

School Development Plan



2023 - 2024



School Development Plan 2023 – 2024

Core Priorities

1. **Personal Development:** Promoting wellbeing in the whole school community,
2. **Quality of Education:** Securing higher levels of attainment through effective teaching, learning and assessment,
3. **Behaviour & Attitudes:** Maintaining the positive and respectful behaviour and enabling further development,
4. **Leadership & Management:** Embedding a clear and robust leadership structure with clear roles, responsibilities and accountability

School Development Plan

Personal Development: Promoting wellbeing in the whole school community

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
PD1: To continue to ensure school is meeting it's Safeguarding; statutory requirements	<ul style="list-style-type: none"> To develop overview of annual Safeguarding tasks incl. delegation detail for DSL/DDSL/ Admin & staff briefing model Undertake update training via My Concern to include system audit 	<ul style="list-style-type: none"> Safeguarding tasks are completed in a timely manner Clarity around tasks delegation and responsibility for completion Staff receive ongoing & regular briefings re. specific safeguarding issues to ensure confidence and understanding to discharge their role 	By 19.12.23	HT	Staff meeting / TA briefing time £0; in-house CPD time +SLT time	SG Governor Governor Monitoring Visit; spring term	
	<ul style="list-style-type: none"> New DDSL to undertake Training – “new DSL training” & “multi-agency level 3” training DSL/admin staff to complete Safer recruitment training 	<ul style="list-style-type: none"> To underpin the multi-agency safeguarding training required for the DDSL role; improved understanding of the role of DSL/DDSL in line with Annex C of KCSIE 2022. New DDSL understands role & confidence to discharge role effectively Key personnel (<i>involved in recruitment</i>) completed update to safer recruitment training 	By 19.12.23	HT/AHTs	CPD Budget £30 (DSL Training) Safer Recruitment training £75pp (total £150) SLT time (no cover)	CPD evaluations HT report to Governors	



School Development Plan 2023 – 2024

	<p>Actions req. from S175 Safeguarding Audit:</p> <ul style="list-style-type: none"> Regular meetings with DSL/SG Governor RA process for excluded pupils SG Governor visit to review schools' record keeping processes/procedures Create visitor CoC as part of SG Leaflet Computing lead to review acceptable use policy to include all areas of digital technology Policy update – include bereavement / critical incident Appoint MHL <p>Training:</p> <ul style="list-style-type: none"> Governor training; basic safeguarding Safer recruitment training update; key personnel / Governor Update training for DT for CiC Plan regular briefings for SG into staff meeting calendar 	<ul style="list-style-type: none"> Governors understand key safeguarding issues & best practice, linking in with relevant national and local guidance and processes. All governors aware of Keeping Children Safe in Education (KCSIE) Sept 23.School is fully compliant with the expectations of KCSIE 2023 The outcomes of safeguarding audit are fully actioned Training needs are fully addressed and key personnel are confident to effectively discharge their role. Policies are in place and reflective of most recent legislation and guidance. 	By 31.03.24	HT/SG Gov	<p>CPD budget:</p> <p>Safer Recruitment training: £75pp (total cost £225)</p> <p>Basic SG training £50</p>	<p>S175 audit outcome (2024)</p> <p>Reports to Governors</p> <p>CPD feedback</p>	
--	---	---	-------------	-----------	---	--	--



School Development Plan 2023 – 2024

PD 2: To further develop a positive Lunchtime experience for pupils to underpin positive behaviour choices and social experiences	<ul style="list-style-type: none"> Review effectiveness of lunchtime organisation to ensure effective management of hall/school dinner routines Identify barriers to positive, pleasurable experience for the pupils Consult school council – pupil voice to survey experiences and issues 	<ul style="list-style-type: none"> School dinners are served quickly and efficiently without need for excessive queuing leading to poor behaviour choices. Pupils have choice of seating and enabling positive social experiences Routines for management of hall/meals is refined Atmosphere in dining hall is calm and ordered 	By 31.12.23	AHTs	Staff briefing time SLT time; monitoring	HT/SLT meetings	
	<ul style="list-style-type: none"> Review school menu to encourage higher take-up; Consult with School Council re. menu choices & broad lunchtime experience Re-introduce School meal taster sessions with parents and pupils' part 1: Autumn parents evening 	<ul style="list-style-type: none"> School lunch take-up increases which ensures sugar intake is carefully managed for the majority of pupils & improved budgetary impact Pupils feel empowered and their views are valued Parents and children have opportunity to 'try' different/new dishes and extend lunch choices. Parents experiences food quality and portion size first-hand 	By 31.12.23	AHTs	Staff briefing time SLT time; monitoring	HT/SLT meetings	



