

School Development Plan 2024-25

Intent (from SEF)	Implementation (Actions to be taken)	Timeframe & fidelity check	Desired outcomes + Evidence to assess quality of implementation	Impact (how will this help children remember/be able to do more?)
Enhance the quality of provision and improve outcomes for disadvantaged groups (including pupils with SEND).	Needs Assessment and Goal Setting - Conduct a thorough needs assessment to understand the specific requirements of our disadvantaged groups (including SEND). - Set clear, measurable goals for improving outcomes based on the assessment findings. Professional Development - Provide ongoing training for teachers and staff on SEND best practices, including understanding specific disabilities, inclusive teaching strategies, and legal requirements. - Encourage collaboration and sharing of strategies among staff to foster a supportive environment for disadvantaged groups (including SEND) Inclusive Curriculum Design and Adaptation through Quality First Teaching - Review and adapt the curriculum to ensure accessibility for students with diverse needs, using simplified language, modifications and assistive technologies as necessary - Develop adaptive lesson plans that cater to various ability levels and learning styles. - Use Quality First Teaching strategies to identify student needs early and develop adaptive lessons that provide personalized support, ensuring inclusive learning for all students Effective Use of Teaching Assistants (TAs) - Train TAs on best practices for supporting disadvantaged, vulnerable and SEND pupils, including behaviour management, individualised support, and effective communication. - Clearly define roles and responsibilities for TAs to ensure they are used effectively and are supporting student needs as intended. - Allocate high-quality 1:1 and small group intervention programs for identified children delivered by skilled Teaching Assistants with expertise in targeted interventions Resource Allocation - Ensure adequate resources are available, including specialised equipment, learning materials and technology to support disadvantaged groups (including SEND). - Regularly review and update resources based on feedback and evolving needs Assessment and Progress Monitoring - Implement regular assessments to track the progress of disadvantaged groups (including SEND). Use these assessments to adjust teaching strategies and interventions as needed. - My Plans for SEND students, outlining specific goals, will be written, reviewed and shared with parents three times a year. Parental and Community Involvement - Engage parents in the development of My plans and involve them in the process of setting and reviewing goals. - Ensuring parents are well informed through regular, detailed feedback on their child's progress and support needs through termly My Plan meetings - Build partnerships with external agencies and specialists who can provide additional support and resources. Monitoring and Evaluation - Establish a robust monitoring system to evaluate the effectiveness of interventions and strategies. - Gather feedback from students, parents, and staff to continuously improve provision and outcomes. Inclusive School Culture - Promote an inclusive school culture that values diversity and encourages acceptance and understanding among all students (through key dates e.g. autism awareness day and through new literature that promotes inclusivity). - Celebrate successes and create opportunities for disadvantaged, vulnerable and SEND students to participate in all aspects of school life.	Assessment needs began July 2024 Next review Dec 2024 On going Begin Autumn term first review December 2024 Role clarification by October half term Ongoing training, but set up by Dec First review October halt term Initial assessments by end of Autumn Ongoing (3x per year) Initial meetings by end of Autumn Termly updates Monitoring system set up by end of Autumn Termly evaluations thereafter Ongoing	Needs Assessment and Goal Setting - Comprehensive understanding of disadvantaged, vulnerable and SEND students' needs. - Clear, actionable goals for improvement. Professional Development - Improved knowledge and skills among staff regarding SEND. - Increased confidence and competency in implementing SEND strategies. Inclusive Curriculum Design and Adaptation through Quality First Teaching - All students benefit from high-quality, inclusive teaching that meets diverse learning needs, leading to increased engagement, improved progress, and the ability to access the curriculum independently - Curriculum is accessible and engaging for disadvantaged, vulnerable and SEND students. - Increased participation and achievement among disadvantaged, vulnerable and SEND students. Effective Use of Teaching Assistants (TAs) - TAs effectively support disadvantaged groups (including SEND) according to their needs. - Clear roles and positive impact on student learning. Resource Allocation - Adequate and appropriate resources are available and utilized. - Resources contribute to improved learning outcomes for disadvantaged, vulnerable and SEND students. Assessment and Progress Monitoring - Regular and accurate tracking of student progress. - Data-driven adjustments to teaching strategies. Parental and Community Involvement - Active involvement and collaboration with parents and community partners. - Positive impact on student outcomes through engaged support. Monitoring and Evaluation - Effective evaluation of strategies and interventions. - Continuous improvement based on data and feedback. Inclusive School Culture - A positive and inclusive school environment where all students feel respected and valued. - Increased participation in all aspect of school life among disadvantaged, vulnerable and SEND pupils.	

