

# Deer Park School School Development Plan 2021 – 2022

*Learn. Enjoy. Succeed.*

## Deer Park School – School Development Plan 2021-22 - Key Strategic Aims

No	Objective	Outline of Actions	Success Criteria including Outcomes for Learners
<b>Strategic Objective 1</b> - Delivering a rich and balanced curriculum which develops pupils' knowledge and confidence to LEARN			
1	The school curriculum is implemented and developed effectively by subject leaders and teachers	<ul style="list-style-type: none"> <li>• Develop teacher and leader subject knowledge to be exceptional in breadth and depth across the curriculum</li> <li>• Challenge for all groups of pupils is embedded across subjects and year groups, including higher-prior attainers</li> <li>• Extended curriculum subjects are high quality and add significant value to learning</li> <li>• Teaching and learning practices are consolidated and consistent across the school</li> <li>• The writing curriculum engages and motivates pupils to produce consistently high-quality work</li> <li>• Computing and digital literacy is embedded across the school</li> <li>• Access for SEND children is consistently high-quality and embedded in all lessons</li> </ul>	<ul style="list-style-type: none"> <li>• New EYFS framework is introduced, with effective training for staff</li> <li>• The updated school curriculum is embedded and consistent across all year groups.</li> <li>• Staff subject knowledge is identified as exceptional, through the monitoring and evaluation cycle</li> <li>• The evaluation and monitoring cycle shows consistent and effective challenge for all learners across the school</li> <li>• The intervention cycle is well directed to address key groups and gaps in learning, with high-quality access materials used in all lessons</li> </ul>
<b>Strategic Objective 2</b> - Providing a enriched learning experience where pupils ENJOY their learning, in a safe and happy environment - and can SUCCEED at a higher level than anyone might previously have thought possible			
2	Develop a robust and high-quality coaching program for the development of teaching practice	<ul style="list-style-type: none"> <li>• Middle leaders are able to take full ownership of their subject's evaluation, development and monitoring</li> <li>• A robust and productive coaching cycle is emplaced for all teachers and teaching staff</li> <li>• Staff specialisms and potential for whole school impact are given the scope and opportunity to develop</li> <li>• School teaching and learning systems are consistent and clear, and developmental for staff</li> <li>• The deployment of support staff enables the children to benefit from their expertise and support</li> </ul>	<ul style="list-style-type: none"> <li>• The coaching cycle is observed as effective in supporting the quality of teaching and learning</li> <li>• Middle leaders are supported and enabled to run the evaluation and monitoring of their subject independently</li> <li>• Leaders are confident in their subject's intent and implementation, and the curriculum sequencing</li> <li>• All teaching staff have opportunities each term, to observe their peers and to be observed by their peers, in addition to external observation</li> </ul>
<b>Strategic Objective 3</b> - Expanding BPET, have best value for money across all BPET schools, by attracting and retaining the very best staff			
3	Develop the consistency, quality and design of the extra-curricular provision, in order to effectively support curricular learning	<ul style="list-style-type: none"> <li>• Sporting provision has consistent opportunities for all children to play, compete and enjoy sport</li> <li>• The music provision is extended to ensure that children across the school have access to individual, ensemble and musical experiences</li> <li>• Wellbeing, counselling and therapy provision at the school provide opportunities for pupils to engage with mental health support, including with the school ELSA</li> <li>• Outreach and collaboration with the community leads to meaningful opportunities for children</li> </ul>	<ul style="list-style-type: none"> <li>• A consistent schedule of before school and after school sport provides a rich range of opportunities for children for participation &amp; competition</li> <li>• The quality of sports coaching is identified as strong by the monitoring and evaluation schedule</li> <li>• The range of instruments on offer for individual tuition is expanded with the Richmond Music Trust, in addition to ensemble opportunities</li> <li>• The school works with the RMT to instigate the pilot project for an ensemble-based music programme, and experiential music for all</li> <li>• The ELSA, time to talk and therapy timetables allow sufficient time and scope for high-quality work with children</li> </ul>



