

Yerbury Primary School Development Plan 2023-24

Underpinning this document is the following ethos statement:

'Yerbury is a richly diverse learning community which values the uniqueness of every child. We know that happy, interested and secure children learn best. We offer a caring and stimulating environment which allows children to become independent and grow. Staff, children, parents and carers work together in a culture of collaboration and mutual support. We foster the long term development and personal achievements of every child within our broad curriculum and in the immeasurable learning beyond it. We provide a challenging, relevant and creative school experience which nurtures a sense of social responsibility and inspires life-long learning'

Yearly overview:

	2018-9	2019-20 & 20-21 (Coronavirus)	2021-22	2022-23	2023-24
<u>Main focus:</u> Quality of Teaching and Learning	To ensure good progress across the school in Writing	To develop and embed a Maths Mastery approach across the school	Further embedding Writing following impact of pandemic	Developing Teaching & Learning following the hiatus to regular CPD caused by the pandemic.	To further developing SEND provision with a focus on identifying needs, monitoring progress and communication with parents
<u>Specific focus 1:</u> Curriculum	Year 2: For staff to develop the knowledge, understanding and skills necessary for encouraging positive mental health & well-being in themselves, each other and children.	To further enrich the curriculum offer by ensuring children have regular opportunities for outdoor learning	To further develop the teaching of Computing and Digital Resilience	To focus on ensuring excellent practice and outcomes in the Early Years Foundation Stage (EYFS)	To further develop an engaging, inspiring and relevant curriculum
<u>Specific focus 2:</u> Leadership	2 year focus – Year 1: To create a long-term, sustainable revenue generation plan which future-proofs and further develops the excellent provision at Yerbury.	2 year focus – Year 2: To create a long-term, sustainable revenue generation plan which future-proofs and further develops the excellent provision at Yerbury.	Continue focus on Revenue Generation, and ensuring Yerbury continues to be a first-choice school for families in the local area	To maintain Ofsted Preparedness ahead of a Section 5 inspection.	To support the SLT transition and the Headteacher's full return-to-work
<u>Specific focus 3:</u> Strategic Management	Year 2: To further develop teaching and learning to bridge the gap between boys and girls across the school, in particular in Reading and Writing.	To ensure the provision of SEND is broad and balanced, and of a high quality for all	Pandemic Restoration	To support and develop the transition to new and interim leadership team	n/a
<u>From 2019-20 onwards:</u> Yerbury will continue to provide a supportive and challenging learning environment to help ensure all children demonstrate key characteristics embodied	<u>Subsidiary focus</u> To review the curriculum to ensure it fulfils our aim, purpose and intention to nurture, prepare and develop children educationally, emotionally, socially, morally and physically for life and	In year 20/21, focus will be placed specifically on the following: '...The Yerbury child cares about others , is able to challenge intolerance , and can relate and communicate with others in order to build and	'They know what it is to be inclusive, feel included and to have been nurtured by a sense of belonging '	To further develop the school's anti-racist practice by continuing to engage with the Conolly Project.	2-year plan: Nurturing the emotional development and well-being of students, and maintaining the emotional wellbeing of staff

within 'Our Hope for the Yerbury Child'.	citizenship in the 21 st Century	maintain healthy relationships.'			
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Main whole school focus: Further developing SEND provision with a focus on identifying needs, monitoring progress and communication with parents					
Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Introduce and monitor, along with phase leaders, new interventions for maths and reading and support those running them to help maximise impact.	WH (Phase leaders)	Children who are working at a level behind their peers make accelerated progress in focus areas.	Intervention subscriptions: £1.5-2k	Throughout 23-24	
Develop clear communication system so that parents are informed when their child is taking part in an intervention and what the aims of that intervention are.	WH	Parents feel informed and know how support their child.		Autumn 23-24	
Develop the systems for recording and monitoring SEND so that is more useful and informative for staff.		A working document is created which is useful for all staff to use to gain knowledge of children with SEND across the school.		Throughout 23-24	
All staff to receive appropriate training to help teach children with a range of SEN.	WH	Staff are confident supporting and teaching children with a range of SEN. Children with SEN feel included, understood and make progress with their learning.	£500	Throughout 23-24	
Raise awareness among the children, staff and parents of a range of SEND and the associated difficulties and strengths through assembly, training and SEN parent workshops.	WH	Improve the school community's understanding of a range of SEN, associated difficulties, strengths and support strategies.		Throughout 23-24	
Work with PE lead to explore opportunities for all children with SEND to represent the school and / or take part in an external sport activity at least once during their time at Yerbury.	WH BJ	All children feel a sense of belonging and inclusion in school life.		Throughout 23-24	
Review systems for identifying and monitoring SEN in children entering the school, particularly in EYFS alongside SEN SENCO .	WH JG	Children's needs are identified in a timely manner and they receive appropriate support.		By end of Spring Term	
Review the way parents' evenings are run for children with EHCPs and / or on the SEN register.	WH	Parents feel like they have a good understanding of their child's difficulties, progress and how they are being supported.		Autumn Term	
Keep parents informed about SEN provision, outside practitioners and partnerships, legislation and how we support children with	WH	Parents feel informed about the provision for SEN at Yerbury, how to access external support		Throughout 23-24	

