



SCHOOL DEVELOPMENT PLAN

2025 - 2026

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End of Year Targets and Progress Monitoring for End of Key Stage, MTC and Phonics 2024-25

KS2 Year 6	Expected Standard +				Exceeding Expected Standard				Progress
	Target	Current	Year 5 Baseline	Last Year	Target	Current	Year 5 Baseline	Last Year	Last Year
Reading (R)	70%	80%	67%	100%	40%	10%	22%	29%	
Writing (W)	70%	80%	56%	71%	10%	20%	11%	14%	
Maths (M)	70%	80%	100%	100%	20%	10%	11%	43%	
Grammar, Punctuation and Spelling (GPS)	70%	70%	NS	100%	10%	20%	NA	29%	
Reading, Writing and Maths Combined (RWM)	70%	80%	56%	71%	10%	0%	0%	29%	
KS1 Year 2	Expected Standard +				Exceeding Expected Standard				
	Target	Current	Year 1 Baseline	Last Year	Target	Current	Year 1 Baseline	Last Year	
Reading (R)	75%	62.5%	75%	60%	20%	12.5%	0%	20%	
Writing (W)	75%	62.5%	75%	60%	11%	0%	0%	10%	
Maths (M)	88%	62.5%	75%	70%	20%	0%	0%	10%	
Reading, Writing and Maths Combined (RWM)	75%	50%	75%	60%	11%	0%	0%	0%	
KS1 Phonics / Year 4 MTC	Phonics Pass				Year 4 MTC 100%				
	Target	Current	Rec / Y1 Baseline	Last Year	Target	Current	Average	Last Year	
Year 1 Phonics (Y1P) (4 children)	80%	75%	75%	100%	34%	0%	15.3	19.67 & 0%	
Year 2 Phonics (Y2P)	NA	NA	NA	NA					
EYFS Reception (5 children)	Expected Standard +								
	Target	Current	Recept. Baseline	Last Year					
Communication and Language (CL)	80%	40%	0%	75%					
Personal, Social and Emotional Devel (PSED)	80%	20%	0%	75%					
Physical Development (PD)	80%	80%	0%	100%					
Good Level of Development (GLD)	80%	20%	0%	75%					

Priority 1 – Teaching and Learning To further strengthen and ensure consistency in practice across the school, within all phases, so all adults use assessment sharply to provide appropriate next steps within all learning activities. • The ‘Principles of Effective Teaching’ underpin all interactions and teaching practice. • Ensure effective, daily retrieval practice takes place within all learning so all adults focus on the most important knowledge or concepts which all children need to know. • Assessment is continually used to identify the important knowledge or concepts which our children need to know and remember. This understanding is prioritised within feedback, planned retrieval practice and opportunities to ‘over-learn’ sticky knowledge.	Rationale Attainment over time evidences that children, within all groups, are better placed for each stage of their learning. Through the sharp use of assessment, we can further improve higher outcomes, helping our children to ‘<i>aim high and believe, grow and succeed</i>’. School improvement officers identified precise use of assessment as an area for further development during a visit earlier in the year. Research evidences learning can be further strengthened by: • Effective feedback and marking leads to tailored adaptations which support the progress of all learners across groups. • Marking increasingly reflects and reinforces previously taught key knowledge, strengthening pupils’ understanding and retention. • Targeted interventions at key transition points—Nursery to EYFS, Year 2 to Year 3, and Year 4 to Year 5 in writing—are enhancing continuity and accelerating progress. This is also the sole AFI noted by Ofsted in December 2024.
Priority 2 – Inclusion To improve children’s understanding of careers so all children, from all groups, can articulate their ambitions. • All pupils, across year groups, can confidently talk about a range of careers and articulate personal aspirations in age-appropriate ways (e.g. through surveys, interviews, or class discussions). • A marked improvement is seen in pupil voice responses related to aspirations and future goals, compared to baseline. • Career-related learning is embedded across the curriculum, including links to real-world applications in subjects such as English, maths, and science. • Teachers consistently make purposeful career links in lessons and curriculum plans, especially in KS2.	Rationale Raising children's awareness of a broad range of careers from an early age helps to raise aspirations, broaden horizons, and challenge stereotypes around employment and ambition (EEF). Early career-related learning supports the development of motivation, purpose and personal goal-setting all of which are factors strongly linked to improved engagement and academic outcomes.

