

School Development Plan 2024/25 - updated Sept 24

Objective	Action	Tasks	Staff /Date	Success Criteria	Monitoring
Ensure that all teaching is as good as the best at the school.	1) Ensure adequate time is given to every subject.	<ul style="list-style-type: none"> - Subscribe to Vnet (£4400) 1) Implement timetable review. (Two year rolling plan in KS1, weekly Science lesson, English lesson taught daily in addition to phonics). - Update curriculum policy. - Update website. - Agree timetable checklist (non negotiables). - Add the checklist to the Teaching and Learning policy. - Set up timetables in shared documents. 	HT, SL, Govs Vnet 12/24 SW 4/9/24 SW 15/9/24 SW 2/9/24 SW 4/9/24 SW 2/9/24	Teaching in all subjects is judged consistently good by HT, SMT and external moderation. All Staff/ Govs are clear about which Learning Objectives will be taught in each topic. All timetables show consistent timings for each subject across the school when monitored.	Teaching/books monitored: by HT, Subject leaders, Govs and external review (Vnet). Vnet purchased 6/9/24 Curriculum policy updated 4/9/24 COG to monitor website Checklist agreed 2/9/24 Teaching and Learning policy updated 4/9/24 Timetables monitored by SW 13/9/24
	2) Ensure that all classrooms are well organised and set high expectations for learning.	2) Agree a classroom checklist (non negotiables) to be used for monitoring. <ul style="list-style-type: none"> - Present the checklist at the P.D day. - Add the checklist to the Teaching and Learning policy. - Agree Observation sheet, Book Scrutiny sheet, Pupil Interview sheet based on the checklist. 	SW/2/9/24 SW 4/9/24 SW 9/9/24	All staff are clear of the expectations and classrooms reflect a high expectation for learning. Classroom checklist agreed by all staff. T & L policy updated. Monitoring record sheet, Book Scrutiny sheet, Pupil Interview sheet agreed.	Checklist agreed 2/9/24 Updated 4/9/24 Monitoring Record sheets agreed and shared 9/9/24

		<ul style="list-style-type: none"> - Subject Leaders to use agreed monitoring sheets when monitoring. - HT to use checklists alongside Teaching Standards during Performance Management. 	<p>All Teachers</p> <p>SW 31/10/24</p>	<p>Observation sheets are used during moderation by Subject Leaders.</p> <p>Agreed observation sheets are used by HT during the Performance Management review.</p>	<p>All monitoring record sheets to be shared with HT.</p> <p>SMT to check Monitoring schedule at weekly SMT meeting Govs to check Monitoring schedules at meetings with each Subject Leader. SW to report Performance Management Summary to Govs 11/24</p>
3) Ensure that the work in books reflects a high expectation of work and presentation.	<p>Agree a book checklist to be used alongside the presentation policy.</p> <ul style="list-style-type: none"> - Teachers agree on a work book checklist. - Agree a class book checklist. - Update the presentation policy. - Checklist used during book scrutinies. 	<p>SW 11/24</p> <p>SW 9/9/24</p> <p>SW 2/9/24 SW 9/9/24 All staff 12/24</p>	<p>All staff are clear of the expectations and the books reflect a high expectation for learning. Workbook Checklist agreed.</p> <p>Class Book checklist agreed. Presentation policy updated. Checklist used during moderation by Subject Leaders and by the HT in the Performance Management reviews.</p>	<p>HT to monitor during Performance Management 10/24</p> <p>Checklist 2/9/24</p> <p>Checklist 2/9/24 Policy updated 4/9/24 Govs to meet with each Subject Leader each half term 10/24</p> <p>SW to report to Govs 11/24</p>	
4) Subject Leaders in each subject to set expectations (non-negotiables) of the work expected in each subject.	<p>Agreed subject checklist to be used alongside the classroom, timetable and book checklist.</p> <ul style="list-style-type: none"> - Each Subject Leader to use a Staff Meeting this term to present expectations to staff. 	<p>All SL 12/24</p> <p>All SL 12/24</p>	<p>All staff are clear of the expectations in each subject.</p> <p>Each subject is assigned a Staff meeting each term. Expectations in each subject presented to staff.</p>	<p>Govs to meet with each Subject Leader each half term 10/24</p> <p>Each subject has been assigned a Staff meeting - Autumn term</p>	

