

Sir Harry Johnston International School



Primary School Development Plan 2020-21

Introduction

- The Primary School Development Plan identifies the aims and goals for the forthcoming year.
- It forms the basis for future action, school improvement and raising standards.
- It provides a framework for budget planning and resource management.
- It provides a structure for School Self Evaluation.
- It was created collaboratively: all staff contributed their ideas and opinions.

Mission Statement: Developing Future Leaders

Vision

As a **culturally and academically inclusive** school, we strive to ensure the best possible education for children in Zomba, to international standard; encouraging the development of values and attitudes, skills and knowledge, that will 'release the potential' in each individual, for the benefit of others, in an ever changing world.

Mission

As a school community of children, parents and staff our actions and attitudes are underpinned by Three Keys to Success (attitudes):

- Be Determined
- Be the Best You Can Be
- Be Cool (taking a pride in ourselves and being in control of our choices)

Together we are working to develop learners who are:

High achievers by becoming engaged learners, who are prepared to take risks and give every element of learning the best of their efforts; finding enjoyment in what they do, with high aspirations and expectations, for and of themselves.

Engaged thinkers, who can think creatively and critically, seeing 'the other perspective' and are able to help find solutions to problems they encounter; maturing into active participants rather than passive recipients.

Community builders, who listen to those around them, work collaboratively for the common good and consistently see the best in others and seek to draw it out; recognising, accepting and celebrating cultural differences as appropriate.

Clear communicators, who are practically literate, numerate and able to utilise modern technologies; able to generate, organise and evaluate their ideas, in order to make themselves understood, whilst allowing the space and time to consider the views of others.

Outward looking, valuing others, contributing as global citizens to the environmental and social issues of the day; developing and sharing their unique, creative talents with others, freely and compassionately.

Strategic Plan Overview

	Focus for action 2018-2019	Focus for action 2019-2020	Focus for action 2020-21
In order to improve: ACHIEVEMENT AND STANDARDS	<ul style="list-style-type: none"> Information Communication Technology (ICT) 	<ul style="list-style-type: none"> Revising teacher assessment procedures 	<ul style="list-style-type: none"> Improving progress for Lower Attaining Pupils and those students who missed online learning.
In order to improve: PERSONAL DEVELOPMENT AND WELL-BEING	<ul style="list-style-type: none"> Developing children's financial responsibility 	<ul style="list-style-type: none"> Reviewing extra-curricular sporting provision 	<ul style="list-style-type: none"> Increasing pupil independence and enhancing the use of pupil voice.
In order to improve: QUALITY OF PROVISION (TEACHING AND LEARNING, CURRICULUM)	<ul style="list-style-type: none"> Reviewing curriculum planning 	<ul style="list-style-type: none"> Improving spelling at KS2 	<ul style="list-style-type: none"> Developing the four-year rolling curriculum and improving spelling at KS2.
In order to improve: LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> Observations 	<ul style="list-style-type: none"> Developing the school's performance management system 	<ul style="list-style-type: none"> Developing the school's performance management system and to support new teaching staff.
In order to improve: ENVIRONMENT AND COMMUNITY	<ul style="list-style-type: none"> Celebrating the school's Diamond Year 	<ul style="list-style-type: none"> Continuing to develop links with other international schools 	

Achievement and Standards

Focus: Improve progress for Lower Attaining Pupils to ensure more children achieve Age Related Expectations in English and Maths. Make accelerated progress for those students who missed online learning.

Success Criteria:

- The school has identified students requiring additional support and those students have made significant progress towards reaching age related expectation.