School Development Plan 2023 – 2024

	<ul style="list-style-type: none"> • Provide parent support workshops; develop understanding of healthy plate education incl. • Develop family cooking classes 	<ul style="list-style-type: none"> • Parents have clarity over the whole school food policy & ethos • Parents have support to guide the food choices for their children • Parents understand the impact of diet on learning 	By 31.03.24	AHTs	Parent survey / feedback SLT monitoring	HT / SLT meetings	
	<ul style="list-style-type: none"> • To review cost of meals against increasing food cost • To develop combined food offer; to inc healthy breaktime snack • Extend access to salad bar to include autumn term 	<ul style="list-style-type: none"> • The cost of school meals is affordable for parents but cover rising food costs for school kitchen • Pupils opting for school lunch provision receive complete food offer for entire school day in line with whole school food policy • Food offer ensured sugar levels are carefully managed ensuring pupils are ready to learn and not negatively affected by dietary factors 	31.01.24	AHT	Staff briefing time SLT time; monitoring	HT/SLT meetings	



School Development Plan 2023 – 2024

	<ul style="list-style-type: none"> Introduction of staff lunches to support table manners, etiquette, social experience and positive behaviour choices. 	<ul style="list-style-type: none"> Pupils benefit from additional adult support to encourage expected table manners and social etiquettes of sharing a meal 	31.03.24	AHTs	<p>Adult meal £2pp</p> <p>Max. weekly cost £14 (average cost: £6)</p>	<p>HT</p> <p>Pupil conferencing</p>	
	<p>Playground development;</p> <ul style="list-style-type: none"> Introduce Playground leader role (TA) to organise activities & direct/manage/ lunchtime team Training for Playground Buddies Introduce EYFS "Guardian Angels" Resurface playground (<i>funding dependent*</i>); Install thermo plastic Playground markings* Install muga pitch to replace football pitch * Install shelter on lower playground* 	<ul style="list-style-type: none"> Playground team are organised and directed to lead activities resulting in pupils being actively engaged in positive play Playground buddies support positive play activities and role model to younger pupils EYFS are supported by older pupils and build confidence whilst on playground Playground surface is renewed resulting in fewer accidents Shelter provides shaded area for summer months & rain shelter for parents + allows for all weather outdoor learning 	30.04.24	HT	<p>Playground Buddy training via Penwith PE (no cost)</p> <p>Resurfacing £18900</p> <p>Thermoplastic markings £4222</p> <p>Muga Pitch £33500 (PE premium)</p> <p>Shelter £9900</p>	<p>Pupil conferencing</p> <p>HT report to governors</p> <p>Governor visits</p>	



School Development Plan 2023 – 2024

PD3: To continue to support and promote Staff well being	<ul style="list-style-type: none">• Introduce 'making a difference' awards to celebration assembly (MAD awards)• Continue to offer regular Supervision sessions to all staff• Explore out of school hours 'Team building' opportunities• Redecorate / refurbish Staff room• Create PPA space in staff room/annexe	<ul style="list-style-type: none">• Staff who 'go above and beyond' base role feel valued and appreciated – contributions to the community are celebrated and acknowledged• All staff have access to regular supervision sessions allowing SLT to monitor wellbeing and raise awareness of external factors with potential to affect work• Relationships within staff team are strengthened• Staff have high quality space to relax in whilst off-duty• Staff have designated spaces to undertake PPA time in school uninterrupted	31.12.23	HT	<p>Paint £50 (premises budget)</p> <p>Desks for PPA space sourced in-house</p>	<p>Staff survey</p> <p>Governor visits</p> <p>HT report to Governors</p>	
---	---	--	----------	----	--	--	--



