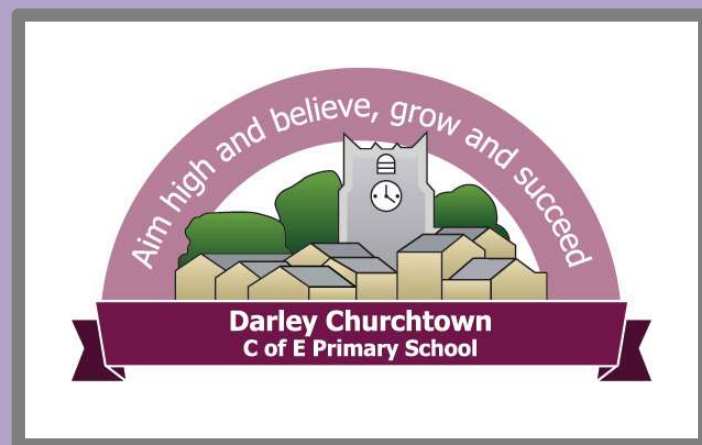




SCHOOL DEVELOPMENT PLAN

2024 - 2025

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Priority 1 – To further strengthen the teaching of reading so that all pupils who are reading at below the level expected for children of their age receive tailored support to help them close the gap on their peers. • Early reading lead uses Little Wandle fluency assessments to precisely identify gaps in phonic knowledge for children who are reading below ARE in Year 2 upwards. • Specific interventions planned using the appropriate resources to address gaps in learning – such as Little Wandle fluency or Precision Teaching. • Additional resources purchased using funds from the medium level support offer provided by Flying High English Hub and school budget. • Interventions delivered and monitored to ensure effectiveness. • Half termly reviews of progress of interventions with adaptations made as necessary. • Termly reviews of reading progress for all children with any additional needs identified and planned for in the following term. Precise, progressive targets identified in IEPs.	Budget	Time / £
	Resources	Little Wandle fluency resources Additional phase 5 resources
	Training	Early reading lead to support KS2 staff in delivering Little Wandle fluency intervention.
	INSET/Staff Meetings	INSET 2: All teaching support staff to undertake Little Wandle SEND training
Priority 2 – To further strengthen the teaching and assessment of foundation subjects so that gaps in learning are precisely identified and planning can be adapted to meet these needs. • Key learning for each subject is identified and lessons are carefully structured to ensure this content is taught. • Opportunities to revisit previously taught content are built into each lesson to allow children to retrieve prior learning and strengthen their understanding. • Formative assessment is used to ascertain whether pupils are able to recall prior learning, planning is then adapted based on this information where necessary. • Summative assessments are completed twice a year for all foundation subjects, tracking progress against the key learning that has been identified. • IEPs include targets related to attainment outside the core areas. Adaptations are planned to ensure all children can make good progress. • Partnership-wide subject leadership to allow greater focus on foundation subjects and sharing of best practice.	Budget	Time / £
	Resources	Staff meeting time allocated to allow partnership wide subject leadership.
	Training	Subject leadership networks
	INSET/Staff Meetings	INSET day on 4 th September includes training on using graphical organisers for the teaching of foundation subjects. INSET on 5 th September includes training and time to complete subject leader action plans. Planned staff meeting time once half a term. Phase meetings (x2 per half term) for moderation and planning based upon formative assessment INSET day on 24 th February to input and review foundation subject assessment data on FFT.

