



School Development Overview 2019-2020

Key priority 1 Quality of Education	Key priority 2 Behaviour and attitudes	Key priority 3 Personal Development	Key Priority 4 Leadership and management	Key priority 5 The Quality of Early Years education	Key priority 6 Overall Effectiveness
<ul style="list-style-type: none"> a) Continue to develop STEM provision across our curriculum b) Train TAs on Rainbow Road and use as an OT provision c) Develop our outdoor areas and gardening provision further to ensure that these are fully integrated into the outdoor curriculum 	<ul style="list-style-type: none"> a) Continue to develop provision for mental health and wellbeing for staff and children b) All staff trained on autism as a learning need and how to manage it c) Promote movement breaks in lessons and Active Star of the Week in class d) Use J2e Microsoft Tools/online cloud system of storage for each pupil 	<ul style="list-style-type: none"> a) Create opportunities for children to volunteer and support in the local community and within the school environment b) Reasoning tasks in maths ensure that skills are revisited frequently in Ks1 c) Develop linking with a diverse school and work 	<ul style="list-style-type: none"> a) Governors continue to strengthen their knowledge of the school and attend relevant training b) Data and assessment practices reflect the new Ofsted framework c) Develop middle management structure with coordinators having more time to evaluate and monitor own subjects and using 	<ul style="list-style-type: none"> a) Developing nursery curriculum to lead into a seamless transition to reception b) Tapestry used effectively as an assessment tool c) Use new WRMH documents in EYFS to give children challenge d) Liaise with Bucks CC re development of 	<ul style="list-style-type: none"> a) Continue to ensure GDPR compliance b) Offer training to other schools on areas of expertise c) Work closely with other schools in the local area to collaborate and strengthen our own staff d) Develop the use of social media to promote educational

<p>d) Implement a more detailed and challenging coding curriculum across school</p> <p>e) Continue to develop writing curriculum in school to ensure that creativity continues to develop</p> <p>f) Continue to evaluate and improve intervention strategies for writing to support SEND pupils</p> <p>g) Ensure in KS1 reading that children can make links between texts to pick up common themes and style of author</p>	<p>e) Children understand the diverse nature of our world and can see themselves reflected in curriculum and displays</p>	<p>together on Forest School partnership</p> <p>d) New SIAMS framework is used by teaching staff</p> <p>e) New Relationships Education is ready to be implemented in September 2020</p>	<p>more uniform systems for recording.</p> <p>d) Ensure that unqualified teacher is well supported and mentored in new role</p> <p>e) HASSP to be given over to PE co-ordinators to manage</p> <p>f) To manage the timetable so that children continue to access forest school area and Eco Lodge</p>	<p>the nursery</p> <p>e) Successfully manage and run Little Forest Friends preschool</p> <p>f) Develop SENDCO role for Early years to ensure children receive appropriate support</p> <p>g) Phonics training offered to preschools to improve phonics baseline outcomes</p>	<p>ideas and practice</p> <p>e) The implementation intent and impact of the curriculum is fully published</p> <p>f) Maintain a flexible and inclusive approach to staff recruitment</p>
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Key priority 1				
Quality of Education				
Development point	Persons Responsible / Support and Monitoring	Desired end of year outcomes	Main tasks	Timescale
1a) Continue to develop STEM provision across our curriculum	<p>Science Co-ordinator (LM)</p> <p>Curriculum coordinator (RR)</p> <p>Maths coordinator (RS)</p> <p>DT/Art coordinator (LM)</p> <p>Curriculum and standards committee</p>	<p>That pupils will have experienced a rich variety of STEM activities within the curriculum</p> <p>All pupils will have had access to scientists and STEM experts</p>	<p>Encourage planning, teaching and learning includes aspects of cross- curricula activities for Science/Maths</p> <p>Participate in and include these STEM aspects:</p> <ul style="list-style-type: none"> • STEM project for each Wow Day • Primary Engineer Leader’s Award Competition/British Science Week • Develop participation of parents with STEM careers. • STEM Golden time activity each term. • Ensure Science focus trip in Year 1 and Year 2 • Use link with DAF trucks • Use Science Oxford resources and CPD. <p>Ensure all staff are aware of resources available and plan to use these effectively.</p>	Ongoing throughout the year, with outcomes completed by the end of the year.
1b) Train TAs on Rainbow Road and use as an OT provision.	<p>SENDCo (KW)</p> <p>Curriculum and standards committee</p>	For Rainbow Road to be used as an effective intervention for children with fine motor difficulties.	<p>TAs unable to attend course in Summer Term 2019 as it was cancelled. KW to find an alternative course for TAs to attend.</p> <p>Use Rainbow road resources in school to put the intervention into place once training has taken place.</p> <p>Discussion with HCJS as they use the programme.</p>	Autumn Term

