



STOKENCHURCH'S KEY ACHIEVEMENTS AND PRIORITIES



SCHOOL DEVELOPMENT PLAN (SDP) SUMMARY – AUTUMN 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 2024-25 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 2025 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"> School vision and ethos permeates all aspects of the school's work and is referred to regularly through assemblies, correspondence, etc. Phase leaders meet fortnightly and are developing as a good intermediate step between the classroom and the SLT; Meetings are minuted and actions followed up SDP is being updated and Autumn Term one page summary to be put on the school website at the end of term Circle model of governance becoming embedded; Additional parent governor positions being advertised New Pastoral Lead in post and becoming embedded – a role that continues to evolve as planned New formats being explored Our 'Circle Model of Governance' is working well and recruitment for new governors is under way DSL team are trained and the team has been extended to include SENCOs Detailed action plan has been created following the Safeguarding Review in June 	<ul style="list-style-type: none"> The 'Principles of Teaching' document at STOKENCHURCH has been updated Assessment schedule has been revised We are currently evaluating our first summative assessment window; where it is best, teaching uses formative assessment to adapt and scaffold learning in response to the needs of the children dynamically School is continuing to implement 'letter-join' as its school handwriting policy Reading fluency is happening every day and continues to become embedded – many children report that they enjoy these sessions Our Twinkle Phonics programme and associated texts continue to be embedded across the school Weekly spelling tests have been replaced by alternative activities – the suite of these activities will continue to be developed The Parent Forum were consulted on our school homework policy and this will be updated and published shortly 	<ul style="list-style-type: none"> School attendance policy is applied consistently and parents informed swiftly if attendance is a concern; Access to new DfE attendance analysis regularly used to support our work on attendance Electronic signing in system is in place The school behaviour policy is being updated following research into best practice and feedback from staff, governors and parents; Policy being linked with the anti-bullying policy The Safeguarding action plan is being reviewed regularly and good progress made towards implementing all recommendations The School Travel Plan is being updated Mental Health First Aid training is booked for January 2025 Wellbeing regularly considered – additional support when needed, well communicated training expectations, adapted assessment schedule, extended assessment windows, cancelling meetings when other school events and commitments, consultation on parents evening timings, technology regularly used to help reduce workload, wellbeing days, etc 	<ul style="list-style-type: none"> Ofsted stated that "The curriculum in all subjects is interesting, vibrant and ambitious. The school has considered carefully and precisely the essential knowledge, skills and vocabulary that pupils should learn and the order in which this information should be taught...Pupils are respectful of people's differences. They are fiercely opposed to discrimination of any kind. Pupils advocate passionately for the rights of everyone. As one Year 5 pupil said, 'We all have our own beliefs and families. Just because we are different or have different religions does not mean that we are treated differently.' Head Boys / Girls, Prefects, Digital Leaders, House Captains, School Council all in place. Eco Council recently appointed Many children have already experienced curriculum enhancement visits and experiences this term, from moths and stick insects in Nursery to the Astronomy Roadshow in Y5 We have introduced 'Relaxing Reads' – a set of new termly texts for each year group, from a variety of different cultures, backgrounds, contexts and authors. 	<ul style="list-style-type: none"> Training is underway and has become a specific focus of external moderation and support; Timetabling and support planning helps improve the quality of interactions between adults and children Improved engagement by the children is leading to higher levels of communication and will remain a focus of the whole team Tapestry has been a really big focus this year and parents and staff are engaging more to provide weekly updates; SEND children's families are updated more frequently Baseline assessment, language link and phonics assessments have all been completed within timescales External moderation reflects that we have an extensive range of opportunities to enhance children's physical development Curriculum documentation has been introduced which reflects the key skills and curricular progression through and beyond the EYFS; this will remain under regular review and revision