to:</p> <ul style="list-style-type: none"> <li>recognize the fact that vocabulary size is a proxy for a whole range of achievements</li> <li>secure understanding of concepts and their ability to apply it to their own subject specific learning.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers to receive and regularly revisit Word Aware training.</li> <li>Text Detective sessions with a focus on vocabulary development taking place weekly.</li> <li>Vocabulary development is evident in all lessons across the curriculum.</li> </ul>	SC, LL, RD	Ongoing	<ul style="list-style-type: none"> <li>Word pots</li> <li>Resources to support TD sessions e.g. additional reading materials</li> </ul>	<p>Staff training delivered and new word pots and posters in each classroom. Focus for drop ins.</p> <p>Text Detective sessions established in each year group. 1<sup>st</sup> session each week focuses on vocabulary.</p> <p>Additional CPD for all staff on Active Reading techniques</p>
<p><b>Reading</b> For all children to become fluent and confident readers.</p> <p>For all teachers to be experts in the teaching of reading (including phonics).</p>	<ul style="list-style-type: none"> <li>To revise school wide-systems to ensure that reading remains a high priority across the school.</li> <li>To provide CPD so that all members of the teaching team securely understand how to teach children to get better at reading.</li> <li>To embed and enhance impact of Text Detective sessions focusing on the explicit teaching of comprehension skills.</li> <li>To continue to promote access to SORA (online reading platform) designed to encourage reading for pleasure.</li> </ul>	LL, RD	2023-25	<ul style="list-style-type: none"> <li>Possible costs for purchase of additional texts – to be determined</li> </ul>	<p>Staff training has happened and systems are in place in each room to make sure children are being heard read regularly.</p> <p>Timetable reviewed in order to facilitate daily Text Detective sessions focused on explicit teaching of comprehension skills. Text Detective session based on EEF research on teaching of reading.</p> <p>Reading spreadsheet</p>

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	<ul style="list-style-type: none"> <li>• To continue to promote the New Haw reading spine</li> <li>• For school community (staff, parents and pupils) to be familiar with New Haw Reading Spine and pupils encouraged to select books from it.</li> <li>• To introduce parents and pupils to the New Haw Reading Spine</li> <li>• To explore techniques to help develop reading fluency including Reading Theatre</li> <li>• For active reading techniques to be modelled by teachers across the curriculum.</li> <li>• To develop information for parents to cover:               <ul style="list-style-type: none"> <li>○ Reading expectations</li> <li>○ Text detective</li> <li>○ SORA</li> <li>○ New Haw reading spine</li> </ul> </li> </ul>				<p>completed ½ termly by staff and discussed at data meetings.</p> <p>SORA launched in summer 2022 – all children have access.</p> <p>Little Wandle phonics sessions established 22-23.</p> <p>Staff familiar with NH reading spine</p>
<p><b>SPaG</b>  <b>For the teaching of SPaG to lead to stronger learning outcomes</b>  <b>Spelling</b>  <b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• To review the school's approach to the teaching of spelling</li> <li>• To use the most recent research on the teaching of spelling and that school systems benefit from this</li> <li>• To study research and internal data</li> <li>• To consult with staff</li> <li>• To determine how to improve current school systems</li> <li>• To adapt teaching methods as appropriate in light of findings</li> <li>• To ensure the whole school community understand the reasoning behind it (staff, parents, pupils and governors)</li> <li>• To incorporate dictionary skills in to early morning work and reference to skills throughout the curriculum</li> </ul>	LL	Spring term	<ul style="list-style-type: none"> <li>• Staff meeting time to model spelling strategies lesson</li> </ul>	<p>Weekly spelling tests stopped</p> <p>Teaching of spelling happening each week in every year group Spring 1</p>