• Careers education reflects a wide range of roles, industries, and individuals—including diverse gender, cultural, and socioeconomic backgrounds—to ensure all children see themselves represented. • Evidence shows that children from disadvantaged or underrepresented groups demonstrate equal engagement in career discussions and events. • All children have participated in at least one career-related experience each term (e.g. visiting speakers, trips, enterprise projects, role-play, themed weeks). • Partnerships are established with local businesses, community organisations, or parents to support career learning opportunities. • Staff report increased confidence in delivering career-linked activities (measured through CPD feedback or staff surveys). • Career learning is consistently implemented across classes/year groups, with leadership monitoring showing quality and breadth.	This target aligns with our school’s vision for all children to ‘aim high’ and our belief that ‘with God all things are possible’ (Matthew 19:26). By embedding career-related learning across the curriculum and through enrichment opportunities, we will help all children connect their learning to real-life contexts, giving meaning and value to their education. School improvement officers identified a potential lack of aspiration during a pupil voice on a visit on March. Importantly, this work promotes equity for all by ensuring that children from all groups, including those from disadvantaged or with additional need, have access to the same exposure, role models, and opportunities to explore future pathways. It helps to dismantle barriers that may limit ambition and supports all pupils to articulate and pursue their aspirations confidently. This approach also contributes to developing the whole child—supporting personal development, communication skills, and long-term resilience preparing pupils not just for secondary education but for lifelong success.			
Priority 3 – Outcomes To sustain and further improve outcomes in all areas so that all children, in all groups, attain at least in line FFT50+, including GDS. • To sustain and further improve outcomes in all areas so that all children, in all groups, attain at least in line FFT50+. • Trust wide writing material (including for GDS) further supports teaching of transcription and composition. • Both Little Wandle SEN programme & reading fluency programme supports the teaching of early reading for children who are least secure in cracking the phonetic code. • Consistent application of Maths Whizz enables all children to take part in bespoke maths learning, supporting both fluency and reasoning.	<table><tr><th>Rationale</th></tr><tr><td>Our coherent curriculum diet, set out within a carefully planned cycle, is established and enabling children to know and remember more. Attainment in Early Years, phonics and KS2 evidences that children are better prepared for each stage of their primary education. This was noted by Ofsted in December 2024.</td></tr><tr><td>The use of Fischer Family Trust highlights that our children, including those with SEN, can achieve further (noticeably the greater depth standard).</td></tr></table>	Rationale	Our coherent curriculum diet, set out within a carefully planned cycle, is established and enabling children to know and remember more. Attainment in Early Years, phonics and KS2 evidences that children are better prepared for each stage of their primary education. This was noted by Ofsted in December 2024.	The use of Fischer Family Trust highlights that our children, including those with SEN, can achieve further (noticeably the greater depth standard).
Rationale				
Our coherent curriculum diet, set out within a carefully planned cycle, is established and enabling children to know and remember more. Attainment in Early Years, phonics and KS2 evidences that children are better prepared for each stage of their primary education. This was noted by Ofsted in December 2024.				
The use of Fischer Family Trust highlights that our children, including those with SEN, can achieve further (noticeably the greater depth standard).				

To improve mathematical reasoning, so that children, from all groups, correctly apply age-appropriate fluency and achieve higher outcomes in maths.	Through the careful and planned use of assessment, staff can help all children develop deeper knowledge and understanding. Staff can support and challenge children to ensure that the knowledge and skills acquired from foundational learning is then consistently applied across all subjects, with all children and staff striving for excellence.
Priority 4 – Vision and teaching of RE To implement the revised agreed SACRE syllabus and promote courageous advocacy, so that all children develop a deep understanding of faith, justice, and their role in contributing to the common good - Adopt the revised SACRE syllabus (2025 – 2030); - Training for all staff on effective teaching of RE. - Strengthen collective worship to enable all children to develop understanding of injustice and how they can, individually or collectively, serve the common good through justice and equality for all. - Support and enable all members of our school community to appreciate that ‘with God all things are possible’ through service, sacrifice and our own discomfort at times to love and support others less fortunate than ourselves. - Promote reflection and understanding within religious education so that children can develop their own personal beliefs and values.	Rationale There is a statutory duty for Derbyshire Standing Advisory Council (SACRE) to adopt an agreed syllabus every 5 years. The syllabus establishes what shall be taught in RE, providing staff with practical support and guidance about how to teach RE effectively. Derbyshire SACRE have developed a new syllabus (2025-2030) which launches in July 2025. Our school will adopt the syllabus and support staff development so children, from all groups, can ask big questions about life, learn what different people believe and explore and develop their own ideas. As children explore and develop their understanding that they are part of a wider, interconnected society, we would like to challenge them by increasing opportunities for them to strengthen self identified areas of injustice. This will help them serve and sacrifice to enable greater equality and justice for all.

Priority 1 – Teaching and Learning (Lead staff: Tom Lloyd, Sophie Preston)

To further strengthen and ensure consistency in practice across the school, within all phases, so all adults use assessment sharply to provide appropriate next steps within all learning activities.

- The 'Principles of Effective Teaching' underpin all interactions and teaching practice.
- Ensure effective, daily retrieval practice takes place within all learning so all adults focus on the most important knowledge or concepts which all children need to know.
- Assessment is continually used to identify the important knowledge or concepts which our children need to know and remember. This understanding is prioritised within feedback, planned retrieval practice and opportunities to 'over-learn' sticky knowledge.

Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Autumn 1	Training on excellence in teaching delivered as part of INSET day on 5 th September.	SLT	Clear understanding of principles of effective teaching, feedback and marking policy and expectations for school environment.	TL	
	Monitoring and evaluation of phonics, week 3: focus on fidelity to Little Wandle scheme for all groups and links between phonics and continuous provision for EYFS.	HoS/ph onics lead	Little Wandle scheme being used consistently across all groups. Clear links between CP and phonics stage for EYFS.	TL	
	Monitoring and evaluation of English, week 4: focus on reading. Observation of fluency groups to ensure Little Wandle scheme is being used effectively and in line with planning.	Reading lead	Fluency groups being taught using Little Wandle fluency scheme. Consistent and appropriate use of scheme clear across groups.		
	Monitoring and evaluation of literacy, week 5: focus on principles of effective teaching.	Literacy lead	Principles of effective teaching observed in practice, feedback and marking policy being followed, environment in line with expectations.		
	Staff meeting in week 6 to compare approaches to live marking and evidence of this taking place in books.	Teaching staff	Consistent approach noted. Inconsistencies identified and recorded in staff meeting minutes on OneNote.		
	Monitoring and evaluation of maths and science in weeks 6 to 8 to ensure principles set out on training are being used effectively.	Maths and science leads	Principles of effective teaching observed in practice, feedback and marking policy being followed, environment in line with expectations.		
	Book scrutiny to ensure any inconsistencies noted during staff meeting in W6 have been addressed and actions completed.	HoS	Actions identified have been addressed.		
	Notes and additional details from Autumn term 1:				

	CPD/ Staff Training and INSET INSET on 5 th September on excellence in teaching				
Budget					
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Autumn 2	Monitoring and evaluation of history in week 10: include pupil voice to check recall of knowledge including from previous years.	History lead	Children can recall information about previously taught topics. Graphical organisers used to help children order and retain key learning.		
	Monitoring and evaluation of geography in week 11/12: book scrutiny examining use of graphical organisers as well as general presentation and content.	Geography lead	Graphical organisers used to help children order and retain key learning. High standards of presentation in line with expectations.		
	Training for staff on effective teaching of RE to be delivered at INSET day on 24 th November (training from Liz Seymour at DBE)	LS	Staff have a clear understanding of effective teaching of RE and can implement this.		
	Monitoring and evaluation of art and DT in weeks 13 to 15 to ensure principles set out on training are being used effectively.	Art and DT leads.	Principles of effective teaching observed in practice, feedback and marking policy being followed, environment in line with expectations.		
	Staff meeting, week 14: writing moderation. Look at application of principle of effective teaching across the partnership in phase groups and how this is evident in books.	Teaching staff	Evidence of live marking being used effectively in books. High standards of presentation in line with expectations.		
	Notes and additional details from Autumn term 2:				
	CPD/ Staff Training and INSET INSET on 24 th November on teaching of RE				

	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Spring 1	Monitoring and evaluation of music in weeks 1 to 3 to ensure principles set out on training are being used effectively.	Music lead	Principles of effective teaching observed in practice, feedback and marking policy being followed, environment in line with expectations.		
	Monitoring and evaluation of phonics, week 3: focus on how classroom environment supports development of reading in KS1; also appropriate identification of additional needs and adaptation for those children.	HoS/phonics lead	Effective use of classroom environment to promote reading and support phonics learning. Appropriate adaptations made for children with additional needs.		
	Monitoring and evaluation of English, week 4: focus on reading. Promotion of reading within the classroom environment including reading for pleasure. Include pupil voice on reading.	Reading lead	Classroom environments support reading for pleasure. Children able to discuss their reading and progress.		
	Monitoring and evaluation of literacy, week 5: use of assessment grids. Books scrutiny looking at assessment grids, discussions with staff and children.	Literacy lead	Assessment grids being used and are understood by staff and children. Effectiveness of grids considered and any potential improvements noted.		
	INSET on 23 rd February to focus on assessment of foundation subjects.	MADPP SLT	Assessments completed for foundation subjects. Next steps agreed by SLT		
	Notes and additional details from Spring term 1:				
	CPD/ Staff Training and INSET				
	INSET on 23 rd February to focus on assessment of foundation subjects.				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Spring 2	Monitoring and evaluation of maths in week 8. Focus on quality of feedback and identification of misconceptions during lessons.	Maths lead	Evidence of live marking and correction.		