## Deer Park School – School Development Plan

### SDP Actual for 2021 - 22

Our 'TWO BIG THINGS' this year are CURRICULUM and DEVELOPING CAPACITY. All of our actions relate to these two areas.  
OUR TOP 5 PRIORITIES ARE AS FOLLOWS;

CURRICULUM				DEVELOPING CAPACITY		
1. Curriculum implementation and quality, driven by leaders and teachers at all levels 2. Quality and consistency of challenge across the entire curriculum 3. Developing a pupil culture of enjoyment in writing for purpose				1. Comprehensive coaching and development programme for teaching and learning 2. Quality and design of the extra-curricular provision supports curricular learning		
BPET Strategic Objective 1 - Delivering a rich and balanced curriculum which develops pupils’ knowledge and confidence to LEARN						
Objective(s )	Actions	Success criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Actioned by	Monitored by	Evidence and Time Frame	Next Steps
Deer Park Objective 1: The school curriculum is implemented and developed effectively by subject leaders and teachers	<i>Teacher and leader subject knowledge is exceptional in breadth and depth across the curriculum</i>	<ul style="list-style-type: none"><li>• New EYFS framework is introduced, with effective training for staff</li><li>• The updated school curriculum is embedded and consistent across all year groups.</li><li>• Staff subject knowledge is identified as exceptional, through the monitoring and evaluation cycle</li><li>• Inset and CPD timetable develops and supports staff subject knowledge effectively</li><li>• Subject leaders are confident in the intent, sequencing and content of their subject in all years</li><li>• Children in all classes are shown to be learning in coherent, clear sequences of learning</li></ul>	NL VC SLT Sub leads Subj leads Sub leads	AL, SIP LG, LAB, SIP AL SLT SLT, LAB SLT, LG	Training completed and first SIP review – Dec 21  Curriculum rollout – Sept 21  Continuous evaluation over the year, with learning review in May 21  CPD calendar – Sept 21  LAB visits each term, SIP interviews – Autumn/Spring, Learning review Monitoring and evaluation cycle; year long. Learning review, and termly SIP visits - ongoing	
	<i>Challenge for all groups of pupils is embedded across subjects and year groups, including higher-prior attainers</i>	<ul style="list-style-type: none"><li>• ‘Challenge’ is understood across the school as a concept applicable for all groups of learners</li><li>• The evaluation and monitoring cycle shows consistent and effective challenge for all learners across the school</li><li>• Effective questioning and AFL strategies are used consistently in classes across the school</li><li>• Teaching staff are confident in adjusting lesson delivery to accommodate opportunities for challenge</li></ul>	VC SLT, Sub leaders VC VC	AL, LG SIP, LG, LAB AL AL	Monitoring and evaluation cycle; year long. Learning review, and termly SIP visits. LAB link member visits for curriculum learning walks – each term	
	<i>Extended curriculum subjects are high quality and add significant</i>	<ul style="list-style-type: none"><li>• Staff are confident in the purpose and delivery of philosophy for children each week</li><li>• P4C training is identified and delivered for staff</li><li>• Parents are informed and knowledgeable about the wider curricular offer for their children</li><li>• The ‘enterprise’ phase of the finance curriculum is well</li></ul>	VC, AL VC, AL AL	SIP, LG LG LAB	SIP interviews – each term, learning review May 22.  Training implemented – Autumn Term  Parent survey – May 22	