		INSET day on 2nd June to review subject action plans for the current academic year and plan for the next academic year.
Priority 3: Implement the M&D vocabulary development document within EYFS to ensure a structured teaching sequence for high quality vocabulary that will raise attainment for pupils of all abilities. • Early years staff to use the agreed M&D Early Years Vocabulary document to further strengthen the vocabulary rich provision for all children. • Use texts which have been precisely chosen and planned to expand children's language development. • Specific opportunities planned for pupils to create and strengthen connections through retrieval practice resulting in acquisition of new words. • Vocabulary chosen to increase opportunities to learn and use a wide range of tier 2 words pupils can use alongside language they already know. • IEPs support learning of new vocabulary particularly in the case of pupils with speech and language needs. • Reasonable adaptations identified and made for pupils with SAL needs for example through the use of precise provision. • Establish a structured teaching sequence for vocabulary instruction to avoid cognitive overload and ensure new words become learned and understood.	Budget	Time / £
	Resources	Release time (x3 – termly) to review with colleagues across the partnership. M&D vocabulary development document within EYFS
	Training	English Network Meeting (focus on oracy) All EYFS teaching staff are meeting as part of Phases led by English Leads
	INSET/Staff Meetings	Phase meetings twice a half term to review progress and identify further actions to enhance vocabulary development.
Priority 4 – To improve attendance for children with SEN or from disadvantaged backgrounds so that they can achieve their full potential in school. • Daily review of attendance established to ensure staff are aware of any children who have attendance below 95%. • If children are absent, teachers contact families once absence checking procedures are completed to offer support and check wellbeing. • Additional support offered through school-based family support or referral to external agencies. • Reward systems in place to celebrate high levels of attendance. • Regular family support coffee mornings established to offer families the chance to seek informal advice.	Budget	Time / £
	Resources	Family Support Worker providing Level 2 support
	Training	Neglect & Graded Care profile Solihull Approach – parenting programme
	INSET/Staff Meetings	INSET 1: Whole staff training on new role and attendance (including changes from 19 th August 2024) Weekly Priority Pupils meeting: FSW & SLT (including SBO)

Half termly review of attendance figures and actions taken in line with attendance policy.		
Priority 5 – To develop the understanding of the school vision and values within the school and local community so that a culture of high aspiration is embraced by all. - Staff given the opportunity to explore the vision and set the future direction for its promotion and development. - Collective worship to be reviewed so that the school vision and values feature prominently and are carried through into class. - Reflection areas in each class redesigned to incorporate messages from the school vision and values and build on ideas from collective worship. - Fundamental British Values promoted through collective worship and in reflection areas in each class and communal areas. - School council consulted on ways to develop the vision and ensure there is a shared understanding between children and staff. - Review of messaging in communal areas around school to ensure there is a clear focus on the school vision and values. - Parents and governors invited to share views through surveys and opportunities to meet with staff face to face.	Budget	Time / £
	Resources	Materials to enhance displays and reflection areas – to come from agreed school budget.
	Training	HoS to attend relevant DBE workshops and events. Collective worship briefings (7 th Oct then throughout year), HT conference (10 June) – school part of DBE partnership agreement.
	INSET/Staff meetings	Phase meetings Learning walks to review environments Review of collective worship

Priority 1 – To improve the teaching of reading so that pupils who are reading at below the level expected for children of their age receive tailored support to help them close the gap on their peers. Lead staff: Jane Parsons (literacy lead), Sophie Preston (early reading/phonics lead).	Cycle	KPiS/ Milestones
	Autumn	Progress targets set for all children, at least in line with FFT 50. Assessment at end of term indicates children are on track to achieve targets.
	Spring	Assessment at end of term indicates children are on track to achieve targets.

