

Summary School Development Plan Priorities 2024- 2025

What OFSTED 2022 told us we need to do:

"In a few subjects, what leaders want pupils to learn in each unit of work is not broken down into small, clear steps. This makes it difficult for teachers to know exactly what needs to be taught and what pupils need to know and remember for future learning."

1. Curriculum Development with focus on raising standards, specifically GD

(Outcomes: reversing the 2024 steep decline in MTC and KS2 standards. To continue improve on the school 'gains' in EYFs in closing the gap with national outcomes.)

2. Developing leadership capacity within the school

(Outcomes: to develop both new and experienced SL through CPD, NPQH and partnership with other schools. To develop a clear succession plan in the light of the headteacher's other professional commitments.)

3. Trauma Informed Practice (TIPIC) training for learning across the whole staff team

(Outcome: all staff will have a clear understanding of trauma responses on behaviour and have clear strategies to manage the children's trauma background and recorded incidents will decrease)

4. Behaviour and Attitudes

(Outcome: all staff will be clear of the behaviour policy and changes in the policy and apply it consistently so that children's behaviour is at least good or better)
(Outcome: that attendance will rise to 96% or above and that there will be a significant increase in the attendance of the B pupils an outcomes will improve)

5. Developing the EYFS outdoor space

(Outcome: that the EY outcomes are in line with national and that the changes in EY outdoor provision will impact on all outcomes and close the gender gap)

6. Explore the possibility of joining a partnership to support with target 1, 2 and 5

7. SIAMs and the teaching of R.E **What Section 48 SIAMS told us we need to do:**

"Embed the new vision across all policy and practice. Ensure the children know, understand and live by the six Christian values chosen by all stakeholders."

SDP Actions 2024-25

These actions are informed using the SE (School Evaluation), the latest Ofsted report, Government information, borough data, FFT, IDSR, ROVs from the LA and the LDBS and PPRs to inform the school of the focus for the coming year. These are also informed by the drop in the 2024 data outcomes in MTC and KS2. See SDP Action Plans.

- To continue to develop the curriculum with a focus on retrieval and with knowledge organisers for all subjects.
- Develop a new and more frequent monitoring program of T and L, teachers' planning, and analysis of data.
- To have a clear, timetabled focus assessment of the four core subjects.
- SL to develop their knowledge and monitoring of assessment in their areas.
- Continual review and updating of the curriculum for equity, diversity and to meet current needs.
- To continue to embed the school's approach to pedagogy using *Maslow's Hierarchy of Needs*.
- To empower the curriculum leads through CPD (including ECTs), internal and external, to improve subject knowledge, skills and ultimately standards and outcomes
- SLT to support the SL to develop strong action plans and monitoring skills.
- SLT to have a clear succession plan for increased leadership within the school.
- All staff will attend external TIP training.
- To continue to work with PLSS and external providers to ensure that all staff understand the link between trauma and behaviour and can use a range of strategies to support the children's well-being and learning and to reduce the children's anxiety.
- The school will work with the LA Attendance Hub to develop a new, bespoke school strategy for our current demographic to increase attendance which in turn, will impact positively on learning and outcomes.
- To explore and mitigate the trend of higher absence in the B community and persistently late families.
- To explore the school's 'hidden challenge' of EBD and disaffection within the WB community.
- The school rules will be refreshed and re-prioritised. There will be some changes in the behaviour policy including the introduction of the Golden Rules.
- To work with the LA, EYFS Hub and The Hall school to develop the provision (especially, the outdoor provision) and to explore the current challenges and the significant difference in the boys' and girls' outcomes. The EYFS leader and the SLT will look at recent research and develop a clear strategy and action plan to enhance the outdoor learning and outcomes. The EYFS lead will continue to work with outdoor providers to develop a new and safe outdoor provision.
- To continue to be outward-facing and develop stronger relationships/soft partnerships with local schools to further develop the curriculum strengths/offer.
- To strengthen the school's approach to self-evaluating the effectiveness and distinctiveness of as a church school using the new, more detailed SIAMS SEF format.
- To use the feedback from the LDBS R.E monitoring and SIAM 'health check reports to drive forwards improvement to the children's R.E education and spiritual nourishment.
- To broaden the school's global reach in terms of delivering the school vision.
- To further develop the role of the Faith Ambassadors