## Deer Park School – School Development Plan

	<b>value to learning</b>	<ul style="list-style-type: none"> <li>structured and effectively delivered</li> <li>Thinking Matters training attending, and a clear timeline of roll-out and CPD established</li> </ul>	AL VC	LG, SIP, AL	SIP visits, Summer term. Learning review May 22  Training attended, timeline created. Autumn 21	
	<b>Teaching and learning practices are consolidated and consistent across the school</b>	<ul style="list-style-type: none"> <li>Marking and feedback practice is developed and refined through action research, with a clear approach for all</li> <li>The school approach to success criteria is refined and consistent</li> <li>Opportunities for pupil risk-taking in learning are established in teaching and learning practice</li> <li>Effective knowledge-retention practices are embedded within teaching delivery and practice</li> </ul>	VC SLT Sub leads Sub leads	AL, SIP, LG LG, SIP SLT, LG SLT, LG	Feedback policy – Autumn 1  Teaching and learning policy – Autumn 1  Evaluation and monitoring documents – ongoing  Evaluation and monitoring documents – ongoing	
	<b>The writing curriculum engages and motivates pupils to produce consistently high-quality work</b>	<ul style="list-style-type: none"> <li>The English curriculum has clear and coherent opportunities for purposeful writing, with clear intent and audience</li> <li>The English curriculum has a balanced range of genres and styles in its opportunities for writing</li> <li>The introduction of oracy into the English curriculum to support writing has a clear roll-out and CPD timeline</li> <li>The teaching of writing in the wider curriculum is of the same standard as core writing lessons</li> <li>There are clear and consistent opportunities for writing in the wider curriculum</li> <li>Pupil voice shows children to be motivated by writing and writing lessons</li> </ul>	VC VC VC VC Sub leads Sub leads	AL, LG, Review Cycle	English Curriculum – Autumn term  English Curriculum – Autumn term  English curriculum. CPD calendar – Autumn Term  Evaluation and monitoring – ongoing  Evaluation and monitoring – ongoing. SIP visits.  Evaluation and monitoring – ongoing.	
	<b>Computing and digital literacy is embedded across the school</b>	<ul style="list-style-type: none"> <li>Discrete computing lessons are timetabled across the school</li> <li>The computing curriculum is embedded and well-sequenced across the school</li> <li>Teachers' subject knowledge is developed through effective training and staff development</li> <li>The school's resources for the teaching of computing match the ambition and requirements of the curriculum</li> <li>Technology in the wider curriculum is used with purpose and to support focused learning</li> </ul>	AL AL AL AL Sub leads	LAB, LG, SIP, Trust review cycle	Class timetables – Autumn 1.  Learning review – May 22. SIP visits each term.  CPD calendars. Interviews with teachers – LAB visits.  Resource audit – Autumn term  Evaluation and monitoring – ongoing	
	<b>Access for SEND children is consistently high-quality and embedded in all lessons</b>	<ul style="list-style-type: none"> <li>The intervention cycle is well directed to address key groups and gaps in learning</li> <li>Class teachers are clear and knowledgeable on their responsibility for SEND children, and the purpose of interventions in supporting classroom learning</li> <li>Access materials are well-designed and effectively delivered in all lessons</li> <li>Staff conducting interventions are well trained and effective in enabling rapid pupil progress</li> </ul>	NL NL, LB Sub leaders NL, SLT	AL, VC AL, VC AL, VC AL, VC	Evaluation and monitoring – ongoing. Performance data reviews each term for vulnerable groups.  SIP reviews and interviews with staff each term. Evaluation and monitoring over the course of the year  Evaluation and monitoring – ongoing  CPD calendar each term. Performance data each term.	