• Early reading lead uses Little Wandle fluency assessments to precisely identify gaps in phonic knowledge for children who are reading below ARE in Year 2 upwards. • Specific interventions planned using the appropriate resources to address gaps in learning – such as Little Wandle fluency or Precision Teaching. • Additional resources purchased using funds from the medium level support offer provided by Flying High English Hub and school budget. • Interventions delivered and monitored to ensure effectiveness. • Half termly reviews of progress of interventions with adaptations made as necessary. • Termly reviews of reading progress for all children with any additional needs identified and planned for in the following term. Precise, progressive targets identified in IEPs.	Summer	All children achieve targets set at start of the year.
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Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Identification of all children who are reading at below age related level.	TL, JP, SP	• Initial PM Benchmarking completed for all children from Y2 upwards • Little Wandle fluency assessments completed for children from Y2 up not reading at age related level				
	Training for all staff on the use of Little Wandle SEND and fluency practice	SA, BS	• All staff trained in the deliver				
	Appropriate interventions planned, resourced and delivered for children not reading at ARE.	TL, JP, SP	• Required support identified based on assessments. • Sourcing of any additional resources that are required. • Interventions timetabled and delivered.				
	Monitoring of intervention groups.	SP, TL	• Monitoring by Head of School to ensure and assure that all interventions are being delivered according to timetable and effectively using the correct resources and methods.				
	Half termly assessments conducted for children in intervention groups to check the impact.	TL, JP, SP	• Checks on progress carried out half termly using Little Wandle fluency assessments.				

			Groupings, resources and planning for interventions adapted based on findings in conjunction with Head of School.				
	Termly reading assessments carried out for all children to ensure intervention groups are offering the correct support.	TL, JP, SP	- Little Wandle assessments completed for children in EYFS/Y1. - Rising Stars PIRA assessments used for all other children. - PM Benchmarking used with all children from Y2 upwards. - Head of School to use Pupil Progress Meetings to review all progress and determine groupings.				
	Individual Education Plan targets for children with special educational needs reviewed and new targets set.	TL, JP, SP	- IEP targets reviewed by Head of School based on results of assessment. - New targets for next term are in line with planned interventions and include training (i.e. Precision Teaching, LW SEND)				
Spring	Assessment from previous term used to identify appropriate interventions for all children reading below age related expectations.	TL, JP, SP	Interventions planned, timetabled and delivered.				
	Monitoring of intervention groups.	SP	Monitoring by Head of School to ensure and assure that all interventions are being delivered according to timetable and effectively using the correct resources and methods.				
	Half termly assessments conducted for children in intervention groups to check the impact.	TL, JP, SP	- Checks on progress carried out half termly using Little Wandle fluency assessments. - Groupings, resources and planning for interventions adapted based on findings.				
	Termly reading assessments carried out for all children to ensure intervention groups are offering the correct support.	TL, JP, SP	- Little Wandle assessments completed for children in EYFS/Y1. - Rising Stars PIRA assessments used for all other children.				

Summer			PM Benchmarking used with all children from Y2 upwards.				
	Individual Education Plan targets for children with special educational needs reviewed and new targets set.	TL, JP, SP	- IEP targets reviewed based on results of assessment. - New targets for next term are in line with planned interventions.				
	Assessment from previous term used to identify appropriate interventions for all children reading below age related expectations.	TL, JP, SP	Interventions planned, timetabled and delivered.				
	Monitoring of intervention groups.	SP	Monitoring by Head of School to ensure and assure that all interventions are being delivered according to timetable and effectively using the correct resources and methods.				
	Half termly assessments conducted for children in intervention groups to check the impact.	TL, JP, SP	- Checks on progress carried out half termly using Little Wandle fluency assessments. - Groupings, resources and planning for interventions adapted based on findings.				
	Termly reading assessments carried out for all children to ensure intervention groups are offering the correct support.	TL, JP, SP	- Little Wandle assessments completed for children in EYFS/Y1. - Rising Stars PIRA assessments used for all other children.				
	Individual Education Plan targets for children with special educational needs reviewed and new targets set.	TL, JP, SP	- IEP targets reviewed based on results of assessment. - New targets for next term are in line with planned interventions.				
	End of year review of progress in reading.	TL, JP, SP	- PM Benchmarking for all children in Y2 upwards to gauge progress over the year. - Interventions planned for September 2025.				