			Misconceptions identified and support provided.		
	Monitoring and evaluation of PE in weeks 9 and 10. Focus on use of scheme and adaptation to meet the needs of all children including more able.	PE lead	All children are able to access PE lessons enthusiastically. Appropriate adaptations made including for more able.		
	Monitoring and evaluation of PSHE in week 11: Focus on presentation and understanding of the subjects covered. Include pupil voice on this aspect.	PSHE lead	Presentation in line with expectations. Pupils can discuss prior learning and subjects covered.		
	Partnership writing moderation: week 11; examine use of assessment grids across the schools within the MADPP.	Teaching staff	Grids being used consistently and effectively. Practice in line with other schools within partnership.		
	Monitoring and evaluation of French in week 12: Focus on presentation and ability of children to recall information.	MFL lead	Presentation in line with expectations. Pupils can discuss prior learning and subjects covered.		
	Notes and additional details from Spring term 2:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Summer 1	Monitoring and evaluation of phonics, week 1: follow up actions from previous monitoring; discussion of progress made and likely outcomes for PSC.	HoS/phonics lead	Previous actions completed. Children on track to complete PSC successfully.		
	Monitoring and evaluation of English, week 2: follow up actions from previous monitoring; teaching of reading outside guided reading sessions including scrutiny of reading records.	Reading lead	Previous actions completed. Effective use of reading records to promote reading.		
	Monitoring and evaluation of literacy, week 3: follow up actions from previous monitoring; handwriting and presentation.	Literacy lead	Previous actions completed. Handwriting meets expectations and is being taught effectively.		

	Monitoring and evaluation of computing in week 4. Effective teaching of computing and evidencing.	Computing lead	Computing is being taught effectively using agreed scheme. Evidence is gathered to show progress and recorded using electronic pupil folders.		
	Monitoring and evaluation of science in week 5. Effective teaching of science and use of graphical organisers. Include pupil voice on understanding of working scientifically and recall of previously taught content.	Science lead	Graphical organisers are being used and completed. Pupils are able to use these to recall previously taught information.		
	Notes and additional details from Summer term 1:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Summer 2	INSET on 1 st June to focus on assessment of foundation subjects.	MADPP SLT	Assessments completed for foundation subjects. Next steps agreed by SLT		
	Monitoring and evaluation of geography in week 8. Follow up actions from previous monitoring; review children's understanding of key learning (sticky knowledge).	Geography lead	Actions from previous monitoring completed. Children's understanding of sticky knowledge appropriate to age groups.		
	Monitoring and evaluation of RE in week 9/10: Follow up actions from previous monitoring; review the implementation of the revised curriculum that followed the updates to the agreed syllabus. Include pupil voice on RE.	RE lead	Actions from previous monitoring completed. Curriculum delivered as expected, focus on personal understanding clear in discussions with children.		
	Review all SDP priorities in weeks 11 to 15.	HoS/SLT	Evaluate effectiveness of implementation of SDP priorities. Agree next steps for future years of the plan.		

	Notes and additional details from Summer term 2:				
	CPD/ Staff Training and INSET INSET on 1 st June to focus on assessment of foundation subjects.				
	Budget				
Priority 1 – Year 2 Overview					
Priority 1 – Year 3 Overview					

Priority 2 – Inclusion (Lead staff: Tom Lloyd, Sophie Preston)

To improve children's understanding of careers so all children, from all groups, can articulate their ambitions.

- All pupils, across year groups, can confidently talk about a range of careers and articulate personal aspirations in age-appropriate ways (e.g. through surveys, interviews, or class discussions).
- A marked improvement is seen in pupil voice responses related to aspirations and future goals, compared to baseline.
- Career-related learning is embedded across the curriculum, including links to real-world applications in subjects such as English, maths, and science.
- Teachers consistently make purposeful career links in lessons and curriculum plans, especially in KS2.
- Careers education reflects a wide range of roles, industries, and individuals—including diverse gender, cultural, and socioeconomic backgrounds—to ensure all children see themselves represented.
- Evidence shows that children from disadvantaged or underrepresented groups demonstrate equal engagement in career discussions and events.
- All children have participated in at least one career-related experience each term (e.g. visiting speakers, trips, enterprise projects, role-play, themed weeks).
- Partnerships are established with local businesses, community organisations, or parents to support career learning opportunities.
- Staff report increased confidence in delivering career-linked activities (measured through CPD feedback or staff surveys).
- Career learning is consistently implemented across classes/year groups, with leadership monitoring showing quality and breadth.

Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Autumn	Pupil voice to establish baseline for understanding of career options and personal aspirations.	TL	Pupil voice survey completed.		
	Identify suitable careers related events to attend throughout the year and opportunities for visitors to come to school to discuss careers with children.	TL/SP	Plan for careers related activities produced and approaches made to relevant organisations.		
	Careers element introduced to science lessons linking the area of learning to potential career paths.	All teachers	Monitoring of science lessons shows this element is being effectively used and understood by children.		
	Classes to learn about prominent historical figures who overcame cultural barriers to succeed in their chosen profession during Black history month in October.	All teachers	Children to present the outcomes of their projects to a whole school assembly on the subject.		
	Staff survey to establish baseline for confidence in delivering career-related activities.	TL	Survey completed and analysed		

