

## School Development Plan 2024/25 - updated Oct 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"> <li>- Subscribe to Vnet (£4400)</li> </ul> <p>1) Implement timetable review. (Two year rolling plan in KS1, weekly Science lesson, English lesson taught daily in addition to phonics).</p> <ul style="list-style-type: none"> <li>- Update curriculum policy.</li> <li>- Update website.</li> <li>- Agree timetable checklist (non negotiables).</li> <li>- Add the checklist to the Teaching and Learning policy.</li> <li>- Set up timetables in shared documents.</li> </ul>	<p>HT, SL, Govs Vnet 12/24</p> <p>SW 4/9/24 SW 15/9/24 SW 2/9/24</p> <p>SW 4/9/24 SW 2/9/24</p>	<p>All ch make +ve Value Added in end of term assessments.</p> <p>Teaching in all subjects is judged consistently good by HT, SMT and external moderation.</p> <p>All Staff/ Govs are clear about which Learning Objectives will be taught in each topic.</p> <p>All timetables show consistent timings for each subject across the school when monitored.</p>	<p>HT to monitor end of term assessments.</p> <p>Teaching/books monitored: by HT, Subject leaders, Govs and external review (Vnet). Vnet purchased 6/9/24</p> <p>Curriculum policy updated 4/9/24 COG to monitor website Checklist agreed 2/9/24</p> <p>Teaching and Learning policy updated 4/9/24 Timetables monitored by SW 13/9/24</p>
	2) Ensure that all classrooms are well organised and set high expectations for learning.	<p>2) Agree a classroom checklist (non negotiables) to be used for monitoring.</p> <ul style="list-style-type: none"> <li>- Present the checklist at the P.D day.</li> <li>- Add the checklist to the</li> </ul>	<p>SW/2/9/24 SW 4/9/24</p>	<p>All staff are clear of the expectations and classrooms reflect a high expectation for learning.</p> <p>Classroom checklist agreed by all staff. T &amp; L policy updated.</p>	<p>Checklist agreed 2/9/24 Updated 4/9/24</p>

		<p>Teaching and Learning policy.</p> <ul style="list-style-type: none"> <li>- Agree Observation sheet, Book Scrutiny sheet, Pupil Interview sheet based on the checklist.</li> <li>- Subject Leaders to use agreed monitoring sheets when monitoring.</li> </ul> <p>- HT to use checklists alongside Teaching Standards during Performance Management.</p> <ul style="list-style-type: none"> <li>- Teachers to be given clear feedback of things to improve/ PM objectives</li> </ul> <p>Observations of well organised classrooms/ High expectations arranged to target teachers identified in Performance Management.</p>	<p>SW 9/9/24</p> <p>All Teachers</p> <p>SW 31/10/24</p> <p>SW 12/24</p>	<p>Monitoring record sheet, Book Scrutiny sheet, Pupil Interview sheet agreed.</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 classrooms, displays, and working walls reflect a high expectation for learning when reviewed during weekly HT/COG learning walks.</p>	<p>Monitoring Record sheets agreed and shared 9/9/24</p> <p>Commenced Sept 24</p> <p>SMT to check Monitoring schedule at weekly SMT meeting</p> <p>Govs to check Monitoring schedules at meetings with each Subject Leader.</p> <p>SW to report Performance Management Summary to Govs 12/24</p> <p>Classrooms reviewed during weekly learning walks with HT/COG using classroom checklists.</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"> <li>- Teachers agree on a work book checklist.</li> <li>- Agree a class book checklist.</li> <li>- Update the presentation policy.</li> <li>- Checklist used during book scrutinies.</li> </ul>	<p>SW 11/24</p> <p>SW 9/9/24</p> <p>SW 2/9/24</p> <p>SW 9/9/24</p> <p>All staff 12/24</p>	<p>All staff are clear of the expectations and the books reflect a high expectation for learning.</p> <p>Workbook Checklist agreed.</p> <p>Class Book checklist agreed.</p> <p>Presentation policy updated.</p> <p>Checklist used during moderation by Subject Leaders and by the HT in the Performance Management</p>	<p>HT to monitor during Performance Management 10/24</p> <p>Checklist 2/9/24</p> <p>Checklist 2/9/24</p> <p>Policy updated 4/9/24</p> <p>Govs meet with each Subject Leader each term 10/24</p> <p>SW to report to Govs 11/24</p>	