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<b>Homework</b> <b>For homework to be purposeful with a focus on retrieval of previous concepts.</b> <b>For all pupils to be supported to benefit from homework.</b>	<ul style="list-style-type: none"> <li>Review of homework to ensure that is predominately retrieval practice of concepts already covered.</li> <li>To provide support for vulnerable children to complete their homework through an after school club.</li> </ul>	LL, MC and HG	23-24	<ul style="list-style-type: none"> <li>Wed lunch time (MC or LL)</li> <li>Friday intervention time – 20 mins (LL)</li> </ul>	Homework expectations streamlined in Y6  Y6 detention held by MC and LL on a Wed  TD intervention for Y6 LL and by year team ATs in Y3, 4 and 5
<b>For children to fluently recall x tables up to 12 x 12</b>	<ul style="list-style-type: none"> <li>To purchase TT Rockstars</li> <li>To launch TT rockstars with Y4 in Jan '24</li> <li>To introduce to Y3 in Summer term '24</li> <li>To regularly review impact</li> <li>To target pupils not yet secure with x tables in UKS2 from September '24</li> </ul>		Spring and Summer term '24  Sept '24	<ul style="list-style-type: none"> <li></li> </ul>	

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## Behaviour and Attitudes

For all children to have the necessary skills to keep safe online.	<ul style="list-style-type: none"> <li>To appoint, and develop a programme for pupil digital leaders, so that the children can better support one another in keeping safe online.</li> <li>To keep abreast of negative influences on children and ensure all staff are skilled in responding effectively to them.</li> <li>To review online safety curriculum to ensure it is relevant for our children.</li> <li>To provide training and information for all parents so that they are able to safeguard their children online.</li> <li>To appoint a designated governor for online safety</li> <li>To develop how to engage parental community in online safety</li> </ul>	<p>LL, KV</p> <p>MC, LL, KV</p> <p>KV, LL</p> <p>MC, LL, KV</p>	<p>2023-25</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Possible additional resources</li> <li>EDUSAFE conference</li> <li>Possible invite of Sharon Girling or similar</li> </ul>	<p>Digital leader training established in 2022. To continue in 2022/23</p> <p>Poster designed to remind pupils how to stay safe online,</p> <p>22-23 Digital Leaders completed training and leading on Safer Internet day.</p> <p>23-24 Safer Internet Day planned within a Safer Internet Week with focus on positives and 'disruptive tech'</p> <p>Y5 film project to have a group with online safety theme</p>
For behaviour to be exemplary at all times and in all places around the school.	<ul style="list-style-type: none"> <li>For all staff to: <ul style="list-style-type: none"> <li>receive high quality training</li> <li>be confident at using school systems to record behaviour incidents</li> <li>respond effectively to intelligence regarding behaviour from across the school</li> </ul> </li> <li>To utilise local authority resources to support with this process e.g. the Anti-bullying Charter Mark</li> </ul>	<p>MC, HG, EM, LL</p> <p>ECM, LL, MC</p>	2022-23		<p>SENCo ran training for staff re key SEN children.</p> <p>Additional online session for year 4 parents focusing behavior issues surrounding friendships.</p>
Filtering and monitoring For robust filtering and monitoring	<ul style="list-style-type: none"> <li>Staff and governor training regarding changes to KCSIE</li> <li>To ensure filtering and monitoring systems are established across the</li> </ul>	MC, LL			

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systems established across IT provision	school and tested half termly.				
Prevent	<ul style="list-style-type: none"> <li>Prevent risk assessment to be updated to reflect Counter Terrorism Local Profile.</li> <li>Staff training around Prevent to be updated.</li> <li>For PSHE curriculum to tackle issues identified in risk assessment.</li> </ul>	MC,LL, EM  EM, MC  SR,LL	December 2023		

## Personal Development

<b>RSE and PSHE</b> For the RSE and PSHE to be entirely relevant for all children within the school.	<ul style="list-style-type: none"> <li>To continue to monitor the PSHE curriculum to ensure it responds quickly to current intelligence relating to behaviour patterns in school and beyond.</li> </ul>	SR, MC, LL, HG,	Ongoing		SLT revised curriculum to ensure following issues are explicitly taught: Consent, child on child abuse, harassment.
<b>Physical fitness</b> For New Haw pupils to have greater opportunities to develop their physical fitness.	<ul style="list-style-type: none"> <li>To introduce the challenge of 'personal bests' within the Daily Mile</li> <li>To ensure extra curriculum provision offers a wider range of sporting opportunities.</li> </ul>	NC/KR, LL NC/KR	July 2023  2022-23	Cost for pedometers	Autumn term clubs reviewed to ensure range of sports are included.  Recruitment of sports coach AT to set up lunchtime activities.