	Monitoring and evaluation of maths and science in weeks 6 to 8 (see priority 1) to include discussions/observations around careers elements of these subjects.	Maths and science leads	Pupil voice as part of monitoring shows evidence that children are considering careers options as a result of their learning.		
	Monitoring and evaluation of history and geography in weeks 10 to 12 (see priority 1) to include discussions/observations around careers elements of these subjects.	History and geography leads	Pupil voice as part of monitoring shows evidence that children are considering careers options as a result of their learning.		
	Career-related experience accessed by all classes at some point during the term.	All teachers	Children attend/experience a careers related event.		
	Notes and additional details from Autumn term:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Spring	Repeat pupil discussion relating to understanding of career options and aspirations.	TL	Greater understanding evidence when compared with Autumn term baseline.		
	Monitoring and evaluation of maths and PE in weeks 8 to 10 (see priority 1) to include discussions/observations around careers elements of these subjects.	Maths and PE leads	Pupil voice as part of monitoring shows evidence that children are considering careers options as a result of their learning.		
	School council involvement in school development project to give children the opportunity to mirror real-world tasks.	SP	School council members have opportunity to influence projects around school – documented through minutes.		
	Classroom learning to be linked to future skills needed in the workplace.	All teachers	Skills taught in classroom are applicable to the workplace – for example in computing.		
	Teaching of transferable skills through PSHE lessons such as teamwork, communication and problems solving.	All teachers	Children demonstrate ability to work effectively as part of a team and to solve problems.		

	Career-related experience accessed by all classes at some point during the term.	All teachers	Children attend/experience a careers related event.		
	Notes and additional details from Spring term:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Summer	Monitoring and evaluation of science and computing in weeks 4 to 6 (see priority 1) to include discussions/observations around careers elements of these subjects.	Science and computing leads	Pupil voice as part of monitoring shows evidence that children are considering careers options as a result of their learning.		
	Final pupil voice on career aspirations to gauge change in perceptions over the course of the year.	TL	Children show greater understanding of careers compared with Autumn baseline and Spring survey.		
	Staff survey from A1 repeated to establish if staff confidence in delivering career-related content has improved.	TL	Survey shows increasing staff confidence and understanding of teaching of careers.		
	Career-related experience accessed by all classes at some point during the term.	All teachers	Children attend/experience a careers related event.		
	Review all SDP priorities in weeks 11 to 15.	HoS/SLT	Evaluate effectiveness of implementation of SDP priorities. Agree next steps for future years of the plan.		
	Notes and additional details from Summer term:				
	CPD/ Staff Training and INSET				
	Budget				

Priority 2 – Year 2 Overview		
Priority 2 – Year 3 Overview		

Priority 3 – Outcomes (Lead staff: Tom Lloyd, Sophie Preston)

To sustain and further improve outcomes in all areas so that all children, in all groups, attain at least in line FFT50+, including GDS.

- To sustain and further improve outcomes in all areas so that all children, in all groups, attain at least in line FFT50+.
- Trust wide writing material (including for GDS) further supports teaching of transcription and composition.
- Both Little Wandle SEN programme & reading fluency programme supports the teaching of early reading for children who are least secure in cracking the phonetic code.
- Consistent application of Maths Whizz enables all children to take part in bespoke maths learning, supporting both fluency and reasoning.
- To improve mathematical reasoning, so that children, from all groups, correctly apply age-appropriate fluency and achieve higher outcomes in maths.

Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Autumn 1	Week 3: Reception baseline assessments completed for EYFS cohort.	EYFS lead	Assessments completed and recorded. HT declaration form submitted. Any additional needs noted and discussed with HoS/SENCO.		
	Weekly times tables checks for children in Years 2 to 6 completed with monthly checks completed using 'soundcheck' format in TT Rockstars. Results recorded to ensure children are making progress and any additional support needs can be identified.	All teachers	Children show progress in recalling times tables facts. Year 4 pupils on track to complete multiplication tables check successfully. MTC mocks completed for Y4 pupils in W3 and W8.		
	Week 4: Targets set for all children based on FFT 50 estimates.	All teachers	Targets set match or exceed FFT 50 estimates. Targets shared with LAC (meeting in W5).		
	Week 5 staff meeting to include introduction to literacy assessment grids.	Literacy lead	Assessment grids introduced and present in books. Assessment grids completed in line with expectations.		
	Little Wandle heat maps completed for children in EYFS and KS1. Progress discussed as part of pupil progress meetings and any	HoS, phonics lead	Heat maps completed and checked. Suitable interventions identified as required.		

