

# School Development Plan 2024+

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## Be Happy and Healthy

Enjoy the best start in life.  
Enjoy the best health as they grown up.  
Have spaces and opportunities to play.  
Enjoy good mental well-being.  
Live in sustainable, healthy environments.  
Be able to make healthy lifestyle choices.

## Fit for the Future



## Our children will...

### Learn and Achieve.

Be positively engaged with education.  
Be proficient in numeracy, reading and writing.  
Develop the social, emotional and communication skills they need to progress through life.  
Complete compulsory education successfully.  
Successfully deal with significant life changes and challenges.

## Be Included, Respected and Valued

Feel accepted, respected, and valued at home, in school, the community.  
Engage in law-abiding and positive behaviour in and out of school.  
Live free from racism and discrimination  
Have stable and healthy relationships.  
Have their voice, perspectives and opinions listened to and taken into account.

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Reflecting the principles of the 'Children and Young People's Plan' (May 2024), our School Development Plan is to set out to communicate our current priorities.

It is aligned to our School Vision, ethos and the longer-term direction of our school so that, as a d'Auvergne community, we are all clear on where we are going and what we want to achieve. This plan will be used in the decision-making for the school for at least two years and will be used by CYPES to assess progress against our identified priorities.

These priorities have been determined as a result of our in-depth knowledge of our School (academic and social), the needs of our pupils, CPD requirements of staff and the Island-wide agenda. Our in-depth knowledge is supported by the findings of our 2024 School Review.

We are proud of our achievements and values as commented on in our School Review, and we look forward to further driving progress to make our school truly outstanding.

We recognise that concerted efforts must continue to address low levels of attainment and progress of our boys, Portuguese speaking community, particularly those who are also eligible for Jersey Premium. Quality of feedback from staff to pupils prioritises these groups and they will continue to be the subject of much attention during scheduled Pupil Progress meetings.

## Historic Overview

	Area	2019 – 2020	2020 – 2021	2021 – 2022	2022–2023	2023–2024	2024–2025
Priority 1 – Quality of education	Curriculum: Significant Focus	<ul style="list-style-type: none"> <li>Read Write Inc</li> <li>Cornerstones – Curriculum Breadth</li> <li>Maths No Problem</li> <li>Curriculum Mapping</li> <li>MakerSpace</li> <li>Helicopter stories</li> </ul>	<ul style="list-style-type: none"> <li>Computing</li> <li>Medium Term Planning</li> <li>Cracking Comp.</li> <li>MakerSpace</li> <li>Sentence Types (Alan Peat)</li> </ul>	<ul style="list-style-type: none"> <li>Writing in the Foundation Subjects (particularly in Science, History &amp; Geography)</li> </ul>	<ul style="list-style-type: none"> <li>KS2 Reading &amp; Writing (with a particular focus on Portuguese speaking pupils)</li> <li>Speaking &amp; Listening (Oracy)</li> <li>Sentence Stacking</li> </ul>	<ul style="list-style-type: none"> <li>Creative Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Language Development</li> <li>(Oracy, MLL, <b>Reading</b>, RWINc, Writing, Library)</li> <li>RE</li> </ul>
	Curriculum: Embedding	<ul style="list-style-type: none"> <li>Jigsaw PSHE</li> <li>Charanga Music</li> <li>KS2 Sport</li> <li>Accelerated Reader</li> <li>WELLCOMM</li> </ul>	<ul style="list-style-type: none"> <li>Cornerstones</li> <li>Maths No Problem</li> <li>Read Write Inc</li> <li>Helicopter stories</li> </ul>	<ul style="list-style-type: none"> <li>Short- &amp; Medium-Term Planning</li> <li>Cracking Comp.</li> <li>Computing</li> <li>MakerSpace</li> <li>Sentence Types (Alan Peat)</li> </ul>	<ul style="list-style-type: none"> <li>Cracking Comp.</li> <li>Writing in the Foundation Subjects (particularly in Science, History &amp; Geography)</li> </ul>	<ul style="list-style-type: none"> <li>Writing in the Foundation Subjects (particularly in Science, History &amp; Geography)</li> <li>KS2 Reading &amp; Writing (with a particular focus on Portuguese speaking pupils)</li> <li>Speaking &amp; Listening (Oracy)</li> </ul>	<ul style="list-style-type: none"> <li>Writing in the Foundation Subjects (particularly in Science, History &amp; Geography)</li> </ul>

