



Athena-GEP School Development Plan 2021-22 Northmead Junior School



Leading schools where children thrive

Vision Statement

Athena-GEP is a developing Multi Academy Trust with a cross-phase family of schools with the common aim of continuous school improvement through challenge, collaboration and support. We seek to be a network of schools where every young person receives the best possible education through the sharing of outstanding practice and world class professional development opportunities for staff. We value and embrace each school's uniqueness and the bespoke community it serves, whilst seeking to learn from and share with each other so that we spread excellence effectively.

Collective Values

Learning that Inspires

Ambition for all

Brave Innovators

Better Together

Guided by integrity

Athena-GEP Strategic Priorities				
<p>Live our merged values Implement our collaborative vision which benefits all</p>	<p>Raise attainment for all Irrespective of circumstance all children will thrive</p>	<p>Provide robust school improvement Support schools improve teaching and pupil outcomes</p>	<p>Develop powerful partnerships Grow partnerships for the benefit of all our community</p>	<p>Align school and trust services Improve services to schools through collaboration</p>

School Vision Statement:

Every child is important, valued and included at Northmead. We are given equal opportunities to achieve our very best whatever our different abilities or challenges might be.

Leadership Aims and Goals

To deliver a holistic educational approach with the child at the core, helping each pupil to flourish:

- To provide a rich, engaging and innovative curriculum which is underpinned by the concept of mastery.
- To achieve results at the end of key stage 2 which reflect exceptional progress, the successful recovery and the ambition that is been set for all.
- To provide a challenging and rewarding environment for staff, who are able to share best practice and receive support across the multi academy trust.
- To be a junior school recognised in the local community and the MAT for providing an excellent standard of education.
- Create an inspiring environment for everyone built on the foundation of a strong sense of well-being and support.

School Context: 2021-2022

	Year 3	% of year group	Year 4	% of year group	Year 5	% of year group	Year 6	% of year group	Whole school	% of whole school
Total	90	100	81	100	90	100	90	100	351	100
Girls	46	51.1	32	40	41	45.6	54	60	173	49.3
Boys	44	48.8	49	60	49	54.5	36	40	178	50.7
SEN Total	25	28	22	27.5	22	24.4	29	32.6	98	28
SEN Girls	8	8.9	7	8.8	6	6.7	12	13.5	33	9.5
SEN Boys	17	18.9	15	18.7	16	17.8	17	19.1	65	18.5
PP Total	15	16.6	13	16.3	19	21.1	16	18	65	18.5
PP Girls	7	7.6	3	3.8	7	7.8	9	10	24	6.8
PP Boys	8	8.9	10	12.5	12	13.3	7	8	31	11.6

Northmead is a three form entry Junior School serving a mixed catchment in the North of Guildford. We have a high percentage of children with SEND.

We have a 15 place COIN for children with speech and language as their primary need. These children are taught within the COIN for Maths and English and re-join the mainstream for the remainder of their lessons.

There are 29 different languages spoken by our children and their families

Quality of Education (1)
Intent
Implementation
Impact

Objective	Actions	Impact Measures	Resource Required	Time	School Lead
Assessment and pupil tracking is in line with trust expectations and targets	<p>Monitoring cycle established and repeated each term</p> <ul style="list-style-type: none"> • Termly data capture and gap analysis including analysis of PUMA, PIRA and GAPS • Pupil progress meetings after each data capture • SLT highlight any groups at risk of not making expected progress, • Interventions put in place to accelerate the progress of those falling behind. • Review and evaluation 	<p>Teacher assessment PIRA GAPS PUMA</p>	<p>Tests:- £5,994</p>	<p>Termly</p> <p>Target setting: 17.9.21 Data submission to academy 15.12.21 29.3.22 8.7.22</p>	<p>Alastair Kemp</p> <p>Debbie Brown</p>
<p>Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term</p>					
Embed teaching and learning priorities for reading and writing following intense support in 2020/2021. Track and measure impact.	<p>Reading: Learning walks and book scrutiny to check on consistency of teaching across the school and year groups undertaken by subject leader, year leaders and SLT. Feedback provided</p> <p>Ensure children with SEND/EAL are able to access the reading approach</p>	<p>Book scrutiny and learning walk findings</p> <p>Termly analysis of PIRA and TA data to assess impact</p> <p>Pupil voice</p>	<p>High quality books to support reading and writing £1000</p> <p>PIRA and GAPS (see above)</p>	<p>Half termly monitoring by SLT</p>	<p>Denise Lewis</p> <p>Jo Backhurst</p> <p>Debbie Brown</p>