		- Summary of expectations in each subject added to the Teaching and Learning policy.	SW 12/24	T & L Policy updated.	
Improve writing across the school.	1) Ensure that all teachers plan sequences of lessons using the writing objectives in the threads of learning document	<p>English Subject Leader to complete the production of Writing Overview sheets.</p> <ul style="list-style-type: none"> - English Subject Leader to complete Writing Overview sheets for KS1. - English Subject Leader to provide training to all staff on using Writing Overview sheets and planning a teaching sequence. - Subscribe to Literacy shed-KS1 writing planning support(£166) 	<p>SC 12/24</p> <p>SC 12/24 SC 2/9/24</p>	<p>Work in the English books shows a clear link to objectives in the writing curriculum.</p> <p>Writing Overview sheets completed and shared. Training on planning a sequence of work using Writing Overview sheets completed.</p> <p>Literacy shed used to plan English in KS1.</p>	<p>SC to monitor work in books to ensure writing objectives are covered. SC to report to SMT and English Governor.</p> <p>SC currently working with KS1 teachers Training completed during PD day 2/9/24</p> <p>Subscription commenced 6/9/24</p>
	2) Teachers have a clear expectation of the quality and quantity of work expected in books.	<p>English Subject Leader to present expectations (non negotiables) to all staff.</p> <p>English Subject Leader to present a checklist of expectations in English books including:</p> <ul style="list-style-type: none"> - Quantity and quality of work expected. - Use of English Working Walls. - Handwriting. - Marking. <p>Teaching and learning policy</p>	<p>SC 12/24</p> <p>SC 13/9/24</p> <p>SW 10/24</p>	<p>The quality and quantity of work in books reflects high expectations of the standard of work expected.</p> <p>Checklist completed and used by Subject Leader, HT and Gobs to monitor English books.</p> <p>Policy updated.</p>	<p>SC to monitor work in books against the checklist and report to SMT and English Governor. Monitoring writing to be the focus of the Vnet visit Spring term. SC presented expectations to the whole staff 2/9/24</p>

		updated with a checklist.			
	3) Increase the profile of writing across the school	<p>Teachers to celebrate the success of writing in each class.</p> <ul style="list-style-type: none"> - Display the best writing in each classroom. - Star writer each week (display, certificate, newsletter) - Exciting writing club. 	<p>12/24</p> <p>All Staff 10/24 All Staff 10/24 SC 9/24</p>	<p>Pupil Interviews show a positive attitude to writing across the school. Best writing display in each classroom observed. Weekly Star Writer introduced in each class. Exciting Writing club commenced.</p>	<p>SC to carry out Pupil Interviews in Aut term</p> <p>SW and COG to monitor on weekly learning walk SW and COG to monitor on weekly learning walk Exciting writing club commenced 9/24</p>
	4) Restart writing intervention groups (English Catch Up /phonics, Precision Teaching, Write front the Start).	<p>SENCO and each class teacher to hold Pupil Progress meetings and identify intervention needs. SENCO to complete an audit of training needs. TAs to complete training English Catch up X1 (£450) Phonics training X2 Preparing for end of KS2 writing Assessment training</p>	<p>KL 20/9/24</p> <p>KL 6/9/24</p> <p>KL 10/24</p> <p>SC/GW</p>	<p>Children with IEP's make accelerated progress towards achieving Writing targets. Intervention needs agreed between SENCO and class teachers. Training Audit completed.</p> <p>Training booked and completed.</p>	<p>Audit completed 9/24</p> <p>English Catch up training booked Phonics training completed 9/24</p> <p>Training booked</p>
To ensure lessons are differentiated to meet the needs of children with SEND in each class.	1) All IEP's are written using smart targets and shared with all staff.	<p>SENCO to ensure all Teachers and TA's have access to IEP's. Behaviour Plans and supporting documents.</p> <ul style="list-style-type: none"> - SENCO to share all the documents with Teachers on Google Drive. 	<p>KL 9/24</p> <p>KL 4/9/24</p>	<p>All teachers have read IEP's/PBSP's/External Reports and share relevant information with TA's.</p>	<p>SENCO to monitor IEPs 9/24</p> <p>Shared Drive set up 6/9/24</p>

