



Everybody Excelling, Every Day. No Excuses!

School Development Plan

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Our Vision:

Belonging, Becoming, Believing

Belonging – our school is a place where we all belong, where we all work together to develop caring relationships and where there is no place for unkindness or bullying. We nurture the sense of belonging by welcoming everyone whatever their circumstances or background. We encourage everyone to take risks, try something new and learn from mistakes. We have high expectations for all our community and our school is underpinned by recognising that we receive respect when we model it in every interaction.

Becoming – our school is dedicated to teaching and nurturing our children to become the best versions of themselves. To become adults that can thrive in an increasingly complex world by developing confident speakers and active listeners. To become respectful of themselves, others, their environment and recognise that the structures we have in place help them to cross any barriers they may come across. All members of our community will become avid readers that gain knowledge and understanding of the world and the people in it, ask questions and challenge injustice and unfairness. Our school is a formidable team that stands up for our beliefs whilst valuing different points of view.

Believing – our school believes in every individual and that they can grow to be whatever they aspire to. Our community believe they are worthy and valuable and that we all have something that we can contribute. We believe we all have a voice that should be heard. All members of the Randal Cremer community believe in themselves, develop resilience and are motivated to keep growing, learning and caring. Our children will take the lessons they learn at Randal Cremer with them when they leave and will grow to become adults that know they belong in this world, can become whatever they choose to be and believe they can make a difference.

Our Core Values:

- Creativity:** the ability to keep wanting ourselves, our community and our world to be better and find ways to make it happen.
- Love:** is what drives us and connects us. It is what brings us together as a community committed to being the best we can be for one another.
- Teamwork:** we know that individually we are incredible but that we are even better as a team. We respect everyone's strengths and weaknesses and find ways to work together to be the best that we can be.
- High Expectations:** we inspire, motivate and challenge one another respectfully, to become the best we can be.
- Inclusion:** We are respectful, intentional and purposeful when engaging with all our diverse community. We will ensure that equity is a fundamental element of all decision-making.

Our Mission:

Pupils at and from Randal Cremer will demonstrate in their social and academic life our core values of love, teamwork, creativity, high expectations and equality. Barriers to achievement will not be as used as an excuse for failure but as an imperative for all stakeholders to try even harder to ensure that no child leaves Randal Cremer at a disadvantage when compared to their peers.

Rationale:

The pupils of Randal Cremer come from a wide range of backgrounds. We are situated in an area with high indicators of poverty contrasted with pockets of affluence and growth. We have a high percentage of pupils entitled to PPG, (75% in some year groups) and also a number of families who are not entitled to Pupil Premium but who are living on low incomes. Our community is diverse with a range of cultural and ethnic backgrounds. In developing our Strategic Imperatives for our school we looked closely at what we want for pupils at and from Randal Cremer. We recognise that the world they are growing up in is rapidly changing and that we do not even know what jobs they might have in the future. We therefore felt it important to look closely at the skills and traits we feel will help our pupils excel in the 21st century.

Additionally, as a school we believe strongly that school improvement cannot be brought about by turning inwards, rather we should be working with and alongside other schools, community organisations, universities and employers to develop a learning community that strives to bring opportunities to all our stakeholders and ensures that no child is overlooked or left behind.

	Focussed Priority 1	Focussed Priority 2	Focussed Priority 3	Focussed Priority 4	Focussed Priority 5
July 2021 July 2022	To embed quality first, inclusive teaching across the school	To develop confident, compassionate, leadership across the school.	To ensure all members of the school community are aligned with the school's vision and values.	To continue developing a collaborative approach to working with parents/cares.	Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
Autumn term	<ul style="list-style-type: none"> - Ensure Graduated response is understood and shared with all staff and governors - Embed instruction coaching and deliberate practice across teaching staff - Develop planning - Ensure accurate assessment informs planning - Adopt a plan, do, review approach for all children with SEND - Ensure reading is a high priority across all subjects. 	<ul style="list-style-type: none"> - Continue to develop subject leaders through School Improvement Team meeting - Ensure new governors are inducted properly. - 	<ul style="list-style-type: none"> - Work with Heads UP to develop senior leaders - Ensure any staff not behaving in the way expected are held to account and supported to change practice - Introduce in INSET Days - Link to all CPD and Coaching conversations. 	<ul style="list-style-type: none"> - Set up Community space in school keeper's house - Plan workshops to support - Use Ladders at Home to share targets and strategies with parents. - Hold termly parent forums to share practice. 	<ul style="list-style-type: none"> - Introduce Smart Schools Council - Continue to develop well being ambassadors - Ensure mental health is understood by all the school community - Continue to use zones of Regulation, Emotion Coaching and restorative practice to support children. - Introduce 'Climate Champions' to support with recycling, environmental projects. - Develop a media centre for use by staff and pupils.



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