	<p>and put adjustments in place where necessary</p> <p>Ensure fluency is being taught in a coherent/progressive manner</p> <p>Academy trust reading lead training (8/10/21)</p> <p>Writing: Expectations and non negotiables clearly explained</p> <p>Learning walks and book scrutiny to check on consistency of teaching across the school and year groups-undertaken by subject leader, year leaders and SLT Feedback provided</p> <p>Handwriting scheme implemented</p> <p>Writing lead to become a writing moderator.</p> <p>Writing moderated across year groups and across the school to ensure consistency, progression and high standards</p> <p>School improvement partner to focus on the quality of writing across the school to ensure the model in year 3 is being emulated across other year groups. (Visit 2/10/21)</p>		<p>Cost of moderator training £550</p>		
<p>Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term</p>					

<p>To monitor, track and catch-up phonics teaching and learning</p>	<p>Transition:-Detailed assessment of each child’s phonic knowledge to be passed up from Stoughton infants</p> <p>Assessment:- Implement new assessment grid</p> <p>Those children currently in school who we do not have assessment data for will be assessed</p> <p>Children joining the school mid-way through the year will also be tested in this way to provide a baseline</p> <p>Teaching:-Children will progress through the letter and sound phases within the targeted group until they are competent and ready to move on to the Read Write Spelling scheme</p> <p>Catch-up:-Children with gaps in phonic knowledge will be caught up through quick fire intervention which targets their particular gap.</p> <p>Reading books:-Children to take home a book which closely matches the phonics knowledge that they are being taught. The children will be provided with a ‘phonic’ reading book which they can take home to read and re-read. Alongside the phonic book, children will take an accelerated reader book from the scheme. Once children have passed the phonic phases then they will move solely on to the accelerated reader scheme.</p> <p>CPD:-Training will be provided for all teachers and LSAs whole class teaching of the phonic programme, catchup intervention programmes.</p> <p>Lead and HT to attend phonics day</p>	<p>Phonic assessment trackers</p> <p>Accelerated reader star reader testing</p> <p>Reading age analysis</p>	<p>Books and phonic flash cards £630</p>	<p>By end of Autumn term</p>	<p>Denise Lewis</p>
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<p>Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term</p>					
Review the effectiveness of the 'Read, Write Inc. Spelling scheme.	<p>Audit staff/children Learning walks Evaluation of how well the children achieve on the spelling aspect of GAPS and SATs paper Preparation of an action plan to address any issues raised</p>	<p>Audit Raised attainment in termly GAPS test</p>		<p>Spring term audit Summer term planning and training in place to deliver reviewed spelling scheme in next academic year.</p>	<p>Denise Lewis Jo Backhurst</p>
<p>Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term</p>					
To provide high quality and consistent provision across the wider curriculum to ensure all children have opportunities to build their cultural capital.	<p>CPD provided by each subject leader- staff training to include the setting of high expectations, clarification of learning intentions and confirmation of progress grids, non-negotiables for each subject.</p> <p>Subject leaders to monitor their subject and provide reports for HT</p> <p>Termly SOAP for each subject to focus on moving subject forward</p> <p>Year leaders monitor the consistency of provision across their year group</p> <p>Subject leaders to monitor the consistency of approach and the clear progression of their subject across the school.</p> <p>Report to SLT by subject leaders</p> <p>Report to Governors- written or verbal</p>	<p>Evaluated SOAPs</p> <p>Subject leader and year leader reports</p> <p>Book scrutiny</p> <p>Classroom visits</p> <p>Pupil voice</p>		<p>Half termly monitoring by SLT</p>	<p>Denise Lewis Subject Leaders</p>

