



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	<p>1. Behaviour for Learning</p> <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 (Ready, Respectful, Safe), 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) • Staff will begin using a Trauma Informed approach to managing interactions with dysregulated pupils <p>2. Quality First Teaching</p> <ul style="list-style-type: none"> • Teachers know what Adaptive Teaching is at Coopers Lane, and understand why we are using this phrase now, rather than 'differentiation'. They are clear on what effective adaptive teaching looks like in the classroom. • Teachers' planning and teaching across all subjects is adapted to ensure that all children are accessing a full curriculum and are being appropriately challenged. <p>3. The Role of Adults</p>

		<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 staff CPD is seen in practice - planning checks, learning walks and observations. • Teachers are clear on the needs of their children - in terms of safeguarding, wellbeing and learning, and understand that a child's needs may change across the year. <p>4. The Role of the Learning Environment</p> <ul style="list-style-type: none"> • 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. • All staff are wearing lanyards with a consistent set of visuals.
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') • 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