School Development Plan 2023 – 2024

<p>PD4: To continue to support and promote Pupil well being</p>	<ul style="list-style-type: none"> Develop Mental Health Practitioner support for pupils; support group format plus individual support as required Embed Funfit provision Continue Music Therapy offer provided by in-house music teacher Develop Foodbank promotion / "Foodbank Fridays" to proactively share foodbank donations to families in need 	<ul style="list-style-type: none"> MHP support will support the social emotional needs of pupils School to reduce SLA budget by replacing counselling service with NHS funded service Pupils co-ordination skills and underlying postural stability and balance is improved. Fun Fit improves the foundations of movement. Music therapy supports pupil's social emotional well-being, collaborative skills, voice, attention and awareness Foodbank is used to support families suffering due to cost of living crisis 	<p>31.03.24</p>	<p>SENDCo</p>	<p>NHS funded service.</p> <p>Funsfit TA time (2.5hrs)</p> <p>Music teacher £50pw</p>	<p>HT</p> <p>Pupil Conferencing</p> <p>Gov visits</p> <p>HT report to Governors</p>	
<p>PD5: To continue to support and promote Parent well being</p>	<ul style="list-style-type: none"> Develop a Family support role within the support staff incl. development of the Annexe space as a base for workshops and support groups Launch SPACE programme led by new FSW role Utilise mental health practitioner programme to incl. support for parents in the form of coaching /supervision 	<p>Family support role will practical help and emotional support to families experiencing short or long-term difficulties which will underpin academic support</p> <p>SPACE programme will provide parents of highly anxious children specific tools to help reduce their child's anxiety-related symptoms.</p>	<p>31.07.24</p>	<p>SENDCo</p>	<p>TA provision map – utilise CC role (within budget)</p> <p>SPACE programme – funded</p> <p>MHP support – NHS funded</p>	<p>Gov visits</p> <p>HT report to Governors</p> <p>Parent survey / feedback</p>	



School Development Plan 2023 – 2024

Statutory Assessments – Summer 2023

EYFS

% achieving 'Good Level of Development' (GLD)	% Cornwall Average	% National Average
65%	68%	67%

Phonics Screening – Year 1

Total No. of Chn.	% passed screening check	Cornwall average	National Average
19/22	86%	82%	79%

Phonic Screening – Year 2 (retakes)

Total No. of Children	% passed screening check
3/3	100%

KS1 SATS

Subject	% Expected+	National Average (Expected)	% Greater Depth	National Average (Greater depth)
Reading	81%	68%	12%	19%
Writing	69%	60%	0%	8%
Maths	77%	70%	12%	16%
RWM	65%	56%	0%	6%

KS2 SATS

Subject	Expected	National Average	Greater Depth	National Average
Reading	85%	73%	45%	29%
Writing	80%	71%	15%	13%
GPS	80%	72%	30%	30%
Maths	80%	73%	45%	24%
RWM	70%	59%	15%	8%



School Development Plan 2023 – 2024

School Development Plan 2022/23

Quality of Education: Securing higher levels of attainment through effective teaching, learning & assessment

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
QE1: Develop consistent research - informed teaching and learning approaches	<ul style="list-style-type: none"> Implement Lesson study approach to review T&L strategies and classroom organisation Implement Training package for teaching staff to include; <ul style="list-style-type: none"> cognitive load theory metacognition memory & LT learning Rehearsal, retrieval, spacing and interleaving Adaptive teaching Retrieval practice Explicit teacher-led instruction Scaffolding learning Effective formative assessment Effective vocabulary instruction Develop whole school teaching & learning policy 	<ul style="list-style-type: none"> Whole school teaching and learning policy is established and consistently applied across the school impacting positively on pupil outcomes Staff training need is met effectively & staff understand the expectations of the policy in practical terms Lesson study model is used effectively to track implementation of strategies and approach in classrooms and used to assess impact of new policy changes 	By 31.03.24	HT	Edusuite platform £950 SLT time Staff meeting time	Governor visits Staff survey Pupil outcomes SLT monitoring activities	