Action	Timescale	Lead	Monitoring	Evaluation
1. Handover forms from previous teacher detail those students withdrawn or with limited interaction with online learning and the topics missed.	July 2020	JE/FK	Handover forms filled in.	
2. Lengthen School day to allow additional teaching time in KS2 and further social interaction in KS1	September 2020	JE	Timetable	
3. Whole school use of White Rose Maths premium resources to accompany the techniques in the calculation policy.	September 2020 onwards	FK	Lesson planning	
4. 15 minute dedicated daily mental maths session in KS1 and KS2.	September 2020 onwards	FK/SP	Timetables	
5. Daily spelling practice/activities.	September 2020 onwards	FK/SP	Lesson planning	
6. Baseline assessments completed	October 2020	JE/FK	Assessment data	
7. Focused resources and activities set on Google Classrooms	October 2020 onwards	JE/FK	Google classrooms drive	
8. Half termly assessment updates to identify students requiring	October 2020 onwards	JE	Assessment data	

additional support.				
9. Introduction of teacher led same day intervention for maths.	January 2021	JE/FK	Observation and planning	
10. KS1 teachers to lead focused intervention sessions with KS2 during afternoon break for KS1.	January 2021	JE/SP	Lesson planning	
11. Teaching assistants trained to deliver specific intervention programmes.	April 2021	JE/FK	CPD notes	

Personal Development and Wellbeing

Focus: Increase pupil independence and enhance the use of pupil voice.

Success Criteria:

- Children’s ideas are incorporated into the curriculum and school events.

Action	Timescale	Lead	Monitoring	Evaluation
1. Vice House Captains to join elected School Councilors in School council meetings.	October 2020 onwards	CD	Meeting minutes	
2. School councilors to lead a class meeting (with teacher support as needed) on a Monday or Tuesday.	October 2020 onwards	FK	timetables	
3. House captains take responsibility for collecting and announcing weekly House points for the Online Celebration assembly.	October 2020 onwards	JE/FK	Photos	
4. Suggestion box permanently on display outside School office.	November 2020	CD	Box is outside office	
5. Each class appoint monitors to sort out lost property etc. within class.	November 2020 onwards	FK	Monitor list	
6. Subject ambassadors chosen from each class for English and maths. Half termly meeting with teachers.	January 2021 onwards	FK	Meeting minutes	
7. Pupil input requested on 4 year rolling curriculum.	March 2021	FK/CD	Meeting minutes	
8. School council to be involved in	April 2021 ongoing	JE/CD	Meeting minutes	

application process for new staff. e.g. make a video about the school for candidates to watch. To conduct an interview with candidates.				
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Quality of Provision

Focus: Develop the four-year rolling curriculum and Improve spelling at KS2.

Success Criteria:

- Children’s spelling will become more accurate across key stage two.

Action	Timescale	Lead	Monitoring	Evaluation
1. French scheme to be implemented	September 2020	FK	Observation notes	
2. Teachers to introduce daily spelling challenges and use online spelling games	October 2020 onwards	SP	Lesson planning	
3. English Team to organise a spelling bee.	October 2020	SP	Photos	
4. KS2 Teachers to organise a spelling intervention group.	October 2020 onwards	CD/FK	Lesson planning	
5. Analyse other school’s curriculum structures.	November 2020	FK/SP	Meeting minutes	
6. Teachers meet in key stage groups to look over current 4 year plan and add in curriculum coverage if needed. To add suggested core texts for each topic. (Maths, English, Science, RE, PSHCE)	January 2021	FK/SP	Meeting minutes	
7. TA input group with FK to organize Chichewa and PE.	January 2021	FK	Meeting minutes	
8. School council/subject ambassadors input on curriculum	March 2021	FK/CD	Meeting minutes	
9. 4 year curriculum updated and discussed by staff group.	March 2021	JE/FK	Meeting minutes	
10. Curriculum teams to analyse the coverage of their subject across	April 2021	JE/FK	Meeting minutes	

the primary school.				
11. Finalised version adopted by Curriculum Committee, published and sent out.	May 2021	JE	Finalized version printed	

Leadership and Management

Focus: Develop the school’s performance management system to include support staff and to support new teaching staff.

Success Criteria:

- Teaching Assistants and Grounds Staff are an integral part of the school’s performance management cycle.