## Deer Park School – School Development Plan

		<ul style="list-style-type: none"> <li>A framework is emplaced for progress towards the Inclusion Quality Award</li> </ul>	NL, LB	AL, VC	Framework document – Autumn term.	
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<ul style="list-style-type: none"> <li><b>BPET Strategic Objective 2 - Providing an enriched learning experience where pupils ENJOY their learning, in a safe and happy environment - and can SUCCEED at a higher level than anyone might previously have thought possible</b></li> </ul>						
Objective(s)	Actions	Success criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Actioned by	Monitored by	Evidence and Time Frame	Next Steps
Deer Park Objective 2: Develop a robust and high-quality coaching program for the development of teaching practice	<b>Middle leaders are able to take full ownership of their subject's evaluation, development and monitoring</b>	<ul style="list-style-type: none"> <li>Middle leadership development plans are tailored for each leader, with mentorship from senior leaders</li> <li>Middle leaders have effective training in subject leadership, and engage with local and Trust networks</li> <li>Middle leaders are supported and enabled to run the evaluation and monitoring of their subject independently</li> <li>Leaders have excellent knowledge of standards in their subject, strengths and areas for development</li> <li>Leaders are confident in their subject's intent and implementation, and the curriculum sequencing</li> <li>The framework for progress towards the Artsmark award is created, and driven by the Art &amp; Design leader</li> <li>The framework for progress towards the Primary Science Quality Mark is created and driven by the science leader</li> </ul>	SLT	LG, LAB, SIP	Plans created – Autumn 1 and termly	
			SLT	LG, LAB, SIP	CPD calendar each term	
			SLT	LG, LAB, SIP	Evaluation and monitoring cycle. Middle leader dev plans – each term	
			Sub leads	AL, LAB, SIP, LG	SIP interview, LAB visits (termly) and learning review	
			Sub leads	AL, LAB, SIP, LG	SIP interview, LAB visits (termly) and learning review	
			SB	AL	Framework created – Autumn term	
			DB	AL	Framework created – Autumn term	
	<b>A robust and productive coaching cycle is emplaced for all teachers and teaching staff</b>	<ul style="list-style-type: none"> <li>Each teacher has opportunities each term, to observe their peers and to be observed by their peers</li> <li>Staff have training on coaching conversations and productive feedback</li> <li>Teaching assistants have the opportunity to observe their peers' practice in school, and to be observed</li> <li>All teachers have the opportunity to observe practice in another school</li> <li>Coaching observations and feedback are recorded centrally on Arbor</li> <li>The coaching cycle is observed as effective in supporting the quality of teaching and learning</li> </ul>	VC	AL	Coaching timetable and framework – Autumn.	
			AL, VC, LG	SIP, LAB	CPD calendar – Autumn and ongoing	
			VC	AL, LG	Coaching timetable and framework. Support staff meeting feedback minutes	
			AL, VC	SIP, LAB, LG	CPD calendar with external visits – each term.	
			SLT	AL, LG	Arbor feedback.	
			VC	AL, SIP, LG	SIP visits each term. Learning review.	



## Deer Park School – School Development Plan

	<b>Staff specialisms and potential for whole school impact are given the scope and opportunity to develop</b>	<ul style="list-style-type: none"> <li>TLR 3 projects are advertised, with a clear application process linked to the school development plan</li> </ul>	VC	AL	TLR applications- Autumn 1	
		<ul style="list-style-type: none"> <li>Support staff allocation projects are advertised, with clear links to the school development plan</li> </ul>	VC	AL	Allocation applications – Autumn 1	
		<ul style="list-style-type: none"> <li>Appointed project leaders are assigned a development mentor from the SLT</li> </ul>	VC	AL	Development plans – Autumn 1	
		<ul style="list-style-type: none"> <li>Project leaders are supported to create an action plan with clear milestones and success criteria for implementation</li> </ul>	SLT mentors	AL, LAB, LG	Action plans created – Autumn 1. LAB visits each term	
	<b>School teaching and learning systems are consistent and clear, and developmental for staff</b>	<ul style="list-style-type: none"> <li>A robust monitoring and evaluation schedule is maintained by senior and middle leaders</li> </ul>	Subj Leads	AL, VC	Evaluation and monitoring records – ongoing	
		<ul style="list-style-type: none"> <li>High quality coaching feedback with clear targets is provided to teaching staff</li> </ul>	Subj leads	AL, VC	Evaluation and monitoring records – ongoing on Arbor	
		<ul style="list-style-type: none"> <li>The CPD calendar is tailored to meet the school's specific priorities for teaching and learning</li> </ul>	VC	AL	CPD calendar – Autumn and termly	
		<ul style="list-style-type: none"> <li>Teaching and learning briefings are held weekly, to ensure up to date practice and a focus on shared priorities</li> </ul>	VC	AL	CPD calendar with T&L foci	
		<ul style="list-style-type: none"> <li>Briefings for support staff include teaching and learning updates, training and priorities</li> </ul>	NL, VC	AL	CPD calendar with T&L foci	
	<b>The deployment of support staff enables the children to benefit from their expertise and support</b>	<ul style="list-style-type: none"> <li>CPD for teachers includes support staff deployment and high-quality provision with additional adults</li> </ul>	VC	AL	CPD calendar Autumn and ongoing	
		<ul style="list-style-type: none"> <li>Teaching assistants have a CPD offer which matches their allocated roles across the school</li> </ul>	VC, NL	AL	CPD calendar for support staff – Autumn	
		<ul style="list-style-type: none"> <li>In class timetables for support staff reflect the school's teaching and learning priorities</li> </ul>	Teaching staff	SLT	Evaluation and monitoring records - ongoing	