	additional support needs identified and plans put in place to address these.				
	Monitoring and evaluation of English, including phonics, in weeks 3 to 5 to ensure curriculum is being implemented effectively with focus on transcription and composition.	Literacy lead	Effective use of dictation to support development of transcription. Feedback to teachers in staff meeting in W5 alongside introduction of assessment grids.		
	Monitoring and evaluation of maths in weeks 6 to 8 to ensure principles set out on training are being used effectively.	Maths lead	Principles of effective teaching observed in practice, feedback and marking policy being followed, environment in line with expectations.		
	Weekly checks of Maths Whizz usage carried out by maths lead to ensure suitable time is being allocated to allow children to use this effectively.	Maths lead	Children completing Maths Whizz activities in line with expectations in homework policy. Progress shared with teaching staff weekly by HoS/maths lead.		
	Notes and additional details from Autumn term 1:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Autumn 2	NFER tests introduced and completed for all children in line with assessment policy. Results recorded on FFT and pupil progress meetings held to identify areas for further support.	Teaching staff	Children complete assessments unless unable to access material at age related level. Pupil progress meetings completed and recorded with additional adaptations identified.		
	Little Wandle heat maps completed for children in EYFS and KS1. Progress discussed as part of pupil progress meetings and any additional support needs identified and plans put in place to address these.	HoS, phonics lead	Heat maps completed and checked. Suitable interventions identified as required.		
	Weekly times tables checks for children in Years 2 to 6 completed with monthly checks completed using 'soundcheck' format in TT	All teachers	Children show progress in recalling times tables facts.		

	Rockstars. Results recorded to ensure children are making progress and any additional support needs can be identified.		Year 4 pupils on track to complete multiplication tables check successfully. MTC mocks completed for Y4 pupils in W12 and W15.		
	Weekly checks of Maths Whizz usage carried out by maths lead to ensure suitable time is being allocated to allow children to use this effectively.	Maths lead	Children completing Maths Whizz activities in line with expectations in homework policy. Progress shared with teaching staff weekly by HoS/maths lead.		
	Notes and additional details from Autumn term 2:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Spring 1	Little Wandle heat maps completed for children in EYFS and KS1. Progress discussed as part of pupil progress meetings and any additional support needs identified and plans put in place to address these.	HoS, phonics lead	Heat maps completed and checked. Suitable interventions identified as required.		
	Weekly times tables checks for children in Years 2 to 6 completed with monthly checks completed using 'soundcheck' format in TT Rockstars. Results recorded to ensure children are making progress and any additional support needs can be identified.	All teachers	Children show progress in recalling times tables facts. Year 4 pupils on track to complete multiplication tables check successfully. MTC mocks completed for Y4 pupils in W3.		
	Weekly checks of Maths Whizz usage carried out by maths lead to ensure suitable time is being allocated to allow children to use this effectively.	Maths lead	Children completing Maths Whizz activities in line with expectations in homework policy. Progress shared with teaching staff weekly by HoS/maths lead.		
	Monitoring and evaluation of English in weeks 4 to 6: focus on early identification of additional needs, appropriate adaptation and use of assessment grids.	Literacy lead	Monitoring shows suitable adaptation is in place for all pupils and assessment grids have been implemented and are being used effectively.		
	Notes and additional details from Spring term 1:				

	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Spring 2	NFER tests introduced and completed for all children in line with assessment policy. Results recorded on FFT and pupil progress meetings held to identify areas for further support.	Teaching staff	Children complete assessments unless unable to access material at age related level. Pupil progress meetings completed and recorded with additional adaptations identified.		
	Little Wandle heat maps completed for children in EYFS and KS1. Progress discussed as part of pupil progress meetings and any additional support needs identified and plans put in place to address these.	HoS, phonics lead	Heat maps completed and checked. Suitable interventions identified as required.		
	Weekly times tables checks for children in Years 2 to 6 completed with monthly checks completed using 'soundcheck' format in TT Rockstars. Results recorded to ensure children are making progress and any additional support needs can be identified.	All teachers	Children show progress in recalling times tables facts. Year 4 pupils on track to complete multiplication tables check successfully. MTC mocks completed for Y4 pupils in W8 and W11.		
	Weekly checks of Maths Whizz usage carried out by maths lead to ensure suitable time is being allocated to allow children to use this effectively.	Maths lead	Children completing Maths Whizz activities in line with expectations in homework policy. Progress shared with teaching staff weekly by HoS/maths lead.		
	Monitoring and evaluation of maths in weeks 8 to 11 to ensure principles set out on training are being used effectively.	Maths lead	Principles of effective teaching observed in practice, feedback and marking policy being followed, environment in line with expectations.		
	Notes and additional details from Spring term 2:				
	CPD/ Staff Training and INSET				