Action	Timescale	Lead	Monitoring	Evaluation
1. VM to plan collaboratively for year 2 with SA and FK.	June/July/ August 2020	FK	Lesson planning	
2. VM to be mentored by CD and JW by SP.	September 2020 ongoing	CD/SP	Meeting minutes	
3. FK to team teach once a week with VM	January 2021 ongoing	FK	Lesson planning	
4. SP team teach phonics with VM.	February 2021	SP	Lesson planning	
5. JE to review and update job descriptions for Teaching Assistants and Grounds Staff.	February 2021	JE	Updated job descriptions	
6. FK to observe TAs supporting a small group and provide written feedback.	February 2021	FK	Group observation forms	
7. TK to carry out performance management review meetings with Grounds Staff. Review the revised job descriptions.	February 2021	TK	Performance Management Forms	

Appendix 1: School Audit

Focus	Strengths	Evidence	Areas for Development	Evidence
Achievement and Standards	<p>Majority of children make good progress across the curriculum.</p> <p>Teachers have high expectations of what pupils can achieve.</p> <p>Progress of pupils is monitored. Strategies are being put into place to support those who are underachieving.</p> <p>Special Educational Needs (SEN) Register in place and reviewed termly.</p>	<p>Teacher Assessment Data</p> <p>Lesson observations.</p> <p>Pupil Progress Meeting Minutes</p> <p>SEN Register</p>	<p>School day too short at KS2.</p> <p>Calculation policy not being used consistently. Need to introduce White Rose Maths.</p> <p>Teachers/Teaching Assistants to lead intervention programmes.</p>	<p>Feedback from teachers.</p> <p>Lesson observations.</p> <p>More intervention support required.</p>
Personal Development and Wellbeing	<p>School is fully inclusive and supports children with a range of needs.</p> <p>Majority of children feel safe, secure and happy.</p> <p>Excellent relationships between staff and children.</p> <p>Older children support and care for younger pupils.</p>	<p>SEN Policy</p> <p>Pupil feedback</p> <p>Pupil feedback</p> <p>Informal observations</p>	<p>Enhance the use of pupil voice</p>	<p>Informal feedback.</p>

	<p>High standards of behaviour. Children interact well as a school community.</p> <p>A strong emphasis is placed on physical fitness (swimming, PE, wake and shake).</p>	<p>Positive Behaviour Policy</p> <p>AIMS Sports Programme</p>		
<p>The Quality of Provision (Teaching and Learning)</p>	<p>Children are guided and supported well.</p> <p>Teachers have good subject knowledge.</p> <p>Parents are provided feedback on their child's progress/school developments.</p> <p>A broad and balanced curriculum, based on the most current UK curriculum, but adapted for a Malawian context.</p> <p>Wider opportunities are provided, including: Residentials, Clubs, DT Days, Problem Solving Days, Plays, Reading, Maths and Science Weeks.</p>	<p>Reward systems/ Star of the week</p> <p>Lesson observations</p> <p>Parent teacher meetings/annual reports/open door policy/AGM</p> <p>Curriculum maps</p> <p>Annual Calendar</p>	<p>Spelling at KS2 and mental maths is inconsistent.</p> <p>A primary curriculum map needs to be developed.</p>	<p>Children's books shows spelling and mental maths as a weaker area.</p> <p>Current curriculum map needs more detail.</p>

<p>Leadership and Management</p>	<p>Policies and procedures have been put in place to ensure the school runs smoothly.</p> <p>There is a variety of different expertise on the School Board (Finance/Personnel/Buildings/Curriculum).</p> <p>The Board of Trustees carry out annual classroom visits.</p>	<p>Policies and procedures</p> <p>Board of Trustees Contact List.</p> <p>Board Minutes</p>	<p>Teaching assistants and grounds staff need to be included in the Performance Management cycle.</p>	<p>Not all staff are included in the school's performance management cycle.</p>
<p>Environment and Community</p>	<p>Good communication systems with parents.</p> <p>Anzathu organise events for the school community.</p> <p>Parents and children fundraise to support the local community.</p> <p>The swimming pool is used by the local community.</p> <p>The school is promoted and advertised locally and internationally.</p>	<p>Whatsapp Broadcast/ Newsletters by email.</p> <p>Anzathu page on website</p> <p>Sponsored Swim</p> <p>Swimming pool membership scheme</p> <p>School website, Prospectus, Adverts in 'The Nation', Facebook, Banners.</p>	<p>Further links need to be established with the local community.</p> <p>A school bus would allow easier transportation to AIMS events and school trips.</p> <p>The school would benefit from a primary library.</p>	<p>A limited number of links exist.</p> <p>Challenging to organise trips out of Zomba</p> <p>The school only has classroom libraries.</p>