	Cycle	KPIs/Milestones
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Priority 2 – To further strengthen the teaching and assessment of foundation subjects so that gaps in learning are precisely identified and planning can be adapted to meet these needs. Lead staff: Tom Lloyd • Key learning for each subject is identified and lessons are carefully structured to ensure this content is taught. • Opportunities to revisit previously taught content are built into each lesson to allow children to retrieve prior learning and strengthen their understanding. • Formative assessment is used to ascertain whether pupils are able to recall prior learning, planning is then adapted based on this information where necessary. • Summative assessments are completed twice a year for all foundation subjects, tracking progress against the key learning that has been identified. • IEPs include targets related to attainment outside the core areas. Adaptations are planned to ensure all children can make good progress. • Partnership-wide subject leadership to allow greater focus on foundation subjects and sharing of best practice.	Autumn	Action plans completed for all subjects.
	Spring	First round of assessments completed for foundation subjects at INSET on 24 th February.
	Summer	Second round of assessments completed for foundation subjects at INSET on 2 nd June.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Training as part of INSET day on 4th September on using graphical organisers.	BoC	• Staff are familiar with use of graphical organisers to aid learning in foundation subjects.				
	Curriculum maps reviewed to ensure 'sticky knowledge' is clearly and consistently identified.	TL	• All foundation subject curriculum maps align with long-term plan and sticky knowledge overview.				
	Subject leaders to ensure action plans include a focus on assessment.	All subject leaders	• Clear focus on assessment identified in all foundation subject action plans.				
	Monitoring to ensure opportunities to revisit previously taught content are incorporated into every lesson using a range of strategies.	TL	• Observation of effective retrieval practice as part of learning walks. • Book scrutiny shows evidence of effective use of retrieval practice.				
	Planning/lesson resources checked for evidence that teaching is being adapted based on the outcome of retrieval activities.	TL	• Evidence of a clear structure to retrieval activities.				

			Teachers can explain how they have adapted their plans based on the outcome of previous activities.				
	Individual Education Plan targets for children with special educational needs reviewed and new targets set including those that focus on attainment and progress in foundation subjects.	TL, SP, JP	- IEP targets reviewed. - New targets agreed for the next IEP with clear, precise steps that children need to learn and practise.				
Spring	INSET on 24th February to input and review foundation subject assessment data in FFT.	TL, SP, JP	- Attainment data added to FFT for all children for all foundation subjects. - Subject leaders to review data for their subject and share with class teachers.				
	Monitoring to ensure opportunities to revisit previously taught content are incorporated into every lesson using a range of strategies – including focus on how outcomes from data monitoring are impacting on lessons.	TL	- Observation of effective retrieval practice as part of learning walks. - Book scrutiny shows evidence of effective use of retrieval practice.				
	Planning/lesson resources checked for evidence that teaching is being adapted based on the outcome of retrieval activities – including focus on how outcomes from data monitoring are impacting on lessons.	TL	- Evidence of a clear structure to retrieval activities. - Teachers can explain how they have adapted their plans based on the outcome of previous activities.				
	Individual Education Plan targets for children with special educational needs reviewed and new targets set including those that focus on attainment and progress in foundation subjects.	TL, SP, JP	- IEP targets reviewed. - New targets agreed for the next IEP with clear, precise steps that children need to learn and practise.				
Summer	Attainment data added to FFT for all foundation subjects and reviewed.	TL, JP, SP	- Second round of attainment data added to FFT. - Data analysed for evidence of progress and planning reviewed to make adaptations if required.				
	Monitoring to ensure opportunities to revisit previously taught content are incorporated into every lesson using a range of strategies – including focus on how outcomes from data monitoring are impacting on lessons.	TL	- Observation of effective retrieval practice as part of learning walks. - Book scrutiny shows evidence of effective use of retrieval practice.				
	Planning/lesson resources checked for evidence that teaching is being adapted based on the outcome of retrieval activities –	TL	Evidence of a clear structure to retrieval activities.				

	including focus on how outcomes from data monitoring are impacting on lessons.		Teachers can explain how they have adapted their plans based on the outcome of previous activities.				
	Individual Education Plan targets for children with special educational needs reviewed and new targets set including those that focus on attainment and progress in foundation subjects.	TL, SP, JP	- IEP targets reviewed. - New targets agreed for the next academic year agreed and shared with new class teacher.				
	INSET on 2 June to review subject action plans for the year and plan for the next academic year.	TL, SP, JP	- Subject action plans updated with progress against all targets, including those on assessment. - Targets drawn up for the 2025/26 academic year based on the reviews of the current plans.				

