



STOKENCHURCH'S KEY ACHIEVEMENTS AND PRIORITIES



SCHOOL DEVELOPMENT PLAN (SDP) SUMMARY – SPRING TERM 2024

AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.

	LEADERSHIP & MANAGEMENT	QUALITY OF EDUCATION	BEHAVIOUR & ATTITUDES	PERSONAL DEVELOPMENT	EARLY YEARS PROVISION
OUR KEY OBJECTIVES...	<ul style="list-style-type: none"> The STOKENCHURCH SDP 2023-6 provides all stakeholders with a clear understanding of the strategic priorities of the school To develop clear and open communication procedures so that all stakeholders feel informed without adding unnecessarily to workload. The school's website is redesigned and compliant. The school's appraisal policy is applied consistently and fairly to ensure that all staff are focused on shared and specific development priorities 	<ul style="list-style-type: none"> STOKENCHURCH's curriculum is ambitious, broad and balanced, underpinned by our school vision and values, reflective of our unique position and meets the needs of all learners Assessment of the core curriculum at STOKENCHURCH informs future planning to fill gaps and is adapted to meet the needs of our children Our specific core curriculum priorities for the academic year 2023-24 are achieved 	<ul style="list-style-type: none"> School attendance at STOKENCHURCH is at least 96%, with persistent absence or lateness challenged Children at STOKENCHURCH feel and know how to keep themselves safe Staff feel supported at school, are able to express their feelings and secure in the knowledge that their well-being is prioritised 	<ul style="list-style-type: none"> At STOKENCHURCH, we listen to and value the perspective, opinions and feedback from children. Pupil voice allows children to be actively involved in decision-making processes and discussions that affect their education, environment and overall school experience. At STOKENCHURCH our curriculum acknowledges and values the cultural experiences and backgrounds of our pupils, and endeavours to ensure equitable opportunities for academic success At STOKENCHURCH we foster resilience in our children enabling them to cope with challenges and bounce back from setbacks. 	<ul style="list-style-type: none"> The continual development of the EYFS at STOKENCHURCH ensures that 75-80% children achieve GLD by July 2024 Excellent opportunities for outdoor learning impact on all learners across the EYFS curriculum Opportunities are provided for children in F1 and F2 to make key developmental steps across the EYFS curriculum
WHAT WE'VE DONE THIS TERM...	<ul style="list-style-type: none"> The school's SDP has been updated A one-page summary for stakeholders published on the school website for end of Spring term The school's vision and values are well understood by stakeholders and regularly observed / commented on by visitors to the school We have expanded our admin team and are providing training to help improve communications between school stakeholders Our new school website is compliant and being maintained with many positive comments from visitors and families, having receive 80K+ visits since December Our 'Circle Model of Governance' is working well and recruitment for new governors is under way A new Parent Forum is being planned for the Summer Term 2024 	<ul style="list-style-type: none"> Our assessment system has been significantly streamlined with additional analysis tools added to improve effectiveness and reduce workload We have added 'worker books' in maths to significantly improve presentation and reduce unnecessary photocopying Training in the new curriculum has been delivered and curriculum maps and skills progression documents are in place We have reviewed our expectations for the planning of children's learning 90% parents believe that the teaching is of a high standard at STOKENCHURCH Twinkle phonics is now embedded 'Letterjoin' is becoming embedded to improve children's handwriting Our school library is well kept and accessible due to 12 hours p.w. of parent volunteer support The school is hoping to be awarded the Primary Quality in Science Mark (PQSM) 	<ul style="list-style-type: none"> Absence continues to be monitored regularly and challenged through our attendance policy, including fines where necessary A wide range of further activities and approaches have continued to support the children's feeling of safety, including visits to Hazard Alley, use of Zones of Regulation in each classroom and special themed assemblies Parent survey reflects that 92% children feel safe at school We are reviewing our behaviour policy and will set up a Parent Forum to help us to consult with parents on this and other key school matters. A health & Safety review has been conducted and development points are being actioned We have reviewed our First Aid policy and trained more paediatric first aiders. We have walkie talkies and portable kits to speed up support on the rare occasions it is needed 	<ul style="list-style-type: none"> More books that reflect cultural diversity have been sourced for the library; a wider variety of cultures and communities are reflected in day-to-day teaching, including gender (eg. Science week and World Book Day) We have received training to further support children with SEMH needs and appointed a school Mental Health Lead. Further training is booked for September We have developed a range of experiences and activities through the curriculum to develop children's cultural capital, Eg. visits to the local care home, interschool competitions, Bikeability, etc. The development of the new House system provides children with a sense of belonging, representation and pride We have installed an outdoor gym on the playground which provides children with enhanced play and physical challenge (and is proving very popular!) 	<ul style="list-style-type: none"> Our new 30-hour provision and lunch club is in place and numbers are growing. We will be full in September 2024 The development of the outside space has continued and provides a wide range of quality continuous provision opportunities for all children Parental engagement has been high, with activities including communication week, story sessions, Stay and Play, World Book Day and our Reading Awards Early identification of additional needs enables the right support and adaptations to be provided early External moderation has ensured that assessments about pupil progress is robust and accurate The 'Pod' has been developed to provide a low arousal environment for children who need it from time to time. This includes an additional access point to/from the Nursery