	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Summer 1	Little Wandle heat maps completed for children in EYFS and KS1. Progress discussed as part of pupil progress meetings and any additional support needs identified and plans put in place to address these.	HoS, phonics lead	Heat maps completed and checked. Suitable interventions identified as required.		
	Weekly times tables checks for children in Years 2 to 6 completed with monthly checks completed using 'soundcheck' format in TT Rockstars. Results recorded to ensure children are making progress and any additional support needs can be identified.	All teachers	Children show progress in recalling times tables facts. Year 4 pupils on track to complete multiplication tables check successfully. MTC mocks completed for Y4 pupils in W3 and W6.		
	Weekly checks of Maths Whizz usage carried out by maths lead to ensure suitable time is being allocated to allow children to use this effectively.	Maths lead	Children completing Maths Whizz activities in line with expectations in homework policy. Progress shared with teaching staff weekly by HoS/maths lead.		
	Monitoring and evaluation of English in weeks 1 to 3: review actions from monitoring completed in previous terms and evaluate outcome of subject action plan.	Literacy lead	Monitoring completed. Subject action plan assessed. Evaluation of use of effectiveness of assessment grids.		
	Notes and additional details from Summer term 1:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Summer 2	NFER tests introduced and completed for all children in line with assessment policy. Results recorded on FFT and pupil progress meetings held to identify areas for further support.	Teaching staff	Children complete assessments unless unable to access material at age related level. Pupil progress meetings completed and recorded with additional adaptations identified.		

	Little Wandle heat maps completed for children in EYFS and KS1. Progress discussed as part of pupil progress meetings and any additional support needs identified and plans put in place to address these.	HoS, phonics lead	Heat maps completed and checked. Suitable interventions identified as required.		
	Weekly times tables checks for children in Years 2 to 6 completed with monthly checks completed using 'soundcheck' format in TT Rockstars. Results recorded to ensure children are making progress and any additional support needs can be identified.	All teachers	Children show progress in recalling times tables facts. Year 4 pupils on track to complete multiplication tables check successfully. MTC completed for Y4 children in W8/9.		
	Weekly checks of Maths Whizz usage carried out by maths lead to ensure suitable time is being allocated to allow children to use this effectively.	Maths lead	Children completing Maths Whizz activities in line with expectations in homework policy. Progress shared with teaching staff weekly by HoS/maths lead.		
	Review all SDP priorities in weeks 11 to 15.	HoS/SLT	Evaluate effectiveness of implementation of SDP priorities. Agree next steps for future years of the plan.		
	Notes and additional details from Summer term 2:				
	CPD/ Staff Training and INSET				
	Budget				
Priority 3 – Year 2 Overview	Move to FFT20 for target setting				
Priority 3 – Year 3 Overview					

Priority 4 – To implement the revised agreed SACRE syllabus and promote courageous advocacy, so that all children develop a deep understanding of faith, justice, and their role in contributing to the common good (staff: Tom Lloyd, Sophie Preston, Jane Parsons)

- Adopt the revised SACRE syllabus (2025 – 2030);
- Training for all staff on effective teaching of RE.
- Strengthen collective worship to enable all children to develop understanding of injustice and how they can, individually or collectively, serve the common good through justice and equality for all.
- Support and enable all members of our school community to appreciate that ‘with God all things are possible’ through service, sacrifice and our own discomfort at times to love and support others less fortunate than ourselves.
- Promote reflection and understanding within religious education so that children can develop their own personal beliefs and values.

Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Autumn 1	Review current RE curriculum to ensure it is aligned with the new agreed syllabus. Meet with teaching staff to ensure changes are understood.	TL	Additional units integrated into curriculum. Balance of Christian/non-Christian units revised in view of discussions with DBE. Personal understanding emphasised within curriculum alongside substantive and disciplinary knowledge.	TL	
	Training for teaching staff on understanding spirituality within our schools – to be delivered on INSET on 4th September by Liz Seymour from DBE.	Liz Seymour	Staff have a clear understanding of spirituality. Classroom environments updated to demonstrate this within the school.	TL	
	Training for teaching staff in excellent teaching – setting expectations to routines, procedures and classroom environments – 5 th September	HT	Reflection/spirituality areas in classrooms updated to meet expectations. Collective worship environment displays values for the year and worship team.	TL	
	Appointment of worship team and agreement of roles and responsibilities.	JP	Worship team established. Worship team confident in roles in setting up and leading aspects of collective worship.		
	Week 5: Learning walk to assess classroom environments, particularly the reflection/spirituality areas, and looks at RE books/observe teaching of RE.	TL	Classroom environments in line with expectations. Books/observation shows evidence that teaching of RE is in line with expectations.		

	Harvest Service held in Church to help children to understand their role in supporting others and helping those who are less fortunate (scheduled for 9 th October).	TL	Children participate actively in Harvest Service. Discussions with children demonstrates clear understanding of value and purpose of the Harvest celebration.		
	Attend termly briefing on RE on 16 th September.	TL	Actions agreed based on content of briefing.		
	Notes and additional details from Autumn term 1:				
	CPD/ Staff Training and INSET				
	INSET on 4 th September – training on SIAMS inspections and spirituality				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Autumn 2	Training for staff on effective teaching of RE to be delivered at INSET day on 24 th November (training from Liz Seymour at DBE)	LS	Staff have a clear understanding of effective teaching of RE and can implement this.		
	Week 15: Learning walk and book look to observe teaching of RE and ensure training has been effective and is being implemented consistently.	TL	Clear and consistent approach to the teaching of RE. Evidence of impact of training.		
	Key events from Christianity and other religions observed during the course of the half term: Diwali, Hanukkah, Advent and Christmas. Focus for collective worship and school services in Church.	TL	Collective worship planning covers these events and is delivered effectively. Children can explain the significance of the different events.		
	Collective worship team to lead worship on a regular basis as the term progresses and they become more confident in their roles.	JP	Collective worship team can plan and lead worship with support from their teacher.		
	Establish eco-council to examine how the school can support environmental aims within the local community.	TL	Eco-council to be established. Contact with local partners made to establish potential projects.		