School Development Plan 2023 – 2024

QE2: Enrich provision and outcomes of Early Years	<ul style="list-style-type: none"> • Explore potential for in-house Nursery development to provide for pre-school age children – consultation with LA officers & on-site nursery providers (Willows) • Convert EYFS unit to accommodate two single base classrooms consult with LA re. funding for additional services (toilets) to accommodate needs of provision • Develop EYFS environment to accommodate additional shared provision. • Research and implement SP&L/Oracy Programme; NELI equivalent 	<ul style="list-style-type: none"> • Nursery (pre-school) provision is established • School is able to intervene at an earlier stage re. academic need and potential SEND issues • School intake stabilises • Funding secured enables site modifications • EYFS unit accommodates twin classroom spaces with access for shared working & staff facilities • Sp&L programme enables effective intervention and support of Sp&L to ensure age appropriate outcomes. 	31.07.24	AHT (JB)	Funding for site modification (TBC)		
QE3: Embed phonics provision	<ul style="list-style-type: none"> • Training and support package for new phonics lead (JB) • Continue to invest in RWI support package incl. onsite visits and coaching consultant • Provide training via RWI platform for new staff 	<ul style="list-style-type: none"> • Phonics provision remains high-quality & outcomes consistent • New lead is well-trained and supported • Staff are well supported and training needs are met effectively • RWi platform provides access to high-quality CPD resources to ensure quality and consistency of provision 	31.10.23	HT	RWi platform £1350	Governor visits HT report to Governors Pupil outcomes – tracked termly	



School Development Plan 2023 – 2024

QE4: Develop coaching for staff – pupil outcomes	<ul style="list-style-type: none"> Continue to embed Intervention support for KS2 pupils Implement improved tracking for pupils benefitting from Tutoring & intervention support Develop regular 'Pupil progress meetings' to involve all SLT as a coaching approach to raise standards 	<ul style="list-style-type: none"> Pupils benefit from immediate intervention provision to address learning gaps identified through quality first teaching Tracking systems effectively identify ongoing impact of additional support received Pupil progress meetings enable reflective conversation to review the provision and support for all pupils and identify any hidden barriers to learning 	By 31.12. 23	AHT	Staff meeting time Classroom release time – in-house cover £0	HT Tracking data HT reports to Governors Staff feedback	
QE 5: Review and embed approaches to formative & summative assessment	<ul style="list-style-type: none"> Review impact of H/C tasks within Maths and Project Review current Assessment strategies for core subjects in particular; writing / Big writes Review Writing assessment methods in relation to The Write Stuff approach 	<ul style="list-style-type: none"> Use of H/C tasks continues to show impact of teaching and learning in terms of retention Assessment approach is refined and consistently applied across school Writing assessment is aligned to new model and effectively informs T&L 	By 31.03. 24	HT	Staff meeting time	Governor visits Staff feedback Tracking system	
QE 6: Development of whole school writing approach	<ul style="list-style-type: none"> Review current approaches to writing (T4W) and Impact on pupil outcomes and progress (see data reports) Implement "Write Stuff" training with teaching staff Purchase teaching resources and share via P:drive Implement write stuff approach – see Writing lead action plan 	<ul style="list-style-type: none"> Staff are well trained and have a confident understanding of the whole school approach to writing Pupil outcomes are positively impacted Pupils report positive attitudes to their learning in writing 	By 31.03. 24	HT/ Writing lead	Staff meeting time Training package £180 Resources £140 £99.26 £165.58 Total £404.84	Tracking data SLT monitoring	



