









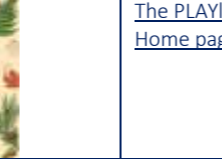
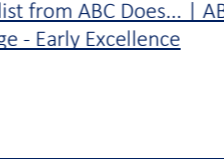
Russell Street School

School Development Plan 24/25



Using a cognitive science-based approach, our curriculum is designed to be knowledge led, vocabulary rich and reading centric.

	<p>Teaching and Learning</p>	<p>Wellbeing and Workload</p>	<p>Trauma / Neurodiversity Training</p>	<p>Nurture</p>	<p>Attendance</p>
Area	1. Quality First Teaching and TAS	2. Wellbeing & effective use of time	3. ARC & PINS	4. Sensory/Nurture Room	5. Working together to improve school attendance
Evidence/ Research/ Guidance	<p>EEF: Some pupils may require additional support alongside high-quality teaching in order to make good progress. Evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p>	<p>Education staff wellbeing charter - GOV.UK (www.gov.uk) Teacher Appraisal - guidance for schools (publishing.service.gov.uk)</p> <p>'People, ultimately, value what they feel part of' Engage and unite: moving beyond buy-in Greenshaw Research School</p>	<p>The ARC Matrix ARC (the-arc.org.uk)</p>	<p>See ARC/PINS plus: Supporting Personal, Social and Emotional Development (PSED) in the Early Years Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</p>	<p>See ARC/PINS & Nurture plus: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</p>
How/Goals	<p>To continue to improve Quality First Teaching ensuring sustained high outcomes for all groups of children as well as providing high quality Targeted Academic Support TAS to ensure all pupils succeed. <i>(All staff to continue to use the '5-a-day' and 'TAS' approach in their teaching see SDP 23/24/25).</i></p> <p>WalkThru 3 materials to be used to further enhance Quality First Teaching through the development of the key areas of teaching: behaviour and relationships; curriculum planning; explaining and modelling; questioning and feedback; practice and retrieval; and Mode B teaching.</p> <p>Enhanced positive outcomes were seen in phonics in 23/24 using a mixture of 1:1 sessions, whole class teaching and small group teaching. To ensure a ceiling is not put on the sounds any child can learn, and also to give time for phonics staff to work 1:1 with their target groups, phonics will now be taught in small targeted groups on a Tuesday, Wednesday and Thursday (following the RWI 3 day approach) and on a Monday phonics will be taught in whole classes. Monday's session will allow time for phonics staff to target specific needs across the school.</p> <p>Monitor attainment closely to ensure all groups of children to remain above national in all subject areas – all subject leads to monitor. Quality proven curriculum materials from 22/23/24 to be used and curriculum units to be reviewed and updated termly.</p>	<p>At RSS Wellbeing and Mental Health matters. Our wellbeing strategy for 24/25 will be re-developed to ensure: There is maximum positive impact on wellbeing across the school. Staff know they are valued and feel valued. To continue to be free from mental health discrimination, guided by emotional intelligence, and characterised by supportive, nurturing cultures. We believe a high level of staff wellbeing is the best possible working environment to secure the highest outcomes for children and families.</p> <p>We will: Continually drive down any unnecessary workload. Support all staff to progress in their careers. (This includes through the use of National Professional Qualifications (NPQs) and apprenticeships). Continue conversations with all staff about their wellbeing and mental health on a 1:1 basis with the Headteacher. Continue our supportive and developmental RSS GROW appraisal process through the use of our bespoke RSS Professional Growth Plan. Ensure the most productive use is made of time so that staff can, for example, take part in quality research, visit other schools and take proper care of their own wellbeing. We will: Ensure for all pupils that RSS school is somewhere they want to be – calm, orderly, safe, supportive and exciting daily. Provide bespoke training so that all staff can effectively support pupils through ARC, PINS, Nurture and continued quality first teaching. Continue to ensure children are as active as possible (wellbeing wheel – 'be active') through the well planned use of the Sports Premium.</p>	<p>ARC - All staff to receive trauma informed training given by an Educational Psychologist. ARC's aim is to increase awareness of attachment and trauma issues among teaching and non-teaching staff. This will positively influence the school environment, enhance wellbeing and ultimately improve learning and educational outcomes for vulnerable young people. Work across the school will develop over the year and will be based upon our ARC matrix.