SEN through information on the website, workshops and parent meetings.		and how we meet our duties in law.			
Review assessment systems for children working at pre-key stage level	WH	There is a clear and useful record of a child's progress and current attainment which can inform future practice.		By the end of summer term	
Success Criteria:	Evidence: (by September 2024)				
<p>Parents are clear about how their child with SEND is being supported</p> <p>Children receive appropriate interventions to support them with their learning</p> <p>Awareness is raised about a range of SENDs and associated difficulties and strengths</p> <p>Staff are aware of systems for reporting and monitoring children with SEND</p>	<ul style="list-style-type: none"> • Parent feedback through parent survey, SEND ambassadors and meetings with teachers and SENCO • Observations of SEND pupils in classrooms and interventions • More staff take part in appropriate training • Children can talk knowledgeably about their understanding of some SENDs to an age appropriate level (KS2 focus) • Staff use the systems for reporting and monitoring SEND effectively 				

Curriculum Focus: To further develop an engaging, inspiring and relevant curriculum

Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Identify opportunities to embed the Connolly Project throughout the curriculum topics To ensure resources are reflective of our community To review foundation subjects in order to ensure that they reflective, relevant and accessible	BW	Children will have resources that they can identify with, recognise themselves and their experiences in their learning. The curriculum is more inclusive and develops a sense of belonging across the school	£1000	July 24	
Create Subject Teams – STEM, Humanities, Health and Well Being, Performing Arts, English which meet regularly through-out the year, led by a member of the SLT Subject leaders to identify opportunities for cross-subject projects	BW, WH, KA	Collaborative working will engender staff cohesion and inspiring opportunities for children	Staff time	Autumn Term	
Individual subject audits Subject leaders identify any changes required to their subject, for example, in terms of content or sequencing.	BW	Demonstratable accountability	Staff time	Spring Term	
Subject leaders to have amended Subject and Year Group Curriculum Overviews to reflect above, and feed back to staff.	BW	Clarity for staff, parents and children	Staff time	July 24	
Subject Leaders' subject knowledge is continually growing to ensure that children have a broad and balanced, relevant and inspiring curriculum across all year groups and subjects Subject teams will identify CPD opportunities that will serve the needs of the developing curriculum	BW	Increased teacher confidence Enhanced teaching practices	£500 Training	July 24	
Conduct a full subject assessment review	BW	Assessments will provide an accurate and helpful reflection of learning Accessible assessments	£1000 assessment scheme	July 24	
Community Engagement Actively seek out opportunities to engage with the wider community – parents and beyond. To give children and their families a sense of belonging	BW	Cultural enrichment for all Community resource sharing Increased parent engagement Decreased mobility	Staff time	July 24	

To actively seek opportunities to reflect the diverse community of the families of children at Yerbury (e.g. 'Next Week in our Community' in the update)					
Success Criteria:	Evidence: (by September 2024)				
Children feel the curriculum is more reflective of the school community and relevant to them	<ul style="list-style-type: none"> • Pupil interviews/ feedback 				
All foundation subjects have been reviewed and updated, and the Connolly Project is integrated.	<ul style="list-style-type: none"> • Subject leader reports • Curriculum maps 				
Each subject team will have created at least one whole school, cross-subject project Each subject team will have created at least one whole school, cross-subject project	<ul style="list-style-type: none"> • Curriculum Team minutes • Update 				
Completion of audits for all subjects.	<ul style="list-style-type: none"> • Subject audits 				
At least 3 community engagement initiatives have been undertaken, including parent consultation	<ul style="list-style-type: none"> • Parent consultation • Positive feedback from parents and community members regarding their sense of belonging which will form part of the Parent Survey 				

Our Hope for the Yerbury Child Focus: Nurturing the emotional development and wellbeing of students and maintaining the emotional wellbeing of staff.

Year 1 of a 2-year plan.

Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Member of SLT holding Senior Mental Health Lead role to receive approved training from DFE	KA	SMHL will have the knowledge and expertise to develop and embed a whole school approach to mental health and wellbeing	Grant accessed from DfE for training (£1200)	Summer 2023 – Spring 2024	
Development of a whole school approach to Social, emotional and mental health, which is specific to Yerbury – developed with support and advice from iMHARS and School Wellbeing Service. Actions below will feed into this approach:	KA	Yerbury will have clear policies and procedures within school specifically relating to SEMH, developed within the THRIVE framework which covers: -universal offer to all students (PSHE, Zones of regulation, etc.) - students/parents who would benefit from advice and signposting for SEMH difficulties -students who would benefit from in house SEMH intervention -students who would benefit from SEMH intervention and support from outside services.	Consultation with iMHARS and SWS – currently free as part of local offer.	Throughout 23-24	
Development of a SEMH team in school, including SLT, teachers and support staff. For example: SMHL, SENCo, ELSAs, PSHE lead,	KA and WH	All stakeholders involved in SEMH within the school will be clear in their responsibilities and communicate well with other stakeholders		Throughout 23-24	
Development of SEMH page on school website	KA	Parents and other stakeholders outside of school will have a clear understanding of Yerbury's SEMH policies and procedures.		Summer 2024	
Strengthen partnership with SWS and implement their offer within whole school approach. SWS offer: -1 individual referral per term for children with mild-moderate SEMH difficulties -2 workshops per year (parent, staff training etc on SEMH intervention.) -1 group intervention for children with mild-moderate SEMH difficulties per year – mainly focusing on social difficulties.	KA	Capacity for wave 2 SEMH intervention is increased within the school. TAs are trained in effective, in-house intervention (circle of friends etc.)	Currently free as part of local offer	Throughout 23-24	

Continue to work with New River College and implement their offer throughout school: -1:1 referrals for individual children - Whole staff training on EBSA -Staff training on SEMH intervention -Guidance on self-guided SEMH intervention through workbooks (Starving the anxiety gremlin etc.)	KA	Capacity for wave 2 SEMH intervention is increased within the school. Children and parents of children with EBSA receive targeted support. Improvement in attendance for these children.	Currently free as part of local offer	Throughout 23-24	
Create ELSA roles within support staff	KA	Capacity for wave 3 emotional literacy intervention for individuals or groups within school is increased	TBC	Throughout 23-24	
Development of whole school approach for emotional regulation – Improving and adapting 'Getting Back to Green' to become 'Zones of regulation'. Access Zones of regulation training for staff	KA	Whole school approach for emotional regulation is implemented and effective.	Free through SWS	Throughout 23-24	
Access drama therapy in school for individuals requiring specialist SEMH support	KA	Capacity for specialist SEMH support in school is increased	Currently free through university	Autumn 23	
Access play therapy in school for individuals requiring specialist SEMH support	KA	Capacity for specialist SEMH support in school is increased	£3000 for one term – Up to 5 children per session	Autumn 23	
Increase staff awareness and access to counselling and wellbeing support through EPA (Employee assistance programme), and other services in Islington. -Create a bank of services for staff -INSET	KA	Staff know the appropriate support available to look after their own wellbeing		Throughout 23-24	
Train designated members of staff as adult Mental Health First Aiders.	KA	Staff can be supported with their mental health within school	Currently free through the charity 'Rethink'	Throughout 23-24	
Research opportunity for specialist wellbeing support in school for staff e.g.- CAMHS time, counselling from outside charities	KA	Capacity to support staff with emotional wellbeing within school is increased.	Will use charities to try and reduce financial implications.	Throughout 23-24	
Success Criteria:	Evidence: (by September 2024)				
Yerbury has a fully qualified SMHL in place	<ul style="list-style-type: none"> • Training completed successfully 				
Yerbury has a whole school approach for social, emotional and mental health in place	<ul style="list-style-type: none"> • All staff are trained in new approach, • Approach is updated 				

	<ul style="list-style-type: none"> • Signposting and information for parents is in place • 'Zones of regulation' is embedded in school • SEMH team has been created – channels of communication are in place and designated responsibilities are clear
Capacity for SEMH intervention is increased within Yerbury	<ul style="list-style-type: none"> • 2 ELSAs are trained and in place • Staff have been trained in wave 2 SEMH intervention (circle of friends etc.) • Wave 3 SEMH intervention is in place for specific children (dramatherapy, play therapy etc.)
Staff feel supported by Yerbury in maintaining their own emotional wellbeing	<ul style="list-style-type: none"> • Bank of services created for staff • Mental health first aiders are trained • CAMHS time (or equivalent) for staff wellbeing is in place.