



School Development Plan

2024 - 25

Rating

Achieved	
Partially Achieved	
Not Achieved	

Quality of Education

Key Priority	Resources Leader	Key Progress Indicators / Evaluation
Ensure talk for writing is used consistently throughout the school	JS and KC offer support through team teaching and monitor planning and teaching through work scrutiny and observations	<ul style="list-style-type: none"> • Staff are confident in using the progression documents, understanding why they are necessary and planning appropriately. • Written work across all books is of a high quality. • Teaching strategies are used with consistency. • Progression is evident in pupils' books
To improve fluency and recall of number bonds and multiplication tables through evidence-based approaches and good practice from Ofsted subject review of mathematics.	SB TTRS	<ul style="list-style-type: none"> • Pupils have secure knowledge of number bonds and multiplication tables as appropriate to their year group. • Increase the % of pupils achieving 25/25 in the MTC in Year 4.

Behaviour and Attitudes

Key Priority	Resources Leader	Key Progress Indicators / Evaluation
To use trauma informed responses to offer appropriate support for children with SEND so that all children have the tools to manage their thoughts, emotions and actions in more positive ways thus maximizing learning.	All staff. RB to lead. SLT to also monitor.	<ul style="list-style-type: none"> • There will be a unified and consistent approach to managing disruptive behaviour by all staff. • The new approach will see a reduction in children spending time outside of the classroom and away from learning. • There will be a reduction in suspensions, and reduced timetables. • There will be a reduction in anxiety levels across the school, particularly with those displaying EBSA tendencies. • Behaviour will be managed in a way that equips children with the skills and intrinsic motivation to behave and control their impulses.

Personal Development

Key Priority	Resources Leader	Key Progress Indicators / Evaluation
To implement the revised RSHE scheme of work.	SB Journey in Love Resources PSHE Association Resources	New RHSE scheme of work equips children for life and preparing them for the next step in their educational journey. Pupil survey demonstrates positive impact.

Early Years Foundation Stage

Key priority	Resources / leader	Key progress indicators / Evaluation
To foster high quality interactions and language development.	All EY staff EL to oversee	The development of children's spoken language ensures good or better progress across all 7 areas of learning as developing children's vocabulary, helps them with reading comprehension and writing when they are older. All EY staff have a solid understanding of the assessment frameworks in order to be able to translate this into their classroom practice. All EY staff have a solid understanding of how to move learning forward through meaningful interactions. All EY staff understanding the purpose of all activities in the classroom. Expectations are clear and easily understood for all staff. Including assessment expectations, Tapestry, use of books, Design Create Reflect, observations.

Leadership and Management

Key Priority	Resources / Leader	Key Progress Indicators / Evaluation
<p>Implement parental engagement strategies so that the quality and quantity of learning that takes place in the home learning environment improves.</p>	<p>SLT</p>	<ul style="list-style-type: none"> • There is an established link between the home learning environment at all ages and children’s performance at school. • School and parents have a shared priority to deliver the best outcomes for their children.
<p>To streamline financial and operational administration across the school, whilst enhancing parental engagement in school activities.</p>	<p>NM / MN</p>	<ul style="list-style-type: none"> • MIS fully implemented and in operation with key staff aware and competent in using the core functionality of the system. • Increased efficiency throughout the school for all school operations. • At least 95% of families using MCAS to book products, services and school trips. • Budget overview and tracking easily accessible to Senior leaders and budget holders. • School debt is minimised.