<p>1c) Develop our outdoor areas and gardening provision further to ensure that these are fully integrated into the outdoor curriculum</p>	<p>LOtC and Forest Schools co-ordinator (ER) Curriculum and standards committee</p>	<p>Children have opportunities to plant, grow and harvest produce</p>	<p>Give each year group their own vegetable plot to be responsible for.</p> <p>Teachers to plan planting, growing, harvesting and cooking activities throughout the year depending on season.</p> <p>Staff meeting to decide on planting schedule for each year group and then create a yearly growing overview.</p>	<p>Autumn term - overview set up for rest of the year</p>
<p>1d) Implement a more detailed and challenging coding curriculum across school</p>	<p>ICT co-ordinator (LB) Curriculum and standards committee</p>	<p>Children are challenged in the coding curriculum</p> <p>Children have the opportunity to develop more sophisticated skills</p>	<p>Clear progression mapped out for each year group</p> <p>Take part in hour of code event</p> <p>Create an easy resource bank for children to use</p> <p>Implement j2e coding into curriculum</p>	<p>Ongoing throughout the year, with outcomes completed by the end of the year.</p>
<p>1e) Continue to develop writing curriculum in school to ensure that creativity continues to develop.</p>	<p>KC/RR (Writing co-ordinators) Curriculum and standards committee</p>	<p>All children have opportunities to write creatively in different genres</p>	<p>Plan and deliver staff meetings with ideas for creative writing</p> <p>Work scrutiny/planning scrutiny for writing</p> <p>Encourage Writer's Club and Free writing across KS1 and in rainbows from summer term</p>	<p>Start in autumn term 2 and continue into spring and summer terms</p>

<p>1 f) Continue to evaluate and improve intervention strategies for writing to support SEND pupils</p>	<p>KW(SENDCo) KC/RR (Writing co-ordinators) Curriculum and standards committee</p>	<p>SEND children make at least expected progress in writing</p>	<p>Use of the Educational Endowment Foundation research. Use of targeted booster groups with teacher (January) Careful monitoring of progress. Constant revisiting of skills evident in planning.</p>	<p>From baseline assessment point - progress tracked termly.</p>
<p>1g) Ensure in KS1 reading that children can make links between texts to pick up common themes and style of author</p>	<p>KW (Reading co-ordinator) KS1 staff Curriculum and standards committee</p>	<p>Children to evaluate their reading in a more analytical way, reflecting in depth on the themes and styles, making links to books and texts they have previously read, both at home and in school.</p>	<p>Year group teams to look at the texts to be covered through the year and the texts covered in the previous year and plan for ways the children can make links between the themes and styles. Children to write book reviews, and comparisons between books they have read as part of their English lessons. Each class for focus on an 'Author of the Half Term' and discuss similarities and differences between styles, illustrations, themes etc.</p>	<p>Begin in autumn term and monitor throughout the year</p>

Key priority 2				
Behaviour and attitudes				
Development Point	Persons Responsible / Support and Monitoring	Desired end of year outcomes	Main tasks	Timescale
2a) Continue to develop provision for mental health and wellbeing for staff and children	Emotional Wellbeing co-ordinator (LB) KC Curriculum and standards committee	All children are monitored for mental health and wellbeing and interventions are put into place if needed. Children feel that school is a safe place where they can share worries and concerns and are free to talk Staff workload is not onerous and work/life balance is monitored	Continuously monitor workload and regularly check that we are not completing unnecessary tasks for staff Continue with wellbeing intervention groups throughout the school - co-ordinated and monitored by L Bradshaw Blue-sky planning days implemented for teachers.	Begin in autumn term and monitor throughout the year
2b) All staff to be trained on autism as a learning need and how to manage it.	SENDCo(KW) Curriculum and standards committee	All staff have an understanding of ASD and are able to use given strategies to support pupils with ASD in class and around school, particularly during unstructured times of the day (eg. playtime and lunchtime)	Training booked for whole staff, including lunchtime supervisors, on September 3 rd Inset. Autistic Teaching Company to provide the training on 'An Introduction to ASD', giving practical strategies for supporting pupils. Make use of the free resources and training from the AET later on the Autumn Term and throughout the year.	Autumn Term
2c) Promote movement breaks in lessons and Active Star of the Week in class	P.E coordinator (AA) Curriculum and standards committee	Children have regular opportunities for movement breaks to improve concentration and attention Children's achievements in P.E	Trial 'Active Blasts' in Year 2 before rolling out across all of KS1 in Spring Term. Membership for iMoves to ensure a wealth of 'Active Blasts' for teachers to access.	Begin in autumn term and then monitor throughout year