School Development Plan 2023 – 2024

QE 7: Refine learning environments to support flexible seating approach	<ul style="list-style-type: none"> Undertake Action research; flexible seating Establish 'Model' classroom to reflect flexible seating ethos Redevelop classroom environments to reflect flexible seating approach across the school 	<ul style="list-style-type: none"> All classroom environments across the school consistently reflect the whole school policy Approach encourages intrinsic motivation in pupils and improves attitudes to learning shown through positive behaviour choices 	By 31.03. 24	HT	<p>Capital funding £2000 (furniture)</p> <p>Staff meeting time</p>	SLT monitoring Pupil conferencin g Governor visits	
QE8: Embed (newly developed) Maths teaching & learning approach	<ul style="list-style-type: none"> Explore training opportunities for new maths lead (NPQ?) Supported (by SLT) subject leader monitoring: lesson visits / pupil conferencing/ book looks/planning looks Maths lead to assess subject position and identify training needs across the school 	<ul style="list-style-type: none"> New Maths T&L approach is consistently applied / Provision is consistent across school Staff report confidence and understanding in the approach Maths outcomes are positively impacted 	By 31.12. 23	Maths subject lead / AHT (LO)	<p>Subject leadership release (in- house cover)</p> <p>Staff meeting time (as req.)</p>	SLT monitoring Book looks Pupil conferencin g	
QE9: Embed whole school project plans	<ul style="list-style-type: none"> Finalise curriculum cycle planning and re-developed projects Create new project title pages and embed expectations for content and presentation Revise KO's for curriculum to reflect 'key knowledge' and 'key vocabulary' 	<ul style="list-style-type: none"> Curriculum projects are embedded for both cycle A/B Project books are consistent in presentation and content across the school Revised KO's guide planning to ensure coverage of key knowledge/vocab for each phase of project 	By 31.12. 23	HT	SLT time	Book looks Planning documentati on Website audit	



School Development Plan 2023 – 2024

<p>QE10: To develop specialist Facilities to support pastoral and academic provision</p>	<ul style="list-style-type: none"> To reorganise & audit PE resources to ensure ease of access To develop Music room facility to facilitate music therapy and peripatetic curriculum offer Create and develop facility for Communication Champion support and provision Develop resource room for FSW role 	<ul style="list-style-type: none"> Resources are well organised, accessible and support the curriculum delivery Additional provision used to enrich the curriculum has a designated resource base to support delivery CC room established enabling quality provision and support for children with ASD needs 	<p>By 31.03. 24</p>	<p>HT / site supervisor</p>	<p>Premises budget / capital funding</p> <p>Music Room £639.87</p> <p>CC Room £1000</p>	<p>Governor visits</p> <p>SLT monitoring</p>	
<p>QE11: To begin to explore Outdoor learning provision opportunities</p>	<ul style="list-style-type: none"> Research Funding opportunities to develop meadow site for this provision Direct community lead to explore potential for community project; allotments? 	<ul style="list-style-type: none"> Funding identified to enable planning for future OL provision Community lead will develop links with community Feasibility study completed which informs future SDP planning 	<p>By 31.07. 23</p>	<p>Community lead</p>	<p>Subject leader time (in-house cover)</p>	<p>Reports Governors</p>	



School Development Plan 2023 – 2024

<p>QE12: To develop Oracy curriculum and provision across school</p>	<ul style="list-style-type: none"> • Undertake school visits re. Oracy provision in best practice schools incl. Voice 21 (Bristol) • Evaluate (budget friendly) Oracy training opportunities / scheme • Introduce weekly 'word of the week' being taught and shared with families; • Introduce Year 5 and 6 debating club; • Introduce weekly Oracy homework; • Ensure Weekly and daily opportunities for all children to discuss a current news issue; • Daily opportunities for talk buddies and talking partners; 	<ul style="list-style-type: none"> • Staff are provided with training and the development of subject knowledge and research. • Exploratory talk opportunities are exploited; • Vocabulary development improves across the school; • Vocabulary is taught across the curriculum; • Staff and pupils understand the elements of Oracy (see Voice 21 components); <p>Physical (voice / body language), linguistic (vocab / language / Rhetorical techniques), cognitive (content / structure / clarifying & summarising / self-regulation / reasoning), social & emotional (working with others / listening & responding / confidence / audience aware)</p>	<p>By 31.05. 25</p>	<p>English leaders (JB/RS)</p>	<p>Staff meeting time Subject leader release (in-house)</p>	<p>SLT monitoring Pupil conferencing</p>	
---	---	---	-----------------------------	--	--	---	--



School Development Plan 2023 – 2024

School Development Plan

Behaviour & Attitudes: Maintaining the positive and respectful behaviour and enabling further development