Appendix 2: Review of 2019-20 Primary School Development Plan

Focus for action	Review
Revise teacher assessment procedures	<ul style="list-style-type: none"> • Teachers have moderated teacher assessment results using the newly introduced assessment system.
Review extra-curricular sporting activities	<ul style="list-style-type: none"> • The school has continued to offer more squad practice to prepare children for international school tournaments. • The school has appointed captains and vice captains for each sport. • Our football and netball team competed against Cedar Primary School for the first time. • New high jump mats have been purchased.
Improve spelling at KS2	<ul style="list-style-type: none"> • Teachers have reviewed the use of spelling tests. • Teachers have continued to provide a strong focus on the teaching of spelling. • Due to the school closure for Coronavirus pandemic this area will need further focus in 2020-21.
Develop the school's performance management system.	<ul style="list-style-type: none"> • Teaching assistants are being encouraged to carry out peer observations. • Teaching assistants have been given training in behaviour management. • Due to the school closure for Coronavirus pandemic this area will need further focus in 2020-21.
Continue to develop links with other international schools.	<ul style="list-style-type: none"> • Shelley Pyman has observed the year 1 class at St Andrew's Primary School. • Fiona Knott and Seamus Doherty attended Google Classroom training at St Andrew's Primary School. • Our students have watched performances at Hillview and Phoenix School. • Sir Harry's successfully hosted the AIMS Netball and Tag Rugby Tournament.

Appendix 3: Roles and Responsibilities

Roles and Responsibilities 2020-21

(Full Time Teachers)

James	Line Management of Teachers and Admin Staff Financial and Resource Management Head of Boarding Community Linkage Administration Child Protection Co-ordinator Assessment and Data Co-ordinator Member of ICT Curriculum Team
Seamus	Secondary School Lead Teacher Secondary Timetabling Special Educational Needs Co-ordinator Member of Languages/Humanities Curriculum Team Secondary Residential
Justice	Member of Languages/Humanities Curriculum Team
Emmanuel Mt	Member of Maths/Sciences Curriculum Team
Macbeth	Member of Maths/Sciences Curriculum Team
Gift	ICT Curriculum Team Lead School Promotion (Advertising, Website, Facebook Page)
Fiona	Primary School Lead Teacher Primary Timetabling Line Management of Teaching Assistants PE Curriculum Team Lead Member of Maths/Sciences Curriculum Team Year 5/6 Residential
Colin	Maths/Sciences Curriculum Team Lead Member of Arts/Music Curriculum Team Y3/4 Residential School Council
Vungani	Member of ICT Curriculum Team and Arts/Music Curriculum Team
Shelley	Languages and Humanities Curriculum Lead Member of Arts/Music Team Anzathu Representative
Jess	Early Years Co-ordinator Arts/Music Team Lead Member of Language/Humanities Curriculum Team
Dorothy	Member of Languages/Humanities Curriculum Team
Thoko	Member of Arts/Music Team

CURRICULUM TEAMS				
Languages/Humanities	Maths/Sciences	PE	ICT	Arts/Music
Shelley (Lead)	Colin (Lead)	Fiona (Lead)	Gift (Lead)	Jess (Lead)
Dorothy	Fiona	Dan	James	Thoko
Jess	Emmanuel	Caroline	Vungani	Shelley
Seamus	Macbeth	Seamus		Vungani
Justice				Colin
School events: Big Writes (P) Book Week (P/S) Spelling Bee (P)	School events: Science Week (P) Maths Week (P) Problem Solving Days (P/S)	School events: House Events (P/S) Inter-Schools Events (P/S) AIMS: Netball/Tag Rugby (P)	School Events: Safer Internet Day (P/S)	School events: DT Days (P/S) Performances (P/S) Christmas Singalong (P/S) Music Night (P/S)