		are celebrated	Start 'Active Star of the Week' award in each class	
2d) Use J2e Microsoft Tools/online cloud system of storage for each pupil.	Computing co-ordinator (LB) Curriculum and standards committee	Reduce unnecessary printing and physical storage of work Children understand how to access and store their work in a cloud based system	Each individual pupil to have an online stored system of work set up Children to be able to access this independently in KS1	Completed by end of autumn term
2e) Children understand the diverse nature of our world and can see themselves reflected in curriculum and displays.	Specialist week/geog/history coordinator (JB) Curriculum and standards committee	Children are given opportunities to learn about difference and to celebrate diversity. Children are given opportunities to interact with children and adults from a range of cultures.	Curriculum planning reflects a diverse range of figures from different cultures and challenging any stereotypes. Take part in national initiatives such as Black History month. Class/school displays reflect diversity work PSHE lessons to allow opportunities for children to celebrate and embrace differences	Begin in autumn term as an ongoing target

Key priority 3

Personal Development

Development Point	Persons Responsible / Support and Monitoring	Desired end of year outcomes	Main tasks	Timescale
<p>3a) Create opportunities for children to volunteer and support in the local community and within the school environment.</p>	<p>School Council coordinator (KC)</p> <p>Curriculum coordinator (RR)</p> <p>Curriculum and standards committee</p>	<p>Children to have regular and varied opportunities across all year groups to volunteer and support in the local community and within the school environment.</p>	<p>Plan out timetable of activities during the year</p> <p>Liaise with staff to organise volunteering Trips to the old peoples home - Abbeyfields to create community links</p> <p>School council to take part in local projects/link with DAF</p> <p>Children to volunteer to work with St Mary's church to look after the church environment and help with relevant events</p> <p>Children to volunteer to keep school environment tidy and clean (litter pick)</p> <p>Children to read and share activities with LFF</p>	<p>Begin volunteering in autumn term 2 with timetable for visits/volunteering each term</p>
<p>3b) Reasoning tasks in maths ensure that skills are revisited frequently</p>	<p>Maths co-ordinator (RS)</p> <p>Curriculum and standards committee</p>	<p>Staff will continue to plan using the WR small steps guidance.</p> <p>Children have opportunities to reason in maths across school</p>	<p>Planning collected each week by Maths coordinator to check for reasoning tasks highlighted in planning.</p> <p>Reasoning questions to be added to the input of maths lessons and modelled carefully across all year groups.</p> <p>Outsource any new current reasoning resources and share with staff.</p>	<p>Begin in autumn term 2.</p>

<p>3c) Develop linking with a diverse school and work together on Forest School partnership activities.</p>	<p>Forest School co-ordinator (ER) Curriculum and standards committee</p>	<p>Children have the opportunity to work with children from a different school</p>	<p>Plan for and deliver Forest School sessions to a Thomas Hickman School. At the end of the sessions ask both schools to complete an evaluation about how the children and staff felt the Forest School Sessions worked.</p>	<p>Completed by the end of the autumn term</p>
<p>3d) New SIAMS framework is used by teaching staff</p>	<p>KC/RR RE co-ordinator(LM) Curriculum and standards committee</p>	<p>For all teachers to have a good understanding of the expectations in the new SIAMS framework For the school to have clear evidence towards the new SIAMS framework</p>	<p>Staff meeting about the SIAMS framework in autumn 2. RE co-ordinator to work with CVG group on evidence gathering towards the framework.</p>	<p>Staff meeting in autumn term and then ongoing throughout the year</p>
<p>3e) New Relationships Education is ready to be implemented in September 2020.</p>	<p>Emotional Wellbeing Coordinator (LB) Curriculum and standards committee</p>	<p>Children have access to relationship education that is well planned and progressive</p>	<p>Read and note changes to current curriculum Create staff overview for new changes being implemented Create a progressive long term curriculum outline for 2020/2021</p>	<p>Begin in autumn term 2. Completed by end of academic year</p>