				reviews.	
	4) Subject Leaders in each subject to set expectations (non-negotiables) of the work expected in each subject.	Agreed subject checklist to be used alongside the classroom, timetable and book checklist. - Each Subject Leader to use a Staff Meeting this term to present expectations to staff.  - Summary of expectations in each subject added to the Teaching and Learning policy.	All SL 12/24  All SL 12/24  SW 12/24	All staff are clear of the expectations in each subject.  Each subject is assigned a Staff meeting each term. Expectations in each subject presented to staff. T & L Policy updated.	Govs to meet with each Subject Leader each term 10/24  Each subject has been assigned a Staff meeting - Autumn term
	5) Teachers to carry out observations of good practice within the school.	-Areas of development identified in the Performance Management process. -Targeted observation of good teaching practice within the school takes place.	SW 12/24	Objectives identified in the Performance Management process are achieved through targeted observation of good teaching practice.	Objectives have been identified and targeted observations to take place 11/24.HT to monitor progress through the Performance management process.
Improve writing across the school.	1) Ensure that all teachers plan sequences of lessons using the writing objectives in the threads of learning document	English Subject Leader to complete the production of Writing Overview sheets. - 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	SC 12/24  SC 12/24  SC 2/9/24	All children make +ve VA in writing  Work in the English books shows a clear link to objectives in the writing curriculum.  Writing Overview sheets completed and shared. Training on planning a sequence of work using Writing Overview sheets completed.	HT to monitor end of term assessments in writing.  SC to monitor work in books to ensure writing objectives are covered. SC to report to SMT and English Governor.  SC has completed writing Overview sheets. Training completed during PD day 2/9/24

		writing planning support(£166)		Literacy shed used to plan English in KS1.	Subscription commenced 6/9/24
2) Teachers have a clear expectation of the quality and quantity of work expected in books.		English Subject Leader to present expectations (non negotiables) to all staff.	SC 12/24	The quality and quantity of work in books reflects high expectations of the standard of work expected.	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
		English Subject Leader to present a checklist of expectations in English books including: - Quantity and quality of work expected. - Use of English Working Walls. - Handwriting. - Marking. Teaching and learning policy updated with a checklist.	SC 13/9/24	Checklist completed and used by Subject Leader, HT and Gobs to monitor English books.	
			SW 10/24	Policy updated.	
3) Increase the profile of writing across the school		Teachers to celebrate the success of writing in each class.  - Display the best writing in each classroom. - Star writer each week ( display, certificate) - Exciting writing club.	12/24  All Staff 10/24 All Staff 11/24 SC 9/24	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.	SC to carry out Pupil Interviews in Aut term  Achieved 31/10/24  SW and COG to monitor on weekly learning walk Exciting writing club commenced 9/24
4) Restart writing intervention groups (English Catch Up /phonics, Precision Teaching, Write front the Start).		SENCO and each class teacher to hold Pupil Progress meetings and identify intervention needs.	KL 20/9/24	Children with IEP's make accelerated progress towards achieving Writing targets. Intervention needs agreed between SENCO and class teachers.	