## Deer Park School – School Development Plan

BPET Strategic Objective 3 - Expanding BPET, have best value for money across all BPET schools, by attracting and retaining the very best staff						
Objective(s)	Actions	Success criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Actioned by	Monitored by	Evidence	Next Steps
Deer Park Objective 3: Develop the consistency, quality and design of the extra-curricular provision, in order to effectively support curricular learning	<i>Sporting provision has consistent opportunities for all children to play, compete and enjoy sport</i>	<ul style="list-style-type: none"> <li>A consistent schedule of before school and after school sport provides a rich range of opportunities for children</li> <li>The quality of sports coaching is identified as strong by the monitoring and evaluation schedule</li> <li>Opportunities for team sport are established, and for children to be coached as a designated team</li> <li>The school develops sport relationships with local schools and other schools in the trust</li> <li>Children have opportunities to play competitive sport each term, and in a range of sports</li> <li>'Sports colours' are established and awarded to children for commitment to sport</li> <li>Sports Captains are appointed, with role modelling opportunities</li> </ul>	OH, CM	AL, VC	Schedule of clubs and provisions – termly	
			OH	AL, VC	Evaluation and monitoring – ongoing	
			OH, CM	AL, VC	Schedule of sports provision – termly	
			OH, AL	AL, VC, LAB	Fixture list – Autumn and termly	
			OH, CM	AL, VC, LAB	Schedule and fixture list – termly	
			AL	LAB	Colours rationale and applications – Autumn 1	
			AL	LAB	Captains rationale and applications – Autumn1	
	<i>The music provision is extended to ensure that children across the school have access to individual, ensemble and musical experiences</i>	<ul style="list-style-type: none"> <li>The range of instruments on offer for individual tuition is expanded with the Richmond Music Trust</li> <li>The school works with the RMT to instigate the pilot project for an ensemble-based music programme</li> <li>Music-specific performances are held at the school at least once per term</li> <li>Wider ensemble groups, such as choir, are established and included in the performance schedule</li> <li>'Music colours' are established and awarded to children for</li> </ul>	AL	LAB, LG	Tuition offer – Autumn and termly	
			AL	LAB, LG	Project implementation framework – Autumn	
			AL, VC	LAB	Performance schedule – termly	
			AL	LAB	Music provision timetable – Autumn	
			AL	LAB	Colours rationale and applications – Autumn 1	