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
BA1: Implement the amended attendance and punctuality procedures to positively impact attendance levels of all pupils	<ul style="list-style-type: none"> Explore best practice from other settings & update Procedures Develop Learning Mentor roles & responsibility for daily attendance tracking Improve communication with parents and carers around pupil punctuality Update policy & share with stakeholders Engage with new EWO service to support PA pupils 	<ul style="list-style-type: none"> Timely and regular reporting to parents/carers regarding attendance and punctuality Streamline the work of the attendance team to increase efficiencies Clear and consistent fining process in place for non-attendance and holidays taken during school time Increase the awareness that improving attendance is the responsibility of all staff Improved attendance and punctuality of key groups 	31.12.23	SENDCO/ Attendance officer	LM time – daily calls (within directed time)	HT Governor monitoring Data tracking: Reduced PA%	



School Development Plan 2023 – 2024

<p>BA2: Embed consistent and positive behaviour management strategies establishing effective and robust documentation and record keeping.</p>	<ul style="list-style-type: none"> • Re-visit expectation (with all staff) for recording on Insight – develop into policy statement • Embed Zones of regulation / emotion coaching approach in all classes incl. use of classroom environment displays • Implement new 'Houses' system – explore with pupils the underlying purpose V Dojo points • Embed use of Dojo points in all classes to reward school values / 5R behaviours • Implement 'solutions circle' opportunities for all staff to discuss behaviour management approaches incl. approaches for specific complex behaviours. • CC/LM to lead solutions circle for support staff. 	<ul style="list-style-type: none"> • Pupil records are a comprehensive reflection of all school interventions incl. conversations between home/school, support provided, issues reported (non-safeguarding issues) • ZoR and emotion coaching are established in all classes. Children use the strategies confidently and show good understanding which supports their social emotional resilience and management of need. • House system re-established to support pupils to step into leadership roles in their house, take responsibility, encourage their team, and lead their peers in spirited competition. • Role of LM/CC elevated to promote recognition of their specialist skills & knowledge • SC approach ensure all staff gain deeper insight into BM strategies used particularly with complex pupils. 	<p>31.05.24</p>	<p>AHTs</p>	<p>Staff meeting time</p>	<p>HT</p> <p>Pupil conferencing</p> <p>Staff feedback / survey</p>	
--	---	--	-----------------	-------------	---------------------------	--	--



School Development Plan 2023 – 2024

<p>BA3: Enable meaningful opportunities for Pupil voice</p>	<ul style="list-style-type: none"> Establish annual School council under leadership of Y6 lead to run alongside Pupil parliament (Y6 only) Assembly launch; election process and election results. 	<ul style="list-style-type: none"> SC/PP provides a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions that impact upon them. Fulfils Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) -Respect for views of the child. 	<p>30.09.23</p>	<p>Y6 Teacher (SM)</p>	<p>Assembly time</p>	<p>SLT monitoring</p> <p>Pupil Conferencing</p>	
<p>BA4: Embed Pupil roles & responsibilities to enable pupils to contribute positively to their school community & develop understanding of responsibility</p>	<ul style="list-style-type: none"> Introduce (EYFS) Guardian angels to involve Year 6 (Y5 pupils to write to EYFS new starters in June/July to support transition. Training for Playground buddies Elect and train Lunchtime servers to support lunchtime(hall) experience for all children. 	<ul style="list-style-type: none"> New EYFS pupils feel more confident about starting school as they have a designated buddy to support them and guide them through elements of the school day Playground buddies are trained and are confident to undertake the role Lunchtime servers support the lunchtime experience for all children and ensure the lunch hall runs effectively. 	<p>(GAs by 20.07.23)</p> <p>30.11.23</p>	<p>AHT's</p>	<p>SC/Parliament badges £20</p> <p>Lunch servers – free lunch £1pp per day (£20pw)</p>	<p>Pupil conferencing</p> <p>Governor visits</p>	



School Development Plan 2023 – 2024

<p>BA5: To develop the wider curriculum by extending; our careers provision to raise aspirations</p>	<ul style="list-style-type: none"> • Staff will look to invite people into school who can demonstrate how their learning has led to a career • Aspirations are raised through exposure to different careers and opportunities • Learners will be asked to interview inspirational people who can open their eyes to what is available for them • Continue to utilise assembly forum to explore and promote aspirational thinking 	<ul style="list-style-type: none"> • Pupils will have a range of opportunities to meet and speak to real-life examples of aspirational figures from within their local community • Pupils will broaden their understanding of potential career paths and understand the education route that would need to underpin these 	<p>By 31.03.24</p>	<p>AHT (JB)</p>	<p>Assembly time PD lessons</p>	<p>Pupil conferencing Governor visits</p>	
---	--	---	------------------------	-----------------	-------------------------------------	---	--