</p> <p>PINS (Partnership of Inclusion for Neurodiversity in Schools). The programme will: Help shape whole school SEND provision. Provide early interventions at a whole school level. Upskill school staff. Support strengthening of partnerships between schools and parent/carers. Neurodiversity impacts on children's attachments. The programme is aimed at mainstream schooling, reducing the need for obtaining a diagnosis and intensive and expensive intervention. This work will help us build quality, supportive environments and improve teaching to identify neurodiversity and improve outcomes for children at home and at school.</p>	<p>A Nurture Room will be created to house evidence based approaches from ARC, PINS, EEF SEL and trauma informed school based research. The nurture room will change in accordance with the needs of the children over time, but will contain the following basic areas/ materials: Open space for breathing exercises/sitting exercises, sensory objects (to squeeze, smell, feel), Colour Monster boxes to express emotions, a range of familiar books (such as The Invisible String, Colour Monsters & RSS characteristics books), painting/colouring, calming music, lights (various), on screen aquarium, shells for listening experiences, concentration games.</p> <p>All children will experience use of the nurture room.</p> <p>As a minimum our social worker will use the room for targeted intervention with children. A nurture lunch group will take place daily led by the Nurture Room Lead.</p>	<p>Promoting the benefits of high attendance will continue to be a central part of the vision & day to day life of the school. We will ensure our school is somewhere 'children want to be – calm, orderly, safe, supportive and exciting daily'. Expectations will be supportive and coherent across both teaching and non-teaching staff (see also ARC/PINS/ Nurture Room) Families will be supported by our social worker through quality and rapid Early Help. We will ensure that good attendance is a learnt behaviour by encouraging good patterns from the moment our children start school. Families will understand the educational and wellbeing significance of poor behavior through Newsletters, weekly Sways and parent training sessions. WOW and House assemblies will teach children the importance of good attendance. Classes will be rewarded for reaching our weekly 96.5% attendance goal. Classes will receive a WOW award for 100% attendance. Our Senior Attendance Champion will attend Targeted Support Meetings with the LA 'Attendance Support Team' and act on advice given.</p>
Responsible/ Collaborate/ Disseminate	All subject Leads Phonics Lead – Sophie Green Whole Staff training & involvement	Wellbeing Lead – Kim French Whole Staff training & involvement	ARC Lead – Lydia Read PINS Lead – David Thompson Whole Staff training & involvement ARC and PINS Leads to work with other schools involved with these projects, sharing good practice.	Nurture Room Lead – Kim French Whole Staff involvement Nurture Room Lead to visit schools with Nurture Rooms to gain good practice ideas.	Senior Attendance Champion – Shelley Jeffery Attendance Team – Sarah Ames > Year Leads > Shelley Jeffery > Dawn Robinson/Lydia Read.
Empower/ Training	Walkthru Book 3 Online Walkthru training Annual RWI training package White Rose training packages (maths & science)	All staff to receive bespoke training as detailed in RSS GROW 24/25. National Professional Qualifications (NPQs) and apprenticeships available. PEP:mk purchased.	ARC – Whole school training based on our developing ARC matrix. PINS - Whole school training will be given across the year that compliments the work that we are completing with attachment and trauma ARC.	The Nurture Room Lead will receive Play Therapy and Lego Therapy training.	Attendance Team to attend MK LA attendance training in Sept 24.
Costs	Walkthru subscription & Books: £298 RWI training packages: £1,500 RWI Online Subscription: £244 RWI replacement books: £1,237.70 White Rose Maths training: £72 White Rose Science training: £108 White Rose Maths & Science Books: £1892.75	GROW costs calculated after GROWTH meeting have taken place. PEP:mk - £706.50 Apprenticeships – use Apprenticeship Levy. NPQs – no cost https://theaimgroup.co.uk/courses/free (Level 1/2/3 training)	EP training - £0 Books - £98.70	Art materials - £63.56, Games - £29.98, Books - £125.42, Sensory - £58.78, Furniture - £70. Total - £347.74 Training £0 – through PEPMK package	MK LA training costs £80