Ensure the consistent achievement of reading outcomes above national benchmarks throughout the school	Embed and Sustain Robust Improvement Routines ● Define and document roles and responsibilities for reading improvement and quality assurance. ● Align reading lessons with the new reading framework and research-based practices. ● Share IDSR and Question Level Analysis (QLA) with staff to inform action plans. ● Ensure subject leaders use QLA outcomes to promote reading within their subjects. ● Facilitate visits from reading governors to review reading assessment and build relationships. Review and Enhance Reading Assessment ● Review and evaluate the effectiveness of current assessment methods (e.g., NFER). ● Investigate assessment methods used by high-performing schools. ● Revise and implement consistent assessment practices school-wide. Utilise assessment data for early identification of needs and to guide interventions in addition to challenging our more able students. Improve the Reading Culture ● Ensure consistent reading practices are applied throughout the school. ● Provide training for staff and students on how to effectively use the newly renovated library to enhance reading and learning experiences. ● Develop subject-specific reading corners around the school and update classroom book corners. ● Plan celebration days to celebrate authors and literature. Promote Reading in the School Community ● Create an outdoor reading space to encourage reading outside the classroom. ● Conduct workshops for parents on promoting reading and good reading habits at home. ● Publish termly articles on the school website and newsletter from school librarians. ● Organise termly class visits to the local library. ● Establish a group of parent volunteers to support reading activities in school. Facilitate Informal 'Book Talk' and RfP Culture ● Train staff to model and facilitate informal ‘book talk’ sessions during daily 15-minute RfP slots. ● Develop opportunities for staff and students to share and recommend books, including regular book swap events and book recommendation boards. ● Develop a group of student Reading Ambassadors to promote RfP across the school and establish student-led book clubs. Celebrate Reading Achievements ● Recognise and celebrate individual and group reading achievements regularly through termly awards, recognition events, and featuring achievements in newsletters, assemblies, or social media. Monitoring and Evaluation ● Conduct termly learning walks by senior leaders to monitor reading provision and provide feedback. ● Collect feedback from staff, students, and parents on RfP initiatives and overall reading provision. ● Use feedback and data to adjust and ensure continuous improvement.	Beginning of autumn Term	End of September Ongoing Ongoing – review end of Autumn Ongoing	End of September End of October By halt term End of Autumn	Ongoing By half term	End of Autumn	Ongoing	End of Spring	End of Spring	Ongoing	Ongoing	Ongoing
												Embed and Sustain Robust Improvement Routines ● Clear understanding among staff of their roles in reading improvement, leading to consistent application of expectations and quality assurance practices. ● Reading lessons are effectively aligned with the new framework, resulting in improved engagement and learning outcomes for all students. ● Enhanced visibility of reading practices across classrooms, with actionable feedback leading to improved reading provision and consistency. ● Data from IDSR and QLA is effectively used to develop targeted action plans, leading to measurable improvements in reading outcomes. ● Integration of reading strategies across subjects, fostering a whole-school approach to literacy and improving student reading skills. ● Ongoing monitoring and support for reading provision, with evidence of improvements and adjustments based on learning walk findings. ● Positive relationships with reading governors, with constructive feedback contributing to effective reading assessment reviews and improvements. Review and Enhance Reading Assessment ● Identification of strengths and weaknesses in current assessment methods, leading to improved assessment practices. ● Adoption of effective assessment practices from high-performing schools, enhancing the accuracy and utility of reading assessments. ● Consistent and reliable assessment practices across the school, leading to accurate tracking of reading progress and needs. ● Staff are proficient in new assessment methods, leading to better identification of student needs and more effective interventions. ● Early identification of reading difficulties and effective, data-driven interventions resulting in improved reading outcomes. ● Early identification of skills our more able pupils need to be challenged with will support teachers in ensuring they are stretched to reach full potential. Improve the Reading Culture ● Uniform application of effective reading practices throughout the school, fostering a strong reading culture and consistent student progress. ● An engaging and well-resourced library that promotes reading and is actively used by students, contributing to improved reading engagement. ● Enhanced visibility and accessibility of reading materials related to different subjects, supporting cross-curricular literacy development. ● Many of our more disadvantaged pupils have the opportunity to be immersed in literature festivals and develop their love for reading. Promote Reading in the School Community ● Increased opportunities for reading in a stimulating outdoor environment, leading to higher student engagement and enjoyment of reading. ● Parents are better informed and equipped to support reading at home, resulting in improved reading habits and outcomes for their children. ● Increased awareness and enthusiasm for reading within the school community, as evidenced by positive feedback and increased reading activity. ● Strengthened community ties and increased student access to library resources, contributing to improved reading skills and interest in books. ● Active involvement of parent volunteers in supporting reading activities, enhancing the school’s reading culture and providing additional support for students. Facilitate Informal 'Book Talk' and RfP Culture ● increased Engagement with Reading for Pleasure (RfP) ● Pupils, including reluctant readers, are more engaged in reading and participate actively in sharing, recommending, and discussing books. ● Pupils demonstrate a sustained, positive attitude towards reading, with an increase in the amount of time spent reading for pleasure. ● All staff actively participate in sharing their own reading experiences and facilitate engaging 'book talk' in their daily RfP slots. ● The school fosters a culture where reading for pleasure is visibly celebrated and encouraged by staff and students alike ● Pupils demonstrate improved reading fluency, comprehension, and vocabulary as a result of their increased engagement with RfP. ● Parents are engaged in their children's reading journey and contribute to fostering a home reading culture.