	Children in KS2 to visit a local care home to sing Christmas carols for residents.	JP	Contact made with local care homes to organise. Activity takes place successfully.		
	Notes and additional details from Autumn term 2:				
	CPD/ Staff Training and INSET				
	INSET on 24 th November – training on teaching RE				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Spring 1	Attend termly briefing on RE on 8th January.	TL	Actions agreed based on content of briefing.		
	Eco-council to begin work on projects identified in A2.	TL	Project agreed with local partners. Work on project begins/is scheduled as appropriate.		
	Children from school to attend post-Christmas Christingle service on Sunday 11th January to perform for local community.	TL/SP	Service is planned and organised with members of the Church. Service goes ahead as planned and is well attended by children and the community.		
	Pupil voice to gauge children's views on RE and collective worship. Do they have a clear understanding of the subject and its importance? Can they discuss the value we have examined in collective worship and the Biblical stories that link to these?	TL	Children can discuss the subjects they have covered in RE and recall information about these topics. Children can discuss the values we have examined in collective worship and recall the Biblical stories that are linked to these.		

	Church service on Sunday 8th March to raise awareness of the work the school is doing in the local community and focus on the common good.	TL	Service is planned and organised with members of the Church. Service goes ahead as planned and is well attended by children and the community.		
	Notes and additional details from Spring term 1:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Spring 2	Key events from Christianity and other religions observed during the course of the half term: Ramadan/Eid and Easter. Focus for collective worship and school services in Church.	TL	Collective worship planning covers these events and is delivered effectively. Children can explain the significance of the different events.		
	Review of RE planning and curriculum.	TL	Planning is in line with the revised curriculum implemented at the start of the year.		
	Staff survey on RE and collective worship.	TL	Staff views sought on revised curriculum. Staff are confident explaining the school vision and values and how this is delivered through our curriculum. Actions identified for further improvements.		
	Collective worship team to plan and lead worship independently.	JP	Collective worship team can plan and lead worship without support from their teacher.		
	Eco-council to evaluate progress on agreed projects so far and consider future developments including funding bid to town council.	TL	Evaluation of current project completed. Funding bid considered and submitted if applicable.		
	Notes and additional details from Spring term 2:				
	CPD/ Staff Training and INSET				
	Budget				

Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Summer 1	Monitoring and evaluation focus on RE in weeks 1 to 3 across the MADPP. RE lead to visit other schools and complete learning walks, observe classroom environments and gather evidence from books, staff and children.	TL	Consistency of practice observed across MADPP schools. Actions agreed for further improvements and noted on SDP below for implementation in Summer 2.		
	Attend termly briefing on RE on 21 st April.	TL	Actions agreed based on content of briefing.		
	Eco-council to lead whole school project to benefit the local community.	TL	Project planned. Funding obtained as required. Project implemented.		
	Notes and additional details from Summer term 1:				
	CPD/ Staff Training and INSET				
	Budget				
Term	Actions	Who	Success Criteria	Checked by	RAG RATING
Summer 2	Invite DBE representative to school to discuss progress made over the last year and areas for development in 2026/27.	TL	Priority judged to have been successfully implemented. Suitable EBIs identified for next academic year.		
	Monitoring and evaluation of RE in week 9/10: Follow up actions from previous monitoring; review the implementation of the revised curriculum that followed the updates to the agreed syllabus. Include pupil voice on RE.	RE lead	Actions from previous monitoring completed. Curriculum delivered as expected, focus on personal understanding clear in discussions with children.		
	Attend DBE headteacher conference on 18 th June on the theme of 'care for creation'.	TL	Actions to be agreed based on content.		
	Eco-council to complete evaluation of projects completed this year and begin to plan projects for the next year.	TL	Evaluation completed. Outline plans completed for projects for 2026/27.		

	Review of classroom environments with staff and children to understand how these are helpful in promoting reflection and understanding and how this can be progressed.	TL	Discussions completed with staff and children. Priorities for following year identified.		
	Review all SDP priorities in weeks 11 to 15.	HoS/SL T	Evaluate effectiveness of implementation of SDP priorities. Agree next steps for future years of the plan.		
	Notes and additional details from Summer term 2:				
	CPD/ Staff Training and INSET				
	Budget				
Priority 4 – Year 2 Overview	SIAMS inspection likely – if takes place then a successful outcome would be a key priority.				
Priority 4 – Year 3 Overview					