	<p>Governors to monitor linked subjects</p> <p>CPD – 6 week training for non specialist subject leaders in IT, RE, Writing, Science and PSHE</p> <p>Christ college curriculum links for science, IT, French, History. Weekly visits and support</p>				
<p>Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term</p>					

Behaviour & Attitudes (2)

Objective	Actions	Impact Measures	Resource Required	Time	School Lead
Maintain consistent and positive behaviour expectation as the school reduces the restrictions from Covid-19	<p>Monitor the staff application of the behaviour policy- Ready, Respectful, Safe Use of recognition boards etc. Use of the restorative conversation</p> <p>Provide staff training on those aspects of the behaviour policy needed.</p> <p>Update the behaviour record system on Integris</p> <p>Ensure all teachers are recording behaviour incidents correctly on the Integris system</p> <p>Provide termly reports to the governors</p> <p>Provide induction for new staff regarding the approach taken by the school towards behaviour.</p>	<p>Regular behaviour reports and termly governor reports show evidence of good to outstanding behaviour.</p> <p>Analysis of, and response to, pupils' behaviour over time</p> <p>Analysis of absence and persistent absence rates, for all pupils and for different groups, compared with national averages</p>	£0	Ongoing	Alastair Kemp

Update 1: Autumn term
 Update 2: Spring Term
 Update 3: Summer Term

Personal Development (3)

Objective	Actions	Impact Measures	Resource Required	Time	School Lead
To promote and protect positive emotional wellbeing and mental health by achieving the wellbeing award for schools	Continue to work on the wellbeing action plan to address the areas outlined following the audit.	Action plan evaluation Achievement of award Pupil, parent and staff voice	Award application: £1500	Achievement of award by end of academic year.	Hannah Powell Laura Ramsay Wendy Cook

Update 1: Autumn term
Update 2: Spring Term
Update 3: Summer Term

Leadership & Management (4)

Objective	Actions	Impact Measures	Resource Required	Time	School Lead
To promote an awareness of diversity and difference and embed an inclusive cultural by achieving the inclusion quality mark	Register for award Complete the action plan	Audit Action plan evaluation Achievement of award	Award application: £1,350	Achievement of award by end of academic year.	Sarah Stocking
<p>Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term</p>					
To further develop a culture of distributed leadership for creative change with clear quality assurance practises.	<p>Issue clarified job descriptions for upper pay teachers, year leaders and subject leaders.</p> <p>DHT to oversee the quality assurance process.</p> <p>Chair of governors to monitor a SDP priority monthly</p> <p>Subject leaders: Annual subject leader report Termly SOAP Regular check ins with DHT to report on progress of targets set in SOAP Termly meeting with HT & DHT Governor link meetings Reporting to governors and SLT</p> <p>Year Leaders: Regular monitoring of year group teaching and learning Regular meetings with HT and DT to report on progress</p>	Positive change monitored through evaluation of SOAP and subject reports.	£0		Denise Lewis

	Upper Pay teachers Clarified roles Regular check ins with HT and DHT				
Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term					
To implement the first year of the five year IT development plan so the infrastructure and computing curriculum is fit for purpose.	See attached IT plan Student devices: get all IT up to standard and working in school Wi-Fi / Internet: implementation of the solution to poor connection issues Replacement of 16 staff classroom computers Remove redundant computer equipment from around the site including projector mounts Enable virtual meetings on classroom PCs Additional services will be required in the first two years of the plan due to the amount of work needed	Evaluation of development plan	£4,200 £2,200 £4,000 £1,105 Total £11,505 £5,000 Total £16,505	By end of academic year	GEP Head of IT Caitlin Webster- curriculum IT
Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term					
To continue to re-energise the physical appearance of the grounds and interior of the school.	See premises plan Kitchen	See premises plan	See premises plan		SBM
Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term					

Effectiveness of EYFS provision or Sixth Form Provision (5)

Objective	Actions	Impact Measures	Resource Required	Time	School Lead
		N/A			
<p>Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term</p>					

Other school priorities (6)

Objective	Actions	Impact Measures	Resource Required	Time	School Lead
Update 1: Autumn term Update 2: Spring Term Update 3: Summer Term					
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