Key priority 4				
Leadership and Management				
Development Point	Persons Responsible / Support and Monitoring	Desired end of year outcomes	Main tasks	Timescale
4a) Governors continue to strengthen their knowledge of the school and attend relevant training	Development Governor - RW Gaynor Bull - Chair At Full Governing Board meeting	Governors are more aware of strengths and developments of the school Governors have been given the opportunity to improve their knowledge More focus of strengths/developments at a committee level	Reviewing strengths and areas for development becomes a standing item on committee agendas on a termly basis. Governors attend relevant training depending on their role and responsibility and disseminate to rest of governing board when necessary	Ongoing throughout the year
4b) Data and assessment practices reflect the new Ofsted framework	KC/RR Curriculum and standards committee	Governors understand how progress is measured in school and have a clearer vision of what progress looks like	Look at alternative ways to measure progress and report to governors. Track progress of groups of children and ensure that vulnerable children make at least expected progress on a termly basis	Begin in autumn term assessment week and then ongoing throughout year
4c) Develop middle management structure with coordinators having more time to evaluate and monitor own subjects and using more uniform systems for recording.	KC/RR Curriculum and standards committee	Co-ordinators are aware of what their subject and standards are like in other curriculum areas	Joint work and planning scrutiny sessions planned - team approach adopted as per last year. Co-ordinator folders up to date and show evidence of teaching and learning in subjects across school Co-ordinators have opportunities to observe teaching of their subjects across the school	Begin in autumn term and then ongoing throughout the year

			to make judgements	
4d) Ensure that unqualified teacher is well supported and mentored in new role.	KC/RR Year 1 staff Finance, Pay and Personnel committee	Children in both year 1 classes have consistently good/outstanding teaching and outcomes Unqualified teacher has a good work/life balance and feels supported	Support unqualified teacher in setting up classroom for next year (summer 2018) and give time to do this. Support teaching on a daily basis as needed and DHT to support in the class through a weekly session. Teacher to attend staff meetings and CPD opportunities. Support teacher during assessment weeks to give accurate judgements Support teacher during Parents Eve sessions Give opportunities for year 1 team to teach across the year group	Begin in summer term 2018, continue throughout year
4e) HASSP to be given over to PE co-ordinators to manage	P.E co-ordinator(AA) Curriculum and standards committee	PE co-ordinators work collaboratively to ensure that activities are planned and organised throughout the year	PE co-ordinator to work with HASSP to ensure attendance at a wide range of inter-school activities throughout the year. Liaise with HASSP PE co-ordinators for shared ideas and support via termly meetings	Begin meetings in autumn term
4f) To manage the timetable so that children continue to access forest school area and Eco Lodge	LFF coordinator (ER) Health, safety and premises committee	Children in school continue to have half termly Forest schools sessions Children in school can still access woodland area and	Children in all year groups to have half-termly Forest School sessions - mapped out clearly. LFF timetable shows times when other classes could access the woodland and	Begin in autumn term, ongoing throughout year

		gardening area as part of their learning	gardening areas - communicated by ER to other teaching staff	
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Key priority 5				
The Quality of Early Years provision				
Development Point	Persons Responsible / Support and Monitoring	Desired end of year outcomes	Main tasks	Timescale
5a) Developing nursery curriculum to lead into a seamless transition to reception	LFF co-ordinator (ER) EYFS coordinator (RS) Curriculum and standards committee	Children in LFF who take up a place in Rainbows will have a seamless transition.	Staff meetings between LFF and Reception to make sure that there are steps in place to give children a smooth transition into Reception and transition sessions in place	Begin in spring term after a term of LFF has been completed
5b) Tapestry used effectively as an assessment tool	EYFS coordinator (RS) Assessment coordinator (RR) Curriculum and standards committee	All EYFS staff trained on using Tapestry effectively. Tapestry is set up so that it can give us useful and relevant data at assessment points	All new EYFS staff to be trained on Tapestry. TAs who have used Tapestry before will be given more training on selecting accurate levels for eh areas of learning observed. Observation coverage will be checked half termly to ensure there are a similar number of observations for each area of learning.	Begin in autumn term, completed by end of summer term
5c) Use new WRMH documents in EYFS to give children challenge	Maths co-ordinator (RS) Curriculum and standards committee	New WRMH documents disseminated to all EYFS staff Planning will incorporate all new strategies/skills outlined by the document.	WRMH new Reception document will be shared with all EYFS staff. CP activities planned will follow the guidelines and there will be a CP maths challenge activity accessible at all times. Monitoring of planning and work.	Begin in spring term