Priority 3: Implement the M&D vocabulary development document within EYFS to ensure a structured teaching sequence for high quality vocabulary that will raise attainment for pupils of all abilities. Lead staff: Sophie Preston (EYFS lead) • Early years staff to use the agreed M&D Early Years Vocabulary document to further strengthen the vocabulary rich provision for all children. • Use texts which have been precisely chosen and planned to expand children’s language development. • Specific opportunities planned for pupils to create and strengthen connections through retrieval practice resulting in acquisition of new words. • Vocabulary chosen to increase opportunities to learn and use a wide range of tier 2 words pupils can use alongside language they already know. • IEPs support learning of new vocabulary particularly in the case of pupils with speech and language needs. • Reasonable adaptations identified and made for pupils with SAL needs for example through the use of precise provision. • Establish a structured teaching sequence for vocabulary instruction to avoid cognitive overload and ensure new words become learned and understood.				Cycle	KPIs/ Milestones				
				Autumn	Use of M&D vocabulary development document implemented within EYFS				
				Spring	Progress measured against communication and language goals and EYFS curriculum/milestones.				
				Summer	Progress measured against EYFS early learning goals for Communication and Language				
Term	Actions	Who	Success Criteria			Who	Dec	Mar	Jul

Autumn	Early Years teachers use the agreed EYFS vocabulary document to inform planning and provision according to the weekly vocabulary goals.	Sophie Preston	Evidence in planning and provision to reflect use of the agreed vocabulary and texts chosen to support this.				
	IEPs completed where necessary to support the learning of new vocabulary.	Sophie Preston	IEPs written reflect support in learning new vocabulary at an appropriate level.				
	SEND adaptations training – MADPP shared staff training week commencing 16.9.24	All teachers	EYFS teachers attend training Adaptations made where necessary				
	Review of books/other forms of evidencing.	HoS	Evidence of precise vocabulary being used in line with MADPP EYFS vocabulary document Evidence clearly presented, high expectations clear.				
Spring	Learning walk to observe language and oracy teaching and environment in EYFS and KS1.	SP	The teaching of vocabulary is strong and consistent Environments are language rich. Language and vocabulary are displayed clearly and appropriately to support children's learning				
	Book scrutiny – Spring 2 Evidence of precise vocabulary being used in line with MADPP EYFS vocab document. Books are well presented, and high expectations are clear	HoS	Evidence of precise vocabulary being used in line with MADPP EYFS vocab document. Books are well presented, and high expectations are clear				
	EYFS governor visit	SP/LA C member	Visit record completed using school visits: report template in DDAT school visits policy (available on Governor Hub) Record of visit shared with other with governors.				
	EYFS Moderation across the MAD partnership	SP and EYFS colleagues	Evidence of consistent approach to ascertaining progress across the partnership schools. Best practice shared and actions agreed to make further improvements.				

Summer	Pupil voice – talk to the children about their work in their books, asking questions about the language used and the working walls.	HoS	Children are able to explain the key vocabulary and use the working wall and their work to support this.				
	Review of the vocabulary implemented in EYFS this year	SP	Impact of the vocabulary implementation? Improvements that could be made? Progress of pupils analysed Next steps considered for the following academic year.				
	Moderation with DDAT EYFS colleagues	SP	Presentation of books/other forms of evidence is in line with or exceeds the quality of that from other DDAT schools. Evidence of progress is clear and robust; consistent approach to determining progress across schools. Best practice shared and actions agreed for further improvements.				
	IEPS reviewed and written in preparation for the next academic year.	SP	IEP targets reviewed and analysed. Appropriate targets agreed for next academic year, linked to any funding requirements.				