## Deer Park School – School Development Plan

		<ul style="list-style-type: none"> <li>commitment to music</li> <li>Educational visits include opportunities for the children to engage with high-quality musical performance</li> </ul>	VC, AL	LG, LAB, SIP	Trips and visits calendar – termly	
	<b>Wellbeing, counselling and therapy provision at the school provide opportunities for pupils to engage with mental health support, including with the school ELSA</b>	<ul style="list-style-type: none"> <li>The time-to-talk provision is consistently used by children in KS2, with a trained member of staff</li> <li>Dramatherapy continues at the school, with an expanded remit</li> <li>The ELSA role within the school is clear to all members of staff, with training on application and purpose</li> <li>The ELSA timetable allows sufficient time and scope for high-quality work with children</li> </ul>	JN SC MG, NL MG, NL	AL AL AL AL	Time to talk numbers and data – termly Counselling provision list – termly Staff training on CPD calendar – Autumn ELSA timetable – Autumn	
	<b>Outreach and collaboration with the community leads to meaningful opportunities for children</b>	<ul style="list-style-type: none"> <li>Local sporting facilities are used to extend the school's sporting offer and quality of provision</li> <li>The school works with local sports institutions to support high quality coaching and access to sporting opportunity</li> <li>Local residents' institutions are invited to school performances</li> <li>Local business people are invited to take part in some aspects of the curriculum at the school</li> <li>Musical and artistic experiences for the children are sourced within the local area</li> <li>Transition work with local secondary schools leads to a clear and supportive process for Year 6 children</li> </ul>	CM, OH OH, CM NK NK VC VC	AL, LAB AL, LAB AL AL AL NL, AL	Sporting offer timetable and schedule – termly Fixture list, evaluation records, LAB reports Performance list – termly Directory of participation – termly Trips and visits calendar – termly Transition information and schedule – Autumn and ongoing	

Comments	Resulting Actions	To be completed by	Signed off as completed
Priority 1 – <ul style="list-style-type: none"> <li>You mention that the children are shown a coherent sequence in the curriculum but they also need to be able to communicate this structure and how their</li> </ul>	<ul style="list-style-type: none"> <li>Thinking skills map used to establish connections between curricular topics.</li> <li>Starter slide with sequence of prior</li> </ul>	AL	





## Deer Park School – School Development Plan

<p>learning links across the curriculum.</p> <ul style="list-style-type: none"> <li>Where challenge is mentioned how are using the Thinking Schools support and their work around metacognition to enhance this?</li> <li>How will you use the English Consultant (Stephanie Hilder) to support the writing curriculum going forward?</li> <li>The computing curriculum priority – you might want some time at Evendons to discuss and see in action their STEM curriculum with a computing focus and to see how this is reflected in their after school club offering?</li> <li>Great to see that the extended curriculum features highly and that allocation of training is happening to ensure it is sustained (P4C).</li> <li>What are the costs and risks attached to all of these objectives?</li> </ul>	<p>learning</p> <ul style="list-style-type: none"> <li>Evaluation cycle involves subject leaders asking children to make connections across the curriculum.</li> <li>Integration of thinking skills maps into CPD to incorporate use of maps as challenging work to encourage deeper thought.</li> <li>Stephanie evaluating the spread of writing purposes across the school, and quality of writing for pleasure.</li> <li>Visit day to Evendons to be booked.</li> <li>P4C training for teaching staff to be identified and booked.</li> <li>Risk to be monitored: cost to staff time and in-class work, covering staff to attend CPD and participate in observation.</li> </ul>	<p>AL</p> <p>SLT</p> <p>AL</p> <p>VC</p> <p>AL</p> <p>VC</p> <p>SLT</p>	
<p>Priority 2 –</p> <ul style="list-style-type: none"> <li>Coaching will need ongoing training, practice, reflection and feedback to ensure it slowly becomes embedded practice. Is this scheduled in the diary for PDM's?</li> <li>TLR3 projects are mentioned but what are these projects relating to in the SDP? Cost attached?</li> <li>Where does the performance management process fit within this priority? Performance management of all staff within a clear structure of line management that isn't just VC and AL? How will you support line managers to complete this process thoroughly?</li> </ul>	<ul style="list-style-type: none"> <li>Coaching cycle created and initiated. Cycle review at end of each half term.</li> <li>TLR3 projects are explicitly linked to the SDP, with emotional literacy and wellbeing as the focus for both projects (with separate aspects): cost is £1800 overall, with accompanying cost for developmental training, another £1800.</li> <li>The performance management meetings will be used as coaching opportunities for phase leaders and line managers, with a view to an extended line management structure in 2022-2023.</li> </ul>	<p>SLT</p> <p>N/A – mentors are VC and NL</p> <p>AL</p>	
<p>Priority 3 –</p> <ul style="list-style-type: none"> <li>Could lunchtimes also be used to support sport development, the use of sports captains and interschool tournaments?</li> <li>Will parent and pupil comments be sourced to feed in</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime scheduling currently does not allow for competitive or coaching elements: instead the focus is on unstructured play.</li> <li>Parent feedback from the May survey has informed club offering, and will continue to do so.</li> </ul>	<p>N/A</p> <p>N/A</p>	