5d) Liaise with Bucks CC re development of the nursery	KC/Gaynor Bull Finance committee Health, safety and premises committee	School has tendered to take over the running of the new nursery provision	Discussion at governors meetings. Keep open communication channels with Bucks CC. Visiting similar nurseries.	Continue liaison with Bucks CC in the autumn term to see a successful outcome.
5e) Successfully manage and run Little Forest Friends preschool	KC LFF co-ordinator (ER) LFF administrator (TB) Finance committee Curriculum and standards committee	LFF provides outstanding preschool education LFF is consistent with the rest of the school in terms of policies and practices.	Ensure that all members of staff have weekly planning to ensure consistency Ensure that all LFF have regular training and CPD Ensure that there are good lines of communication between staff and parents. Ensure LFF is financially viable.	Begin in autumn term, ongoing throughout the year
5f) Develop SENDCO role for Early years to ensure children receive appropriate support	SENDCo (KW) LFF co-ordinator (ER) Curriculum and standards committee	All SEN systems in place in line with procedures in HSM school to enable consistency	Set up files, folders and systems in line with procedures currently in place within school. KW to liaise with ER about the children in LFF. KW / ER to attend Early Years SEN liaison meetings.	Autumn 1 to set up all files and systems
5g) Phonics training offered to preschools to improve phonics baseline outcomes	Phonics coordinator (KW) Curriculum and standards committee	Local pre-schools have received training to effectively deliver phase 1 and 2 phonics teaching so children are ready to start Phase 3 on entering school	Decide on the training needed, establish interest from local pre-schools, plan training and delivery.	Autumn Term

Key priority 6				
Overall Effectiveness				
Development Point	Persons Responsible / Support and Monitoring	Desired end of year outcomes	Main tasks	Timescale
6a) Continue to ensure GDPR compliance	DPL (RR) Finance committee	Level 1 of GDPR action plan completed with all areas partially or completely actioned.	Complete Data Asset register Ensure all policies are up to date Ensure all staff are trained and kept up to date with GDPR requirements Keep up to date with Herts For Learning documents. Attend DPO surgeries with Nicola Cook to support and advise.	Work towards completing level 1 of action plan by end of the summer term
6b) Offer training to other schools on areas of expertise	KC/RR Finance committee	Money received from other schools Staff have had opportunities to run training sessions as part of their CPD/PM School is known in liaison group for offering training	Decide on what training courses we can offer and who would be responsible. Publicise training courses to other schools.	Publicise in autumn term and then continue throughout year.
6c) Work closely with other schools in the local area to collaborate and strengthen our own staff	KC/RR Curriculum and standards committee	Staff have had opportunities to work with other school staff in different settings in co-ordinator role. Staff have had opportunities to attend moderation meetings	Discuss at liaison group level Work with other local schools - HCJS, HCIS and offer opportunities for moderation and co-ordinator collaboration	Set up opportunities in autumn term liaison group

6d) Develop the use of social media to promote educational ideas and practice	KC Curriculum and standards committee	HSM is successfully sharing good educational practice with those that follow the school on a wider platform than just locally	Set up a social media campaign to share educational ideas to the wider environment Investigate Instagram and Youtube as platforms to promote the school through our ideas and practice	Begin in autumn term 2, ongoing throughout the year
6e) The implementation, intent and impact of the curriculum is fully published	KC Curriculum co-ordinator (RR) Curriculum and standards committee	Curriculum aims are fully published on the school website All staff understand the curriculum provided at HSM and the intent behind it. School curriculum is clearly presented and documented	Staff meetings on curriculum plans/overviews (completed in summer term 2018-2019) Liaise with other local schools and seek support/advice re set out of document Create subject-specific vocabulary to be learned and used for each topic Blue-Sky planning days (links to objective 2a)	Completed by end of autumn term
6f) Maintain a flexible and inclusive approach to staff recruitment with equality of opportunity for all candidates	KC Equality and Diversity Governor - J Smith Finance committee	A recruitment process that is clear, open and fair	All posts to be advertised formally and open to the widest pool of applicants. All those involved in recruitment and selection to be trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process. Take steps to encourage people from under-represented groups to apply for positions at all levels of the school	Ongoing