		<p>SENCO to complete an audit of training needs.</p> <p>TAs to complete training</p> <p>English Catch up X1 (£450)</p> <p>Phonics training X2</p> <p>Preparing for end of KS2 writing Assessment training</p>	<p>KL 6/9/24</p> <p>KL 10/24</p> <p>SC/GW</p>	<p>Training Audit completed.</p> <p>Training booked and completed.</p>	<p>Audit completed 9/24</p> <p>English Catch up training booked</p> <p>Phonics training completed 9/24</p> <p>Training completed</p>
<p>To ensure lessons are differentiated to meet the needs of children with SEND in each class.</p>	<p>1) All IEP's are written using smart targets and shared with all staff.</p>	<p>SENCO to ensure all Teachers and TA's have access to IEP's. Behaviour Plans and supporting documents.</p> <p>- SENCO to share all the documents with Teachers on Google Drive.</p> <p>- SENCO to lead staff training on writing and reviewing IEP's including SMART targets.</p> <p>- Staff to assess the current IEP's and set new SMART targets.</p> <p>- Move the Assess, Plan, Do, Review cycle to the end of each term.</p>	<p>KL 9/24</p> <p>KL 4/9/24</p> <p>KL 2/9/24</p> <p>KL/All staff 13/9/24</p> <p>KL 2/9/24</p>	<p>SEND Ch make accelerated progress +ve VA</p> <p>All teachers have read IEP's/PBSP's/External Reports and share relevant information with TA's.</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>Monitored by HT at the end of each term.</p> <p>SENCO to monitor IEPs Achieved 9/24</p> <p>Shared Drive set up 6/9/24</p> <p>Training completed 2/9/24</p> <p>KL to monitor Achieved 9/24</p> <p>Announced at PD day 2/9/24</p>
	<p>2) All lessons are differentiated according to the</p>		<p>10/24</p>	<p>Strategies identified in the IEP are used to differentiate the work.</p>	<p>KL to monitor during weekly SEND learning walks 10/24 and report to SMT and SEND gov.</p>

	<p>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"> <li>- Teachers ensure all resources stated in the IEP's are available and used with the children.</li> <li>- All staff to ensure class resources are labelled and accessible.</li> <li>- Strategies identified in the IEP's are used to differentiate the work.</li> <li>- Work is differentiated according to the IEP's.</li> <li>- HT/Maths Subject Leader to seek advice regarding differentiation of White Rose in Maths.</li> </ul>	<p>KL 10/24</p> <p>KL 10/24</p> <p>KL/ SL</p> <p>KL/ SL 12/24</p> <p>SW 4/25</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 and lessons during observations /book scrutinies carried out by SENCO and SL.</p> <p>Measures to differentiate White Rose Maths identified and actioned.</p>	<p>KL learning walks Aut 24 Achieved 10/24</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>Joint observation of Maths teaching with Vnet completed 10/24</p> <p>Vnet to lead Twilight training in the Spring term.</p>
	<p>3) Set up all the intervention groups identified in IEP's.</p>	<p>SENCO to carry out Pupil Progress Meetings with Teachers and ensure all children with IEP's receive the correct interventions and support.</p> <ul style="list-style-type: none"> <li>- All staff to attend Pupil Progress meetings with the SENCO to assess assessments, IEP's,</li> </ul>	<p>10/24</p> <p>KL/ All teachers 13/9/24</p>	<p>All intervention groups identified in IEPs have been timetabled.</p> <p>Pupil Progress meetings with the SENCO completed and relevant differentiation,</p>	<p>KL to Monitor and report to SMT</p> <p>Pupil Progress meetings completed 9/12</p> <p>Intervention groups to be</p>

		<p>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>KL 6/9/24</p> <p>All staff 10/24</p>	<p>interventions, resources and support is agreed.</p> <p>Training Audit completed.</p> <p>Training log shows training completed.</p>	<p>observed by KL during weekly SEND learning walk Aut term.</p> <p>Audit completed 6/9/24</p> <p>Training booked 6/9/24</p>
<p>Improve Subject Leadership</p> <p>Monitoring by Subject Leaders to become more consistent</p>	<p>1) All Subject leaders to have a clear expectation of monitoring</p>	<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 Observation sheet, Book Scrutiny sheet and Pupil Interview sheet to be used to record all monitoring.</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 are used by all staff to record all observations, book scrutinies and pupil interviews.</p>	<p>SW presented Monitoring checklist at PD day 3/9/24</p> <p>Checklist shared with staff 3/9/24</p> <p>SW to monitor the use of recording sheets 11/24</p>
	<p>2) All subject leaders to have a clear monitoring schedule in place for each subject.</p>	<p>- HT to lead Teacher meetings to prepare Monitoring Schedules in all subjects.</p> <p>- SMT to monitor the use of the schedules by Subject Leaders.</p>	<p>SW 3/9/24</p> <p>SW 12/24</p>	<p>All subjects have a clear monitoring schedule which is used to plan observations, book scrutinies, pupil interviews and meetings in each subject.</p>	<p>Monitoring schedules set up and checked by SW 20/9/24</p> <p>SMT to check Monitoring schedules weekly.</p>
	<p>3) Subject leaders to undertake observations, book scrutinies, pupil</p>	<p>- All Subject leaders to lead a staff meeting each term to be used to set expectations,complete book</p>	<p>All teachers 12/24</p>	<p>Staff meetings are used effectively to support monitoring.</p>	<p>Each subject has been allocated a staff meeting in the Aut term 3/9/24</p>

