



Coopers Lane School

School Development Plan 2023/24

STRENGTHENING



Priority	Goals	Success criteria
Race Equity	To become an actively anti-racist school	<ul style="list-style-type: none"> • A Race Equity Policy is created and implemented • School adults have the knowledge, skills, awareness and confidence to talk about race and racism (racial literacy) • Children have the age-appropriate knowledge, skills, awareness and confidence to talk about race and racism (racial literacy) • All school adults feel confident to challenge anti-racist behaviour • All children feel confident to challenge anti-racist behaviour • The History, Geography and PSHE curriculum has been reviewed and re-framed
Inclusion	To develop and strengthen inclusive practice across the school	<ol style="list-style-type: none"> 1. Behaviour for Learning <ul style="list-style-type: none"> • The number of logged behaviour incidents and the number of suspensions will be reduced for key students. • 100% of all behaviour incidents will be managed in line with our policy, and Restorative Practice. • Staff (including Midday Meals Supervisors) feel confident in using this approach • Friendship buddies having an impact on lunch time behaviour (seen through observation / student voice and reduction of incidents) 2. Quality First Teaching <ul style="list-style-type: none"> • Expectations and guidance shared through CPD sessions - teachers know what Adaptive Teaching is and why we are using the phrase rather than 'differentiation' (evidenced through checking) • Teachers no longer regularly send out 'lower ability' pupils to work with support staff (evidenced in plans) • Teachers' planning shows that it has been adapted to suit the needs of all learners in their class (planning documents or flipcharts and accompanying resources) <ol style="list-style-type: none"> 2. The Role of Adults

		<ul style="list-style-type: none"> • There is a consistency of approach when managing dysregulation and behaviour issues. All staff are following the behaviour policy and using a restorative approach, when the children are ready to receive this. This is evident through observations, logged incidents and pupil voice. • The impact of all CPD detailed below is seen in practice - planning checks, learning walks and observations. <p>4. The Role of the Learning Environment</p> <ul style="list-style-type: none"> • All class environments will be in line with TIA expectations (checklist) ready for September 2024 • Communicate in Print visuals will be on display across the school - specifically supporting pupils in the EYFS and pupils with SEND. • Teachers will understand the importance of a 'clutter free' classroom and this will be evident through learning environment checks. • Classroom 'safe spaces' work well for dysregulated pupils, and this leads to a reduction in recorded incidents. • Teachers trialling 'the pause' can talk positively about the impact on post-lunch behaviour for learning. • ZOR visuals in class are being used effectively. This is evident through learning walks and pupil/teacher voice.
Curriculum	To strengthen the writing and phonics curriculum; To continue to develop and embed a consistent approach to foundation subject assessment.	<p>Writing</p> <ul style="list-style-type: none"> • A revised curriculum policy is in place • Writing outcomes improve and are in line with other core subjects <p>Phonics</p> <ul style="list-style-type: none"> • The teaching of phonics is delivered consistently across EYFS and KS1 • A structured timetable of assessment and intervention for phonics is in place • Insight assessment system is in line with the content of Floppy's phonics, and teachers are tracking progress and using the data effectively to inform teaching and intervention. • Outcomes in phonics are inline or above the national average at Year 1 and Year 2 <p>Assessment</p> <ul style="list-style-type: none"> • Art, History, Geography and Science assessment process has been trialled and refined (Skills progression tracked on insight, teacher assessment of knowledge through use of 'Big Questions')

		<ul style="list-style-type: none"> • A revised assessment policy is in place
Continuous Provision Curriculum	To strengthen the continuous provision curriculum by ensuring consistency and progression of skills and knowledge from EYFS-Y1	<ul style="list-style-type: none"> • A Continuous Provision Policy (EYFS → Y1) written outlining the vision and processes at CLS • The Continuous Provision policy is implemented and evident across all phases • A well planned, linked and carefully aligned Y1 curriculum will be written to meet the demands of the National Curriculum • Y1 curriculum is implemented providing increasingly challenging and valuable learning opportunities building skills for all
Coaching	To strengthen teaching practice by developing a coaching culture across the school.	<ul style="list-style-type: none"> • A structured programme of coaching is embedded and used effectively to support the development of all teaching staff. • Teaching practice is stronger across the school, evidenced through learning walks and observations. • A culture of continuous improvement and professional growth has been fostered and teachers feel supported in their development. • Teachers feel valued and have ownership of their professional development. • Middle leaders have been developed to have a wider school impact through coaching teachers outside of their year group or phase. • Middle leaders feel confident to coach other teachers effectively..

Detailed action plans are produced for each priority area