		<ul style="list-style-type: none"> - SENCO to lead staff training on writing and reviewing IEP's including SMART targets. - Staff to assess the current IEP's and set new SMART targets. - Move the Assess, Plan, Do, Review cycle to the end of each term. 	<p>KL 2/9/24</p> <p>KL/All staff 13/9/24</p> <p>KL 2/9/24</p>	<p>All staff are clear on how to write and review IEP's with SMART targets.</p> <p>All IEP's updated with SMART targets</p> <p>All staff to complete the APDR cycle each term.</p>	<p>Training completed 2/9/24</p> <p>KL to monitor 9/24</p> <p>Announced at PD day 2/9/24</p>
	<p>2) All lessons are differentiated according to the identified needs in the IEP's.</p>	<p>SENCO to monitor that the strategies identified in the IEP's are used to differentiate the work.</p> <ul style="list-style-type: none"> - Teachers ensure all resources stated in the IEP's are available and used with the children. - All staff to ensure class resources are labelled and accessible. - Strategies identified in the IEP's are used to differentiate the work. - Work is differentiated according to the IEP's. - SENCO to carry out SEND learning walks. 	<p>10/24</p> <p>KL 10/24</p> <p>KL 10/24</p> <p>KL/ SL</p> <p>KL/ SL 12/ 24</p> <p>KL 10/24</p>	<p>Strategies identified in the IEP are used to differentiate the work.</p> <p>Use of resources stated in IEP's are observed by SENCO during SEND learning walks.</p> <p>Resources that are labelled and accessible are observed during learning walks by SENCO.</p> <p>Strategies identified in the IEP's are observed by SENCO and SL.</p> <p>Differentiated work observed in books during book scrutinies carried out by SENCO and SL.</p> <p>Learning walks carried out by SENCO each half term.</p>	<p>KL to monitor during weekly SEND learning walks 10/24 and report to SMT and SEND gov.</p> <p>KL learning walks Aut 24</p> <p>KL learning walks Aut 24</p> <p>KL/ All Subject Leaders during monitoring visits in each subject.</p> <p>KL/ All Subject Leaders during book scrutinies in each subject.</p> <p>KL Aut term</p>

		- HT/Maths Subject Leader to seek advice regarding differentiation of White Rose in Maths.	SW/TG 12/24	Measures to differentiate White Rose Maths identified and actioned.	Vnet to lead Twilight training in the Autumn term.
	3) Set up all the intervention groups identified in IEP's.	<p>SENCO to carry out Pupil Progress Meetings with Teachers and ensure all children with IEP's receive the correct interventions and support.</p> <p>- All staff to attend Pupil Progress meetings with the SENCO to assess assessments, IEP's, PBSP's and to agree the relevant differentiation, interventions, resources and support to be used.</p> <p>- SENCO to carry out a training audit and ensure staff have the relevant training for the interventions.</p> <p>-SENCO/HT to book identified training and training completed by staff.</p>	<p>10/24</p> <p>KL/ All teachers 13/9/24</p> <p>KL 6/9/24</p> <p>All staff 10/24</p>	<p>All intervention groups identified in IEPs have been timetabled.</p> <p>Pupil Progress meetings with the SENCO completed and relevant differentiation, interventions, resources and support is agreed.</p> <p>Training Audit completed.</p> <p>Training log shows training completed.</p>	<p>KL to Monitor and report to SMT</p> <p>Pupil Progress meetings completed 9/12 Intervention groups to be observed by KL during weekly SEND learning walk Aut term.</p> <p>Audit completed 6/9/24</p> <p>Training booked 6/9/24 SW to update training log 10/24</p>
<p>Improve Subject Leadership</p> <p>Monitoring by Subject Leaders</p>	1) All Subject leaders to have a clear expectation of monitoring	<p>- HT to present a monitoring checklist to the subject leader.</p> <p>- Checklist shared with staff in Monitoring shared file.</p> <p>- Staff agree on a common</p>	<p>SW 3/9/24</p> <p>SW3/9/24</p> <p>SW 9/9/24</p>	<p>Monitoring checklist shared with all staff.</p> <p>Common monitoring sheets</p>	<p>SW presented Monitoring checklist at PD day 3/9/24 Checklist shared with staff 3/9/24</p> <p>SW to monitor the use of</p>