	interviews and meetings outlined in their monitoring schedule.	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	Monitoring record sheets show that effective monitoring is taking place in each subject	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  - Subject leaders to attend generic Subject Leader training from Vnet.	SW 13/9/24  SW 12/24	Subject leaders to attend Subject briefings.  Training completed	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 every half term to discuss monitoring and use the evidence gathered to update the Subject Action Plan.  - Vnet monitoring visits to be used to assess progress in monitoring in core subjects.	SW/MP 4/9/24  SW	Each Subject leader and Subject Gov meet each half-term. Each subject has an up to date Action Plan.  HT to arrange 13/9/24	Subject Action Plans to be monitored at Performance Management meetings 11/24 and report to gobs.  Monitoring visit arranged for Spring and Summer term.
Improve Leadership including Governance	1) The Governing Body needs to review its' membership	- Appoint a professional Clerk - Governing body to complete training on statutory duty and monitoring.	MP 11/24 MP 12/24	Clerk appointed Training completed	COG currently looking at Governance Professional Services



					Governor training for monitoring and safeguarding currently being arranged by COG
	2) Ensure the governing body is acting legally	<ul style="list-style-type: none"> <li>- Update GIAS with details of governors</li> <li>- Update Governor's page on school website.</li> <li>- Appoint a professional clerk</li> </ul>	<p>CR 10/24</p> <p>MP 10/24</p> <p>MP 11/24</p>	<p>GIAS updated and checked by COG</p> <p>Website updated with required information and checked by COG</p> <p>Professional Clerk appointed</p>	<p>GIAS updated 4/10/24</p> <p>Updated 5/11/24</p> <p>COG currently looking at Governance Professional services.</p>
	3) Review the structure of the SMT	<ul style="list-style-type: none"> <li>- Appoint new leader of Maths</li> <li>- Carry out review of SMT</li> <li>- Review training needs of SMT</li> <li>- English leader to complete NPQL</li> </ul>	<p>SW 10/24</p> <p>Govs 12/24</p> <p>SW 12/24</p> <p>SC 2/25</p>	<p>Maths Leader appointed</p> <p>SMT review completed and in place.</p> <p>Training completed</p> <p>Training completed</p>	<p>HT to cover Leader of Maths Role 31/10/24</p> <p>Cost of options to be discussed with Finance Officer 11/24</p> <p>NPQL will be completed in Feb 25</p>
	4) Ensure all Performance Management targets are linked to SDP	<ul style="list-style-type: none"> <li>- Performance management process completed.</li> <li>- Targets linked to SDP</li> </ul>	<p>SW/MP 12/24</p> <p>SW/MP 12/24</p>	<p>The Performance Management summary presented to Govs shows a clear link to SDP.</p>	<p>Performance management observations and discussions completed 10/24</p>
To enhance parent engagement with the school.	1) Improve communication with parents.	<ul style="list-style-type: none"> <li>- A teacher from UKS2 and LKS2 to 'meet and greet' parents in the playground each morning.</li> </ul>	<p>KS2 teachers</p>	<p>Parents are positive about Communication with the school when surveyed.</p>	<p>Parent survey 12/24</p> <p>Commenced 3/9/24</p>

	2) Provide more opportunities for parents to come into school.	<ul style="list-style-type: none"> <li>- Arrange EYFS coffee afternoon</li> <li>- Arrange SEND coffee morning with School Community Team</li> <li>- Invite Parents to Prayer Space</li> <li>- Each Subject Leader includes parent engagement on the Action Plan.</li> </ul>	KS KL 11/24  BY 3/25 All teachers 10/24	Coffee afternoon completed Coffee morning completed.	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.	