Priority 4 – To improve attendance for children with SEN or from disadvantaged backgrounds so that they can achieve their full potential in school. Lead staff: Tom Lloyd - Daily review of attendance established to ensure staff are aware of any children who have attendance below 95%. - If children are absent, teachers contact families once absence checking procedures are completed to offer support and check wellbeing. - Additional support offered through school-based family support or referral to external agencies. - Reward systems in place to celebrate high levels of attendance. - Regular family support coffee mornings established to offer families the chance to seek informal advice.	Cycle	KPIs/ Milestones
	Autumn	Attendance for all groups of children in line with national figures.
	Spring	Attendance for all groups of children in line with national figures.
	Summer	Attendance for all groups of children in line with national figures.

- Half termly review of attendance figures and actions taken in line with attendance policy.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Meetings to hand over cases from Highfields family support workers to school-based family support.	Highfields team, AS	- Families are familiar with new family support worker. - Plans drawn up for families with poor attendance in previous years to outline support and expectations.				
	Attendance monitored daily for all children.	SF, TL	- Teachers aware of children with poor attendance. - Teachers in daily contact with families if children are absent to support with return to learning.				
	Watchlist produced and updated daily for all children with attendance below 95%.	SF, TL	- Senior leaders have identified any concerns and support has been put in place. - Children whose attendance has fallen below 95% show improvement.				
	Half termly family support coffee morning established.	AS, TL	- Coffee morning is set up and attended by parents. - Parents are aware of support that is on offer.				
	Reward system refreshed and aims communicated to children and parents.	TL	- Children are aware of the reward system. - Parents are aware of the reward system. - Children show enthusiasm for rewards.				
	Attendance reports produced for governors.	TL	- Governors are aware of attendance data and any patterns or trends. - Groups with poor attendance are identified.				
	Letters sent to any families where attendance is below 95% for a half term and meetings arranged as required (see attendance policy).	TL, SF	Letters result in improvement in attendance.				

	Pupil progress meetings held including focus on children with poor attendance and support needed to ensure they meet their full potential.	TL, SP, JP	Interventions identified to support any children with low attendance.				
Spring	Attendance monitored daily for all children.	SF, TL	- Teachers aware of children with poor attendance. - Teachers in daily contact with families if children are absent to support with return to learning. - Parents contact school if children are absent.				
	Watchlist produced and updated daily for all children with attendance below 95%.	SF, TL	- Senior leaders have identified any concerns and support has been put in place. - Children whose attendance has fallen below 95% show improvement.				
	Half termly family support coffee morning established.	AS, TL	- Coffee morning is set up and attended by parents. - Parents are aware of support that is on offer.				
	Parent survey to include section to ascertain views on attendance procedures.	TL	Parents given opportunity to suggest revisions to attendance procedures.				
	Pupil survey to include section to ascertain views on attendance procedures.	TL	Pupils given opportunity to comment on rewards system and approach to attendance.				
	Attendance reports produced for governors.	TL	- Governors are aware of attendance data and any patterns or trends. - Groups with poor attendance are identified.				
	Letters sent to any families where attendance is below 95% for a half term and meetings arranged as required (see attendance policy).	SF, TL	Letters result in improvement in attendance.				
	Pupil progress meetings held including focus on children with poor attendance and support needed to ensure they meet their full potential.	TL, SP, JP	Interventions identified to support any children with low attendance.				