to become more consistent		Observation sheet, Book Scrutiny sheet and Pupil Interview sheet to be used to record all monitoring.		are used by all staff to record all observations, book scrutinies and pupil interviews.	recording sheets 11/24
	2) All subject leaders to have a clear monitoring schedule in place for each subject.	- HT to lead Teacher meetings to prepare Monitoring Schedules in all subjects. - SMT to monitor the use of the schedules by Subject Leaders.	SW 3/9/24 SW 12/24	All subjects have a clear monitoring schedule which is used to plan observations, book scrutinies, pupil interviews and meetings in each subject.	Monitoring schedules set up and checked by SW 20/9/24 SMT to check Monitoring schedules weekly.
	3) Subject leaders to undertake observations, book scrutinies, pupil interviews and meetings outlined in their monitoring schedule.	- All Subject leaders to lead a staff meeting each term to be used to set expectations, complete book scrutinies, provide feedback and staff training. - Subject Leaders to carry out learning walks, observations, pupil interviews and meetings with Gobs using HLTA time.	All teachers 12/24 All teachers 12/24	Staff meetings are used effectively to support monitoring. Monitoring record sheets show that effective monitoring is taking place in each subject	Each subject has been allocated a staff meeting in the Aut term 3/9/24 Monitoring record sheets to be shared with HT.
	4) Subject leaders to attend appropriate training/ networks	- HT to join VNET (£4400) and arrange subject briefings. English Professional community Maths Professional community Science Professional community Humanities Professional community EYFS Professional community SEND Forum	SW 13/9/24	Subject leaders to attend Subject briefings.	Joined Maths, English, Science, Humanities, EYFS Vnet Professional Communities 12/9/24 SEND forum booked SW to monitor training attended /needed during Performance Management meetings and report to gobs 11/24.
	5) Governors and external monitoring	- Each Subject Leader holds a meeting with their subject Gov	SW/MP 4/9/24	Each Subject leader and Subject Gov meet each	Subject Action Plans to be monitored at Performance

		<p>every half term to discuss monitoring and use the evidence gathered to update the Subject Action Plan.</p> <p>- Vnet monitoring visits to be used to assess progress in monitoring in core subjects.</p>	SW	<p>half-term. Each subject has an up to date Action Plan.</p> <p>HT to arrange 13/9/24</p>	<p>Management meetings 11/24 and report to govs.</p> <p>Writing monitoring visit arranged for Spring term.</p>
To enhance parent engagement with the school.	1) Improve communication with parents.	- A teacher from UKS2 and LKS2 to 'meet and greet' parents in the playground each morning.	KS2 teachers	Parents are positive about Communication with the school when surveyed.	<p>Parent survey 12/24</p> <p>Commenced 3/9/24</p>
	2) Provide more opportunities for parents to come into school.	<p>- Arrange EYFS coffee afternoon</p> <p>- Arrange SEND coffee morning with School Community Team</p> <p>- Invite Parents to Prayer Space</p> <p>- Each Subject Leader includes parent engagement on the Action Plan.</p>	<p>KS KL 11/24</p> <p>BY 3/25 All teachers 10/24</p>	<p>Coffee afternoon completed</p> <p>Coffee morning completed.</p>	Completed for 19/9/24
	3) Monitor Parent views of the school	- Governors to survey parent views each term.	Govs 12/24	Parent surveys completed, analysed and actioned on.	