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<p><b>Careers</b> For our year 6 pupils to have exposure to a wide range of possible careers in order to raise their aspirations.</p>	<ul style="list-style-type: none"> <li>To further develop the <i>Golden Futures</i> programme for our year 6 pupils – a wide variety of professionals to come into school to share their successful career paths.</li> </ul>	HG, HS	2021-23		
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## Leadership and Management

<p><b>Developing leaders</b> For all leaders across the school to have the opportunity to develop their leadership capacity through both coaching and mentoring from senior staff and external opportunities.</p>	<ul style="list-style-type: none"> <li>Regular coaching for team leaders to develop their understanding of their role in maintaining the quality of education across their year group.</li> <li>Support to access all leadership network opportunities.</li> <li>Regular CPD for subject leaders on leading their subject area.</li> </ul>	MC, LL	2023-25	External network costs	All senior staff delivered face to face seminars on ECT programme.
<p><b>Staff development</b> For all staff to benefit from consistent and cohesive opportunities to develop their leadership.</p>	<ul style="list-style-type: none"> <li>To utilize the revised NPQs for identified staff in order to provide high quality CPD opportunities.</li> <li>To use school's role as facilitator for The Teach First ECT programme to provide high quality CPD for all staff.</li> </ul>	MC, LL HC	2023-25		2 members of staff currently undertaking NPQLT  Whole staff sessions delivered using materials from ECF programme.
<p><b>Online safety</b> For children, parents, staff and governors to have a deep awareness of current online dangers and know how to keep safe.</p>	<ul style="list-style-type: none"> <li>To provide regular training and updates for parents, staff and governors.</li> <li>To appoint pupil digital leaders to develop pupil voice around online habits and ways to stay safe.</li> <li>To review the school's e-safety curriculum.</li> </ul>	EM  KV  KV, LL	2023-25	EM to advise on costs	E-safety curriculum reviewed.  Digital Leaders fully trained.
<p><b>Governance</b> For governors to fully understand their strategic role and have the requisite knowledge and skills to enable them to</p>	<ul style="list-style-type: none"> <li>To consider the future role of New Haw in the planned academy expansion programme.</li> <li>To review governor training.</li> <li>To establish staff/governor working party to address staff and pupil wellbeing.</li> </ul>	MC, EM	2023-25		Governors to have visited classrooms 3 times this term.  Presentations to governors on English, maths, art, computing, RE, and PE, geography, Text

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meet their statutory duties and hold the school to account.	<ul style="list-style-type: none"> <li>To ensure all governors are fully appraised in the changes to KCSIE 23</li> </ul>				<p>Detectives and Science last year.</p> <p>Michelle Austin appointed to governor working party to address staff and pupil wellbeing. Meeting held in autumn 2022</p> <p>All governors training now on VWV.</p>
<p><b>Parental engagement</b> For school to use new and imaginative ways to engage parents in working with us to maximize pupils' learning and well-being.</p>	<ul style="list-style-type: none"> <li>To maximize the use of technology as a means of engaging with parents, eg parents' evenings, SEND meetings, School Talk.</li> </ul>	MC, LL, HG	Ongoing		<p>2 training sessions for parents held half termly last year Curriculum meetings and Sharon Girling. Well-being session delivered to parents by Eikon.</p>
<p><b>Well-being and workload</b> For all staff to feel valued and supported by the school in relation to their well-being and workload.</p>	<ul style="list-style-type: none"> <li>To continue to review working practices and the impact of new initiatives on staff workload and well-being.</li> <li>To ascertain staff views on workload and well-being through the staff questionnaire, Performance Management and, where relevant, exit interviews.</li> </ul>	MC, HG, LL, EM, SR	Ongoing	Cost of application for Well-being Award	<p>Work for Well Being Award collated ready for submission in April 2023. Well Being Award achieved.</p>
<p><b>Collaborative working</b> To work collaboratively to make an effective contribution to the wider school</p>	<ul style="list-style-type: none"> <li>Work as an ECF Strategic Lead school in partnership with the Xavier Trust teaching school.</li> <li>Continue with school-to-school support, including leadership coaching.</li> <li>To continue to lead on local arts</li> </ul>	MC, HC, LL	Ongoing	(Income stream)	<p>Continuing to deliver year 1 and year 2 face to face seminars for ECT programme.</p> <p>Arts Council funding for 2 projects: year 5 film and Delight</p>

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community.	group, 'Cultural Collaborative' as part of the strategic programme for the Arts in Surrey.				Drama CPD.
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