	Area	2019 – 2020	2020 – 2021	2021 – 2022	2022–2023	2023–2024	2024–2025
Priority 1 – Quality of education	<b>Teaching, Learning &amp; Assessment:</b> Significant Focus	<ul style="list-style-type: none"> <li>EAL in the classroom</li> <li>Mapping the curriculum</li> <li>The Visible Learning Environment</li> <li>Cornerstones Assessment</li> <li>'Beautiful Things'</li> <li>Writing Portfolios</li> <li>Recording and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring Programme</li> <li>PiRA and PuMA</li> <li>Jersey Premium</li> <li>EAL in the classroom</li> <li>Mapping the curriculum</li> <li>Using Data to inform Provision</li> <li>Mapping</li> <li>Planning in the Moment</li> <li>Home Learning</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning</li> <li>Aspirations of Portuguese learners</li> <li>Practice in EYFS</li> <li>Internal Moderation</li> <li>Mathematics Journaling</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning</li> <li>Aspirations of Portuguese learners</li> <li>Internal Moderation</li> <li>Review T&amp;L Policy</li> <li>Assessment for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Oracy</li> <li>Aspirations of Portuguese learners</li> <li>DuFour's 4 questions.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening the knowledge and understanding of the application of Bloom's Taxonomy in KS1</li> <li><b>All</b> pupils are appropriately supported to access <b>all</b> the curriculum (strengthening the Inclusion Agenda)</li> </ul>
	<b>Teaching, Learning &amp; Assessment:</b> Embedding	<ul style="list-style-type: none"> <li>Assessment using SIMs</li> <li>Teaching and Learning Policy – Consistency in approaches</li> <li>ELKLAN</li> </ul>	<ul style="list-style-type: none"> <li>The Visible Learning Environment</li> <li>Cornerstones Assessment</li> <li>'Beautiful Things'</li> <li>Writing Portfolios</li> <li>Recording and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>Using Data to inform Provision</li> <li>Mapping</li> <li>EAL in the classroom</li> <li>Planning in the Moment</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Home Learning</li> <li>SALT</li> <li>Communication-Friendly school</li> <li>Practice in EYFS</li> <li>Mathematics Journaling</li> </ul>	<ul style="list-style-type: none"> <li>Home Learning</li> <li>Internal Moderation</li> <li>Review T&amp;L Policy</li> <li>Assessment for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Oracy.</li> <li>Revised T&amp;L Policy and how we record attainment and progress.</li> </ul>

	Area	2019 – 2020	2020 – 2021	2021 – 2022	2022–2023	2023–2024	2024–2025
<b>Priority 2– Leadership &amp; Management</b>	<b>Leadership &amp; Management:</b> SLT	<ul style="list-style-type: none"> <li>• School Vision</li> <li>• Distributed Leadership Model</li> <li>• Data and assessment procedures</li> <li>• Maths Review</li> <li>• Early Years Review</li> <li>• KS1 Review</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation Procedures using SEF</li> <li>• Use of data to inform planning / resourcing</li> <li>• Performance Management (My Conversation)</li> <li>• SEN Review</li> <li>• KS2 Review</li> </ul>	<ul style="list-style-type: none"> <li>• TA Training</li> <li>• Use of data to inform planning / resourcing</li> <li>• Partnership with other SLT(s), including Haute Vallee</li> </ul>	<ul style="list-style-type: none"> <li>• Develop school partnership(s)</li> <li>• Promote the role and expectations of AHT and implications of shared business manager</li> </ul>	<ul style="list-style-type: none"> <li>• Performance management</li> <li>• Teacher appraisals</li> <li>• The use of Teacher Standards documents as a tool for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Head / Deputy Head Pupil Progress Meetings (monitoring &amp; evaluation) revised.</li> </ul>
	<b>Leadership &amp; Management:</b> Curriculum / Phase Leads	<ul style="list-style-type: none"> <li>• Subject Leader Expectations &amp; Toolkit</li> <li>• Assigning Subject Leads</li> <li>• Reporting to SLT</li> <li>• Lunch &amp; Learns</li> </ul>	<ul style="list-style-type: none"> <li>• All curriculum Policies</li> <li>• Subject Visions, aligned to School Vision</li> <li>• Monitoring and Evaluation Procedures using Subject Leaders' Toolkit</li> <li>• Curriculum Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch &amp; Learns</li> <li>• Monitoring and Evaluation Procedures using Subject Leaders' Toolkit</li> <li>• Curriculum Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Revise curriculum policies &amp; expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop school partnership(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the 2 new middle leaders' roles in respect to how we support subject leads.</li> <li>• Support of 7 ECTs.</li> </ul>

