

# HARBORNE PRIMARY SCHOOL

## SCHOOL DEVELOPMENT AND IMPROVEMENT PLAN 2022-23



**Happy Pupils Succeed**

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The **bold and highlighted** objectives in the main body of the SDIP form the **Executive Summary**. The Executive Summary is reported on termly by the HT to the FGB.

## EXECUTIVE SUMMARY

ALL SUBJECTS	LEADERS: SLT and Middle Leaders.	DATE: July 2022
<b>1. OVERALL STATUS</b>	<p>Our main drivers for improvement next year, for HPS, can be summarised as:</p> <ol style="list-style-type: none"> <li>1. <b>H – HIGH STANDARDS</b>: Maintaining our high standards of expectations and achievement for our pupils, through an effective curriculum.</li> <li>2. <b>P – PARENTAL ENGAGEMENT</b>: Re-engaging with our parent body to re-establish positive relationships.</li> <li>3. <b>S – SEND PUPILS</b>: Improving our provision for SEND pupils throughout the school.</li> </ol> <p>The Executive summary objectives have been colour-coded to match one of the above key drivers for improvement.</p> <p>The 30 key priorities for the school this year are in this Executive Summary in two parts.</p> <p><b>Part 1: General Objectives:</b></p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Leadership</li> <li>• Mental Health (a new section)</li> <li>• Parents and the community</li> <li>• Premises</li> <li>• Quality of education</li> <li>• Staffing</li> </ul> <p><b>Part 2: Subject Specific Objectives.</b></p> <ul style="list-style-type: none"> <li>• Art</li> <li>• ARR</li> <li>• Computing</li> <li>• English</li> <li>• Geography</li> <li>• History</li> <li>• Mathematics</li> <li>• MFL</li> <li>• Music</li> <li>• PE</li> <li>• RE</li> <li>• RHE</li> <li>• Science/DT</li> </ul>	
	<b>Area for Development 2022-23</b>	
<b>2. GENERAL OBJECTIVES</b>	<p><b>Early Years/Reception:</b></p> <ol style="list-style-type: none"> <li>1. To implement, evaluate and continue to develop the new long term EYFS plan linked to ensure high quality teaching</li> </ol>	

	<p>and provision; share this with parents / carers to ensure there is a detailed awareness of curriculum content; use it to help develop inspiring and varied medium-term plans which set out clear and accurate aims, goals and objectives.</p> <p><b>Inclusion:</b></p> <p>2. Use the BEP SEND review report to improve the provision for SEND pupils throughout the school (5 separate objectives).</p> <p>3. Ensure SEND interventions are consistently recorded, monitored and evaluated to show impact and effectiveness.</p> <p><b>Leadership:</b></p> <p>4. Review the PM schedule to include regular lesson visits.</p> <p>5. Implement changes to the 2<sup>nd</sup> year of the leadership structure and continue to monitor and review this throughout the year.</p> <p><b>Mental Health:</b></p> <p>6. To create a range of workshops for parents and carers on how to support their child's mental health and well-being.</p> <p><b>Parents &amp; the Community:</b></p> <p>7. Promote parental engagement by offering our parents opportunities to come into school for visits, meetings and performances as much as possible.</p> <p>8. Consult with parents and other stakeholders to conduct a full review and overhaul of the school website.</p> <p>9. Continue our work on the School Travel Plan to further promote sustainable travel and safety around the school sites.</p> <p><b>Premises:</b></p> <p>10. Canteen Plant room to have 2 new boilers and a new BMS panel.</p> <p><b>Quality of Education:</b></p> <p>11. Provide a rigorous monitoring and evaluation schedule of the quality of education across the school (lesson visits, book scrutinies, pupil conversations, data analysis, pupil progress meetings).</p> <p>12. Continue to embed the CoEL across the school and monitor the effectiveness of these.</p> <p><b>Staffing:</b></p> <p>13. Continue to develop our middle subject leaders to ensure strong leadership of curriculum areas to meet the needs of our pupils.</p> <p>14. Continue the rolling programme of recruitment to maintain effective staffing levels throughout all areas of the school to meet growing needs of the school population.</p>
<p><b>3. SUBJECT SPECIFIC OBJECTIVES</b></p>	<p><b>Area for Development</b></p> <p><b>ART:</b></p> <p>15. Continue to resource the subject to make it more accessible to All children ie brush grips, easels, large print pictures.</p> <p><b>ARR:</b></p> <p>16. To continue to support all teaching staff in using best assessment practices. This will include reminding staff of the key principles.</p> <p><b>Computing:</b></p>

	<p>17. Establish Computing Foundation faculty</p> <ol style="list-style-type: none"> <li>a. Update policy</li> <li>b. Support teaching and learning across all year groups</li> <li>c. Support monitoring and evaluation of subject area.</li> </ol> <p><b>English:</b>  18.Continue to develop writing across school.  19.Introduce new phonic scheme across school.</p> <p><b>Geography:</b>  20. Re- establish the Geography elements within the “Topic” approach and highlight the specific skills linked to the subject.</p> <p><b>History:</b>  21.Create greater cross curricular links by the centralisation of resources at the annex and the management of the resources area at Main Site.</p> <p><b>Mathematics:</b>  22.Renew parent engagement.  23.Maths lead to closely monitor progressing using data across school; particularly with the introduction of the new EYFS curriculum and the 2018 cohort.</p> <p><b>MFL:</b>  24. To review the unit <u>coverage</u> AND re-allocate French units to each year group.</p> <p><b>Music:</b>  25. Following on from the 21/22 audit of main site and annex musical instruments, identify and sort instruments supportive of our SEN pupils.</p> <p><b>PE:</b>  26.Continue the development of assessment across whole school to monitor progress.</p> <p><b>RE:</b>  27. Implement the new RE Agreed Syllabus 2022.</p> <p><b>RHE:</b>  28.Work with SEN Coordinator to ensure children with additional needs are fully integrated in lessons and their learning outcomes are good.</p> <p><b>Science/DT:</b>  29. Embed the Working Scientifically element of Science through more practical and hands-on science.  30. Develop the DT curriculum to show progression of skills across the school.</p>
<p><b>4. IMPACT OF CHANGE</b></p>	<p>Harborne Primary School remains as one cohesive school, operating across two sites but with one shared ethos and culture of learning.</p> <p>We continue to ensure that our curriculum is effective and enables our pupils to continue their learning and they are ready for the next stage of the education.</p> <p>School continues to offer excellent provision, where the quality of education is at least good, with outstanding features. Harborne’s</p>

reputation remains an excellent one in the community. Parents still see our school as a high quality institution and are in support of us. We have positive working relationships with a variety of partners in the community, which help us to provide good outcomes for our pupils.

Our leadership team continues to develop effective routines for daily operations and maintains a long term view of effective and strategic school leadership, especially focussing on how the school runs cohesively across two sites. The Governing body continues to work closely with the school leaders, fulfilling their role of governance effectively.

Management, including finance management is effective, including the ongoing review of the staffing structure as the school grows to ensure best use of human resources.

Behaviour and attitudes of pupils in the school is outstanding, with a clear Behaviour Policy which is embedded in the everyday life of the school; pupils feel safe and happy and attendance is above average.

Personal Development in the school is a strength and developed through the PSHE/RHE curriculum as well as assemblies and the whole school ethos.