School Development Plan 2023 – 2024

School Development Plan

Leadership & Management: Establishing clear and robust leadership structure with clear roles, responsibility and accountability

Priorities	Key Tasks	Intended Outcome	When (Date)	Who (Lead)	Resources; CPD Time Budget	Monitoring; Who how	Evaluation; Result of monitoring Impact
LM1: Support Subject leader development to effectively discharge role	<ul style="list-style-type: none"> Develop subject specific Skills progression document Develop Monitoring calendar utilising directed time / inset training time to guide monitoring activities Research Training opportunities to support staff in role incl. networking opportunities <p>Specialist subject review: (Science, Art, DT):</p> <ul style="list-style-type: none"> Best practice / action research Review curriculum incl. scheme options Review project curriculum to establish NC coverage gaps SLT Coaching role for subject leader 	<ul style="list-style-type: none"> Subject leaders become experts in their areas by having a clear vision for their subject Subject leaders support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning Each subject will have an updated skills development document which is used to guide teaching and learning Directed time utilised to support monitoring activities Subject leaders develop ownership of subject and establish clarity of subject position 	By 31.03.24	AHT (JB)	<p>Staff meeting time</p> <p>Directed time (approx. 12 hrs)</p>		



School Development Plan 2023 – 2024

<p>LM2: Explore opportunities to develop specialist roles within support staff team</p>	<ul style="list-style-type: none"> Through PMR discussion – establish support staff professional interests and aspirations Tailor CPD opportunities and in-house roles and responsibilities to meet need e.g. DST lead / MH practitioner 	<ul style="list-style-type: none"> Staff feel valued for their skills knowledge and competencies Staff have the opportunity to undertake an elevated role Positive impact on self-esteem and professional well being School team have a range of skills to draw on to support and enrich wider provision. 	<p>By 31.12.23</p>	<p>AHT (LO)</p>	<p>Release time (in-house) for PMRs</p>	<p>Staff survey Governor visits</p>	
<p>LM3: Ensure effective information sharing incl. school website</p>	<ul style="list-style-type: none"> Develop lead role within SLT for management of the website Audit content and structure of school website Ensure statutory elements are present Revise content as necessary Maintain through min. half termly reviews 	<ul style="list-style-type: none"> School website meets statutory requirements School website successfully conveys the extensive provision of the school Website provides a 'shop window' for the school to prospective parents. 	<p>By 30.11.23 then ongoing</p>	<p>AHT (JB)</p>	<p>SLT time</p>	<p>SIP monitoring reports Governor monitoring</p>	



School Development Plan 2023 – 2024

<p>LM4: To strengthen the Governance of the school</p>	<ul style="list-style-type: none"> • Skills; Completion of individual skills audit forms to identify skills, competencies and experience • Training; Determine where gaps may exist so that these can be addressed through training. • Safeguarding; complete basic SG awareness training • Visits: Governors to undertake individual learning walks and ensure they visit the school twice a year • Vacancies; Governor recruitment (parent Governor vacancies) to ensure an appropriate balance of skills & experience • Structure; To review GB structure and relevant ToR • Strategic support: Half-termly finance meetings to ensure budget is on track 	<ul style="list-style-type: none"> • Governor roles allocated to fully utilise skills base of Governing body • Training is strategically planned and meets the needs of the board to enable them to undertake their role effectively • Safeguarding training ensures Governors understand their role, the procedures and appropriate action required to safeguarding the welfare of all pupils • Governor visits allow the GB to monitor how strategy is being implemented, how policies are working and to identify strengths and areas for development 	<p>By 31.12.23</p>	<p>CoG</p>	<p>GB meeting time CPD budget (course cost TBC)</p>	<p>GB minutes HT report to Governors Visit reports CPD feedback</p>	
---	--	--	------------------------	------------	---	---	--