Summer	Attendance monitored daily for all children.	SF, TL	- Teachers aware of children with poor attendance. - Teachers in daily contact with families if children are absent to support with return to learning. Parents contact school if children are absent.				
	Watchlist produced and updated daily for all children with attendance below 95%.	SF, TL	Senior leaders have identified any concerns and support has been put in place. Children whose attendance has fallen below 95% show improvement.				
	Half termly family support coffee morning established.	AS, TL	Coffee morning is set up and attended by parents. Parents are aware of support that is on offer.				
	Parent survey to include section to ascertain views on attendance procedures.	TL	Parents given opportunity to suggest revisions to attendance procedures.				
	Pupil survey to include section to ascertain views on attendance procedures.	TL	Pupils given opportunity to comment on rewards system and approach to attendance.				
	Attendance reports produced for governors.	TL	Governors are aware of attendance data and any patterns or trends. Groups with poor attendance are identified.				
	Letters sent to any families where attendance is below 95% for a half term and meetings arranged as required (see attendance policy).	SF, TL	Letters result in improvement in attendance.				
	Pupil progress meetings held including focus on children with poor attendance and support needed to ensure they meet their full potential.	TL, SP, JP	Interventions identified to support any children with low attendance.				

Priority 5 – To embed and strengthen the school’s Christian vision and values within the school and wider community so that a culture of high aspiration is embraced by all. Lead staff: Tom Lloyd, Ben O’Connell	Cycle	KPIs/ Milestones
	Autumn	Expectations for reflection areas shared with staff.
	Spring	Reflection areas consistent and in line with expectations. Vision and values prominent in all areas of school.

• Staff given the opportunity to explore the vision and set the future direction for its promotion and development. • Collective worship to be reviewed so that the school vision and values feature prominently and are carried through into class. • Reflection areas in each class redesigned to incorporate messages from the school vision and values and build on ideas from collective worship. • Fundamental British Values promoted through collective worship and in reflection areas in each class and communal areas. • School council consulted on ways to develop the vision and ensure there is a shared understanding between children and staff. • Review of messaging in communal areas around school to ensure there is a clear focus on the school vision and values. • Parents and governors invited to share views through surveys and opportunities to meet with staff face to face.	Summer	Pupil voice shows children are able to confidently discuss school vision and FBV. School council-led project run successfully on environmental theme.
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Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Staff survey to ascertain views on how the Christian ethos of the school is embedded.	BoC	• All staff respond to survey. • Views collated ahead of meeting below.				
	Worship team (children) appointed to take responsibility for setting up and managing collective worship. School council appointed.	JP, SP, TL	• Children appointed to role. • Children able to organise environment in line with liturgical calendar.				
	Learning walk to look at classroom environment including reflection areas.	BoC/CL	• Classroom environments in line with expectations shared with staff at INSET on 5th September.				
	Hold initial meeting with staff	BoC/TL	• Gain staff views on vision and values • Arrange follow up meetings to build on initial discussions				
	Produce guidance on expectations for reflection areas and share with staff.	BoC/TL	• All staff have a clear understanding of expectations for reflection areas.				
	7 th October – attend DBE collective worship briefing – first of six events to be held throughout year, also attend other meetings.	TL	• Plan in place to ensure school vision is established through collective worship.				
	22 nd November – meeting with Matthew Clark to discuss ways to strengthen and embed the school vision.	BoC/TL	• Actions agreed to further strengthen and embed the school vision.				

