



School Development Plan

2023 – 2024

Development Area 1

Embed, assess and evaluate the impact of our planned sequential curriculum and ensure it is progressive, ambitious and accessible for all.

Development Area 2

Ensure that staff subject knowledge, adaptation and delivery skills match the learning needs of the school and the community.



Development Area 3

Deliver the planned EYFS curriculum in a manner that is appropriate for the needs of the children and reflects best practice.

Development Area 4

Respond to individual identity and needs to promote good behaviour and positive well-being for all pupils and the wider community.

Development Area 5

Secure the positive future of the school by further stabilising finances and working in partnership.

2023 - 2024

Introduction

The School Development Plan shows the school's priorities for improvement and development over the next year and beyond. It has been written with the aim of ensuring that the priorities identified will improve the experience the school offers to all of its community. We aim to provide for the needs of all the children emotionally, socially and academically, impacting positively on the standards they attain and their outcomes. 2022-2023 saw many challenges to our school. Rising costs across every area have led to financial challenges which in turn have led to hard staffing decisions being made. Ongar Place Nursery has also been through a period of change and has begun to take 2-year olds and changed its session pattern. Therefore, when looking at the 2023-2024 period leaders, in conjunction with staff have decided that this should be a period of consolidation of the good practice we have developed this year and the new opportunities we face.

The School Development Plan has again been structured as five specific development areas. These projects have been carefully related to the Ofsted headings:

- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Early Years

These areas of development lead to overall effectiveness and the school is judged on its reaching of the standards.

The 2023-24 priorities for development and improvement are based on the following:

- A thorough evaluation of the SDP 2022-2023
- The schools Ofsted report July 2019 (Ungraded – remains good)
- Analysis of the current strengths of the school and areas/opportunities for enhancement
- The current political and economic climate
- Analysed statutory assessment information and progress information from across the school
- Staff experience, knowledge and needs
- Observations, monitoring and evaluation both internal and external



Ongar Place Primary School

Ongar Place is a lively and motivated community which prides itself on its enthusiastic and positive attitude to learning and its inclusive nature. Our aim is that the children should leave Ongar Place independent and self-confident and eager to continue their learning.

Ongar Place is a small primary school and we value every member of our school community. We are committed to learning and academic progress but we believe that our responsibility to each child is to identify and nurture their different gifts. We aim to help them to develop the resilience and the skills to embrace opportunities and overcome challenges. All our staff are dedicated to building good relationships with our children. We want to ensure everyone flourishes academically, socially and personally while having fun and enjoying some memorable moments!

Ongar Place has been a one form entry Primary School since 2014. We have been oversubscribed for entry into Reception for the past 9 years. The National Curriculum 2014 and assessment is embedded throughout the school and the success of both of these were recognised by Ofsted in May 2019. We have since overhauled our curriculum provision again in light of the Education Inspection Framework and the changing needs of our children. We work alongside other schools to moderate and develop further and we work hard to be 'outward facing' – providing support and welcoming advice.

Ongar Place was described by OfSTED in 2019 '...teaching is effective, and pupils' attainment and progress are good', '...with a strong feeling of family and community'. '...is highly ambitious for all pupils and staff', '...very nurturing and caring atmosphere', 'governors are very knowledgeable about the school's strengths and priorities and are aspirational for all pupils', 'pupils enjoy attending school', 'you are aware of what the school does well and those areas that need to improve further'.

We recognise the valuable contribution that parents and Governors have made to this judgement and believe that through continuing to work together we can continue to provide the best environment in which children feel safe and secure and can learn and achieve.

We invite you to read our School Development Plan and consider how you can contribute to the school's improvement and the children's continuing progress.



Links to Ofsted

Quality of Education	
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life	DA1
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills	DA1
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND	DA1/2
Pupils study the full curriculum; it is not narrowed.	DA1
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND	DA2
The work given enables pupils to achieve the aims and ambition of the curriculum,	DA1
Teachers have good knowledge of the subjects and courses they teach.	DA1/2
Teachers present subject matter clearly, they respond and adapt their teaching	DA1/2
Teaching is designed to help pupils to remember long term the content and to integrate new knowledge into larger ideas.	DA1
Teachers and leaders use assessment well.	DA1/2
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select reflect ambition	DA1/2/4/5
Reading is prioritised to allow pupils to access the full curriculum offer.	DA1
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading	DA1
Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.	DA1/2
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read.	DA1/3
Pupils develop detailed knowledge and skills across the curriculum and achieve well.	DA1/2/3
Pupils are ready for the next stage of education	DA1/2/3
Pupils' work across the curriculum is of good quality.	DA1

Pupils read widely and often, with fluency and comprehension appropriate to their age.	DA1
Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	DA1/2
EYFS	
The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.	DA1
Staff manage the EYFS curriculum and pedagogy in relation to the learning needs of their children.	DA1/3
Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts.	DA3
Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy	DA4
Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum.	DA3
Behaviour and attitudes	
The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.	DA2/4
Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.	DA4
Leaders, staff and pupils create a positive environment There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	DA4
Pupils' attitudes to their education are positive.	DA1/2/4
Pupils have high attendance, come to school on time and are punctual to lessons.	DA4
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	DA4/5

Personal development	
The curriculum extends beyond the academic and provides for pupils' broader development.	DA1/2/3/5
The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.	DA1/4
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	DA1/2/4
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an understanding of healthy relationships.	DA4
The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.	DA4
The school prepares pupils for life in modern Britain effectively	DA1/4
The school promotes equality of opportunity and diversity effectively.	DA4
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	DA4
The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.	DA4

Leadership and management	
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	DA1/2/3/5
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge	DA1/2/5
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible.	DA1/2/4
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.	DA4
Leaders protect staff from bullying and harassment.	DA4
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	DA2/4/5
Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	DA1/4/5
The school has a culture of safeguarding that supports effective arrangements to: identify ; help and manage risk	