<p><b>Priority 3 – Behaviour, attitudes &amp; well-being</b></p>	<p><b>Safeguarding and Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Risk Assessment Procedures</li> <li>• Rights Respecting Schools – Bronze</li> <li>• Health &amp; Safety Audit</li> <li>• Develop ELSA offer</li> <li>• Positive Behaviour Policy</li> <li>• Wellbeing and Positive Mental Health Policy</li> </ul>	<ul style="list-style-type: none"> <li>• MyConcern</li> <li>• Online Safety</li> <li>• Pupil Wellbeing Survey</li> <li>• Provision Mapping</li> <li>• Anti-Bias Education</li> <li>• House System</li> </ul>	<ul style="list-style-type: none"> <li>• Implement plan from PWS</li> <li>• Rights Respecting Schools – Bronze</li> <li>• Trauma-Informed Schools</li> <li>• Anti-Bias Education</li> </ul>	<ul style="list-style-type: none"> <li>• Rights Respecting Schools – Silver</li> <li>• Healthy Schools</li> <li>• Enhance Mental Health First Aid provision.</li> <li>• Trauma-Informed Schools</li> <li>• Anti-Bias Education</li> </ul>	<ul style="list-style-type: none"> <li>• Rights Respecting Schools – Gold</li> <li>• Healthy Schools</li> <li>• Young Interpreters</li> </ul>	<ul style="list-style-type: none"> <li>• Rights Respecting Schools – Gold</li> <li>• Key UNCRC Rights understood and embedded.</li> </ul>
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	Area	2019 – 2020	2020 – 2021	2021 – 2022	2022–2023	2023–2024	2024–2025
<b>Priority 4 – Engagement &amp; partnership</b>	<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• PTA Established</li> <li>• ECOF part of our community</li> <li>• Summer School</li> <li>• After School Club</li> <li>• Weekly Newsletter</li> <li>• Parent Survey</li> <li>• d’Auvergne Diddies</li> <li>• Triple P</li> <li>• UK Links</li> <li>• FS links with RB</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen links with Haute Vallee</li> <li>• Parent Workshops</li> <li>• Home Learning</li> <li>• EAL Community Links</li> <li>• Anti-Bias Working Party</li> <li>• d’Auvergne Diddies</li> <li>• REAL</li> <li>• EYAT</li> <li>• FS links with RB</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Bullying Awards</li> <li>• Post-Covid strategy for parent partnerships</li> <li>• d’Auvergne Diddies</li> <li>• REAL</li> <li>• Strengthen links with Haute Vallee</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• School Partnership</li> <li>• Continued Post-Covid implementation for parent partnerships</li> <li>• Pupil Voice</li> <li>• Food &amp; Farming Enrichment</li> <li>• Feedback from partner agencies</li> </ul>	<ul style="list-style-type: none"> <li>• PTA</li> <li>• Engaging with businesses</li> <li>• Continue to strengthen school partnership with Samares</li> </ul>	<ul style="list-style-type: none"> <li>• Open lessons for parents to access.</li> <li>• Community bus project.</li> <li>• Extended Nursery Hours (holidays).</li> </ul>