	Governors and parents invited to coffee mornings to give opportunity for discussion of vision and values – starting 25 th September.	TL/AS	- Parents and governors attend meetings. - Vision communicated effectively to parents and governors at meeting.				
	Pupils consulted on views on school vision and ways in which it could be further strengthened.	TL/SP	Action agreed based on children's views.				
Spring	Learning walk to look at reflection areas	TL	Reflection areas are in line with expectations shared with staff during the Autumn term.				
	Worship team to take responsibility for introducing and closing collective worship.	TL, JP	- Children to lead opening of worship. - Children to lead closing prayer when appropriate.				
	Attend DBE collective worship briefings.	TL	Share ideas with colleagues from other schools, identify actions.				
	School council to review outcomes from previous meeting and agree further actions.	TL, SP	Further actions agreed based on children's views.				
	Observe collective worship at other partnership schools.	TL	Identify areas for further improvement and related actions.				
	Governors and parents invited to coffee mornings to give opportunity for discussion of vision and values.	TL/AS	- Parents and governors attend meetings. - Ideas from previous meetings discussed and further actions identified.				
	Review of progress so far with staff – follow up to meeting held in the Autumn term – with further actions agreed.	TL, BoC	- Meeting with staff held and well attended. - Progress reviewed and discussed.				
Summer	Learning walk to look at whole school environment.	TL	Clear and consistent approach to communication of school vision and values.				
	Worship team to lead collective worship with support from teachers, at least once each half term.	TL, JP	Worship team organise and present appropriate collective worship linked to current value.				
	School council to lead project to improve sustainability or promote positive environmental message.	SP	School council to agree project, secure funding if needed and run project with support from staff.				
	Attend DBE collective worship briefings.	TL	Share ideas with colleagues from other schools, identify actions.				

	Attend DBE conference – 10 June	TL	Identify further actions for improvement.				
	Governors and parents invited to coffee mornings to give opportunity for discussion of vision and values.	TL/AS	- Parents and governors attend meetings. - Ideas from previous meetings discussed and further actions identified.				
	Pupil voice to inform review of progress below.	TL	- Children can confidently explain the school's vision and discuss some of the values we have looked at over the course of the year. - Children are familiar with the fundamental British values and can explain their importance.				
	Review of progress on vision as part of self evaluation.	TL	- Priorities identified for following year. - Progress reported to Trust and LAC.				

Abbreviations

Staff

BoC – Ben O'Connell – executive headteacher
JP – Jane Parsons – class teacher (Y5/6)

CL – Cath Lee – deputy head of partnership
SF – Sara Firth – school business assistant

TL – Tom Lloyd – head of school
AS – Alexandra Southall – family support worker

SP – Sophie Preston – senior teacher

Roles

G – Governor(s)

EH – Executive Head teacher

HT – Head teacher/Head of School

SL – Senior Leader(s)

IL – Inclusion leader

CL – Curriculum Leader(s)/Coordinator(s)

SCo – SENDCo

CT – Class Teacher(s)

IT – ICT Manager/Support

All – All Staff

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)	76%	60%	60%	100%	29%	40%	40%	29%	
Writing (W)	79%	60%	60%	71%	20%	10%	10%	14%	
Maths (M)	81%	90%	90%	100%	24%	10%	10%	43%	

Grammar, Punctuation and Spelling (GPS)	80%	80%	80%	100%	38%	60%	60%	29%	
Reading, Writing and Maths Combined (RWM)	66%	60%	60%	71%	8%	10%	10%	14%	
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%	62.5%	75%	20%	0%	0%	0%	
Writing (W)	67%	62.5%	62.5%	60%	11%	0%	0%	10%	
Maths (M)	76%	75%	75%	75%	20%	0%	0%	10%	
Reading, Writing and Maths Combined (RWM)	62%	62.5%	62.5%	60%	8%	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)	75%	75%	75%	100%	14%	NA	NA	0	
Year 2 Phonics (Y2P)	100%	100%	100%	0%					
KS2 Phonics (KS2P)	78%*	67%*	67%*	NA					
EYFS Reception	Expected Standard +								
	Target	Current	Recept. Baseline	Last Year					
Communication and Language (CL)	TBC	NA**	NA**	75%					
Personal, Social and Emotional Devel (PSED)	TBC	NA**	NA**	75%					
Physical Development (PD)	TBC	NA**	NA**	100%					
Good Level of Development (GLD)	TBC	NA**	NA**	75%					

*Current Y3

**Baseline not yet completed