## Deer Park School – School Development Plan

<p>to the club offering and the evaluation of what is running throughout the year?</p> <ul style="list-style-type: none"> <li>Will all children be expected to attend some form of club – attendance rates included?</li> <li>Could you seek sponsorship from the local community to support the purchase of team kits? Would a parent like to do this from their business?</li> <li>How is your residential offering enhancing now you have Year 6 pupils this year?</li> </ul>	<ul style="list-style-type: none"> <li>Children will be encouraged to participate in both sporting and artistic clubs: children who need additional cultural capital support have been identified and will receive support (including financial) for their attendance.</li> <li>Team kits are already funded by local donors.</li> <li>Year 6 pupils are booked onto an excursion to Normandy for a residential history trip.</li> </ul>	<p>SLT</p> <p>N/A</p> <p>N/A</p>	
<p>There is no mention of Secondary School transition support for the year 6 parents (as this is your first ever cohort), knowing and having met the local secondary school Headteachers and visited their schools both comprehensive, selective and independent. What will the schools process be for supporting Year 5 parents after they have been to open evenings happening this term?</p>	<ul style="list-style-type: none"> <li>Cycle in place of family workshops, with consultations (1-2-1) on school placement for Year 6: to be repeated with Y5 this year.</li> <li>Visits to local secondaries to be established once possible with local school risk assessments. Contact already established with Orleans Park for potential dates and workshops.</li> </ul>	<p>VC/CW</p> <p>AL</p>	
<p>There is a lot allocated to VC and SLT, will this be sustainable throughout the year after losing the Assistant Head role?</p>	<ul style="list-style-type: none"> <li>For review at the December end of term.</li> </ul>	<p>AL/VC</p>	
<p>Great to see the school is working towards lots of awards this year, as they provide a great framework for establishing strong provision.</p>			
<p>No mention of adjustments to things in response to Covid. What learning took place here and how has it developed the school to push forward – use of technology??</p>	<ul style="list-style-type: none"> <li>Primary learning point: a robust blended learning system was both possible and reasonably quick to implement. Closure of year groups for safety does not, therefore, need to substantially jeopardise academic progress.</li> </ul>	<p>N/A</p>	
<p>Great to see how you are using the year to develop capacity within the school and throw trust at your developing leaders.</p>			
<p>The SDP reads like Deer Park and highlights the priorities for the school this year, following triangulation of all information received by the school throughout the previous academic year (e.g. learning review).</p>			
<p>Priorities are allocated to people and time stamped but there are no costs attached.</p>	<ul style="list-style-type: none"> <li>Costs for individual actions are detailed in subject action plans: we have found this to be most effective in determining value and identifying possible risks for specific actions.</li> </ul>	<p>Subject leaders and SLT mentors</p>	

**SDP final sign**

**off**

Date:

CEO/Director of Education:

**Deer Park School – School Development Plan**