	 Curriculum Design	 Beyond the curriculum	 Learning Environment	 KCSIE
Area	6. National Music Plan & Music/ Art/ DT Enhancement	7. Forest School & BSL/French (Second Year)	8. Whole School Fully Inclusive Learning Environment	9. Filtering & monitoring
Evidence/ Research/ Guidance	The power of music to change lives: a national plan for music education - GOV.UK (www.gov.uk) Music-Development-Plans-NR.pdf (miltonkeynesmusicclub.co.uk) Why children need music education (msn.com)	England's largest outdoor learning project reveals children more motivated to learn when outside - GOV.UK (www.gov.uk) Forest Schools: impact on young children in England and Wales - Forest Research How we are boosting our support for language lessons in schools - The Education Hub (blog.gov.uk) Languages in outstanding primary schools - Ofsted: schools and further education & skills (FES) (blog.gov.uk)	2. Build a culture of community and belonging for pupils EEF (educationendowmentfoundation.org.uk) What is inclusive education, and how can you implement it? - FutureLearn Learning Environments to Promote Student Engagement Promethean (prometheanworld.com) Why quality environments matter in early years - Early Excellence Maximising Learning in Key Stage One - Continuous Provision Year 1 (earlyexcellence.com)	Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) Filtering and Monitoring SWGfL - checklist
How/Goals	Using the evidence and ideas from the 'the power of music to change lives – a national plan for music' , enhance our current music, art and DT offer to create an 'RSS Quality Arts Offer' for all children. Music is continually and deliberately used across the school to enhance learning and sensory experiences, eg Holst The Planets plays in our Space Centre, different styles of music are played in our Nurture Room, music is used for relaxation time as well as for active breaks. This provision will be enhanced. In art/DT will use quality proven resources such as 'Take One Picture' to ensure children are inspired to produce the highest quality art/DT. Our RSS Quality Arts offer: As a minimum we will ensure all children will (yearly) Watch live music Take part in a year group performance (performances are planned to be progressive year on year) Have their art/DT work shown in a gallery See live theatre (in school) Take part in weekly singing assemblies Be given the opportunities to progress their talents through weekly music, art and DT lessons/opportunities Be signposted to external arts opportunities (through weekly Sways). All children will (by the end of Year 2) Learn to play a musical instrument (the recorder – this is taught for a whole academic year) Visit an art gallery See live theatre (out of school) Be offered the opportunity to take part in MK Elfin string or brass lessons and take part in a massed concert (through the Music Centre) Take part in the MK Infant Music festival (singing with a large group of infant schools). Participation at the MK Saturday Music Centre will be promoted. See: Russell Street School - Music (russell-street-school.co.uk)	As well as all children attaining highly through the retention of the planned knowledge & skills detailed within our subject overviews, children will experience a broad enriched curriculum that goes beyond the National Curriculum. Children will all access a high-quality French and BSL curriculum . All children to be taught French & BSL weekly in an age appropriate way. Sign language provides all children with an alternative way to communicate and make themselves understood. BSL is now available at GCSE. This is the second year of French and BSL teaching and the second year curriculum will be developed and taught in Years 1 & 2. Nursery & Reception will continue to teach our first year planning. An after school French club will continue to run. French and BSL being learnt each week will be added to parental communications (SWAYS). Forest School was developed across the school in 23/24 and made a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: children developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: children developed physical stamina and gross and fine motor skills Knowledge and understanding: children developed an interest in the natural surroundings and respect for the environment. Forest School will continue to be taught across the whole school. The (second year) Forest School curriculum will be developed and taught to Years 1 and 2. This includes the use of the science garden and school orchard.	We aim to have a fully inclusive learning environment that ensures all children are treated fairly and where diversity and uniqueness are celebrated without discrimination. With the increasingly differing levels of need in schools, we want to ensure that all children receive the correct education for their needs. We teach all children within the main classroom, working alongside their peers. TAS is provided for all children as necessary (see QFT). A fully inclusive environment we believe is where the 'whole school' is one large learning zone. Learning and the correct resources to enhance learning and support wellbeing are found everywhere. The learning zone is a continual reminder of learning, and further enhances learning through hands on practical experiences (see Promethean report above). The correct learning environment encourages and supports good behaviour. When behaviour is good it is easier for pupils to forge strong positive relationships both with their peers and with staff, which can create a more inclusive environment in which pupils feel seen, understood and safe. RSS Characteristics books will be continue to be shared on a weekly rotation basis with children. We will continue to improve our whole school learning zone (this includes indoor and outdoor areas) based on all SDP areas and the RSS curriculum & RSS GROW. We will ensure our school is somewhere children want to be – calm, orderly, safe, supportive and exciting daily (to support all SDP areas)	At RSS we aim to provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. We understand that clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions. Our governing body has the overall strategic responsibility for filtering and monitoring and that the standards are being met. The standard states that the following must be in place: A member of the senior leadership team - Jayne Van Rooyen (DSL) and a governor - James Paull to be responsible for ensuring these standards are met. The roles and responsibilities of staff and third parties, for example, external service providers - Turn IT On The above named people/providers will: <ul style="list-style-type: none">procure filtering and monitoring systemsdocument decisions on what is blocked or allowed and whyreview the effectiveness of your provisionoversee reports They will also ensure that all staff: <ul style="list-style-type: none">understand their roleare appropriately trainedfollow policies, processes and proceduresact on reports and concerns Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The above DSL will work closely together with our IT service providers (Turn IT On) to meet the needs of our setting.
Responsible/ Collaborate/ Disseminate	Arts leader – Kim French Year Group Leads/ All staff Arts Leader to work with MK Music Hub to further enhance our 'Quality Arts Offer'	Forest School Lead – Ellei Clack French & BSL Lead – Jess Robinson Work with junior schools to ensure French/ BSL is progressive.	Reading Lead to disseminate RSS Characteristics reading materials – Sonia Camp Whole Staff involvement Staff to visit other schools and disseminate good practice seen. Staff to take part in quality research and disseminate learning.	IT Lead (SLT member) – Jayne Van Rooyen Governor – James Paull IT Service Provider - Turn IT On
Empower / Training	Schools - Milton Keynes Music Education Hub (miltonkeynesmusicclub.co.uk) Take One Picture 2024 Exhibitions National Gallery, London	   	The PLAYlist from ABC Does... ABCDoes Substack Home page - Early Excellence	Termly meeting with Turn IT On to discuss filtering and monitoring. Regular filtering checks using LGfL filtering tool to be conducted by JvR
Costs	Visiting theatre costs – £700	Forest School Books - £67.92	Characteristics books - £432.15	Costs: Securly web filtering for 100 devices: £500 Additional costs to set up: £215 + Vat £143=£858