



# **School Development Plan 2021 – 2022**

### **Development Area 1**

**Successfully implement the new Statutory Framework for the Early Years Foundation Stage and embed the reading, communication and language elements throughout the school**

### **Development Area 2**

**Further develop a collaborative approach to SEN/D which provides learning opportunities to children, families and teachers involved**



### **Development Area 3**

**Promote personal development of pupils through offering a wide, rich set of experiences and opportunities.**

### **Development Area 4**

**Secure the positive future of the school by stabilising finances, working in partnership and improving environmental impact.**

### **Development Area 5**

**Continue to promote well-being throughout the school community while developing further resilience, respect and responsibility.**

**2021 - 2022**

## 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.

The School Development Plan has been structured as five specific projects which have been devised following a robust assessment of our strengths and areas that can be developed even further. These projects have been carefully related to the Ofsted headings:

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

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

The context of 2019 to 2021 has provided challenges. In February 2020 we suffered a virulent flu like bug which meant that at one point over 50% of KS1 and reception were absent from school. This disrupted learning in these three classes and forced teachers to revisit topics as children returned from sickness and needed to catch up. From the beginning of March 2020 absences in the school increased as parents and children were told to self-isolate if someone in their family had been in contact with a person infected with COVID19. This increased as the month went on until on March 20<sup>th</sup> all schools in England were told to close until further notice. The disruption continued for the remainder of the year.

From September 2020 families and classes continued to isolate on contact with a case of COVID19 to prevent the spread of the virus, causing a huge amount of missed learning. On 4<sup>th</sup> January 2021 school was closed until March 2021 (apart from to vulnerable children and the children of critical workers) and on line learning took place. We returned to school with a revised curriculum and a heightened awareness of well-being.

Our Development Areas this year reflect some of the challenges we have faced over the last two years and our commitment to support our whole school community.



## 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 over subscribed for entry into Reception for the past 8 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 work alongside other schools to moderate and develop further and 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 judgment 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.

Following the disruption due to Covid 19 over the last two years we are looking to establish, recover and rebuild over the next year in terms of wellbeing, curriculum and learning. 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
Teachers have good knowledge of the subjects and courses they teach.	DA1/4
Teachers present subject matter clearly, they respond and adapt their teaching	DA1/3
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.	DA2
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select reflect ambition	DA3/5
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	DA1
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
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read.	DA1
Pupils develop detailed knowledge and skills across the curriculum and achieve well.	DA1/2/3
Pupils are ready for the next stage of education	DA1/2/3/5
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
<b>Behaviour and attitudes</b>	
The school has high expectations for pupils' behaviour and conduct.	DA3
Leaders, staff and pupils create a positive environment There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	DA3

Pupils' attitudes to their education are positive.	DA1/3
Pupils have high attendance, come to school on time and are punctual to lessons.	DA3/5
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	DA3/5
<b>Personal development</b>	
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.	DA3/5
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	DA1/3/5
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.	DA3/5
The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.	DA3
The school prepares pupils for life in modern Britain effectively	DA1/3/4/5
The school promotes equality of opportunity and diversity effectively.	DA3/5
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	DA3/5
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.	DA3
<b>Leadership and management</b>	
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.	DA4
Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge	DA1/2/3/4/5
Leaders aim to ensure that all pupils successfully complete their programmes of study.	DA3/5
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.	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.	DA4

The school has a culture of safeguarding that supports effective arrangements to:  
**identify; help and manage** risk