



Evercreech
CofE Primary School

**Evercreech CofE Primary School
School Development Plan
2024 – 2025**

Evercreech CofE Primary is part of the Preston Primary Academy Trust



Boxes highlighted in green indicate that the task has been fully or partially met.

PRIORITY 1: To develop a curriculum that will support all pupils to reach the standards of attainment and progress in Reading and Writing. *Children in receipt of Pupil Premium and SEND to be broadly in-line with national data.*

Rationale: The school has been judged as Good in the last Ofsted inspection (Oct '21). The new Headteacher (Sept ' 24) and existing SLT make their high expectations very clear and staff are fully aware that to maintain this judgement pupil achievement must improve. This is particularly important as we have many staff who are ECTs.

Success criteria

- 100% of PP and SEND pupils meet their personal targets
- 80% make expected or exceeding progress against National expectations
- Standards reflect the national outcomes for all children
- Pupil Premium children attain well in line with the national and non-PP children
- Pupil Premium children continue to make good progress.
- All teaching staff to have high expectations and appropriate levels of challenge for all children as a part of daily practice. Evidence of greater depth will be present in most children's writing.
- Fidelity and application of the school's Phonics Scheme – Unlocking letters and Sounds in EYFS and KS1.
- Non-negotiable approach to the spelling of key words and spelling patterns throughout the school (Use of NC spelling lists). Lessons will be explicitly taught and tested weekly.
- Children to develop a secure understanding of vocabulary in all years which will be reinforced through exposure to a wide range of quality texts and poems. Chd will build a wider vocabulary bank to draw from and this will be evident in both activities and writing.
- Specific and rigorous teaching of SPaG throughout the school.
- Parents to be involved in children's learning and kept informed of progress at regular points throughout the year.
- Specific focus on improving handwriting and letter formations in all year groups.
- LSA support reflects agreed taught strategies throughout the school.
- LSA and staff CPD improves curriculum knowledge of reading and writing.
- Promotion of reading across the school. This will be evident on the school website and in communication with parents and other relevant stakeholders.

<p>Links: Priority 2, curriculum development Priority 3, Development of middle leaders. Ofsted Evaluation Schedule Quality of education, achievement of pupils and effectiveness of Early Years.</p>	<ul style="list-style-type: none"> SEND pupils will make accelerated progress across the year in spelling and writing through high expectations and targeted interventions and in class support.
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Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<p>All staff to demonstrate fidelity to the school phonic scheme introduced Sept '23 – Unlocking Letters and sounds (ULS).</p> <p>To monitor the quality of phonic teaching linked to the expectations of the scheme in EYFS & KS1.</p>	<p>JC (Phase Lead)</p> <p>All EYFS and KS1 teachers.</p>	<p>Autumn '24</p>	<p>JC will use management time to monitor.</p> <p>Write ups will be used and shared to promote good practice.</p>	<p>Consistent high-quality teaching and learning for ALL learners in KS1.</p> <p>% of children passing the PSC will be in line with National expectations.</p>	
<p>To ensure that children are assessed regularly using a phonics tracking sheet for ULS.</p>	<p>JC (Phase Lead)</p>	<p>Autumn '24</p>	<p>JC will use management time to monitor.</p>	<p>Clear evidence of pupil tracking to identify gaps in knowledge and use interventions to deal with this.</p> <p>High quality teaching and learning for ALL learners.</p>	
<p>To ensure that gaps in phonics knowledge are quickly identified through regular monitoring and testing. Where gaps are spotted, rapid interventions are applied.</p>	<p>JC (Phase Lead)</p>	<p>Autumn '24</p>	<p>JC will use management time to monitor.</p> <p>Write ups will be used and shared to promote good practice.</p>	<p>% of children with phonics gaps reduced and a greater % of chd. achieving ARE.</p> <p>Interventions demonstrate improved understanding and retention.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				High quality teaching and learning for ALL learners.	
All children to know the names of the letters of the alphabet and alphabetical order.	JC (Phase Lead) - LWs All EYFS and KS1 teachers.	End of July ' 25	JC will use management time to monitor through LWs and book looks. Pupil voice.	High quality teaching and learning for ALL learners. % of pupils achieving year group expectations by the end of year should be broadly in line with year group expectations.	
Adherence to the NC spelling rules and patterns leading to improvements in spelling in all aspects of writing.	S.H/J.C/J.J to monitor All teachers.	End of July ' 25	JJ and JC will use management time to monitor. Write ups will be used and shared to promote good practice. Purchase of Spelling Frame to aid spelling practise for UKS2.	% of pupils achieving year group expectations by the end of year should be broadly in line with year group expectations.	
In KS2, review the spelling patterns that pupils struggle with apply interventions. Embed spelling non-negotiables to ensure words are spelt correctly.	S.H & J.J (Phase Lead) All KS2 teachers.	End of July ' 25	JC will use management time to monitor. E.D to monitor through Sendco time.	% of pupils achieving year group expectations by the end of year should be broadly in line with year group expectations.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<p>To embed a culture of high expectations for all learners across all aspects of the curriculum. Children should be exposed to:</p> <ul style="list-style-type: none"> • Use of a range of high-quality texts • Exposed to common exception words and higher-level vocabulary • High quality exemplar texts • Teacher modelling • Quality first teaching 	<p>S.H/J.C/J.J to monitor</p> <p>All teachers.</p>	<p>End of July ' 25</p>	<p>SH, JC and JJ will use management time to monitor standards and outcomes.</p> <p>Subject leader release time.</p> <p>Staff meeting time. Inter Trust Moderation Sessions and liaison time for subject leaders across the Trust.</p>	<p>% of children achieving ARE and GD will increase.</p>	
<p>Moderation of writing standards in phases, whole school and across the Trust to ensure parity across the school.</p>	<p>S.H/J.C/J.J to monitor</p> <p>All teachers.</p> <p>English subject leaders</p>	<p>Autumn ' 24</p>	<p>Staff meeting time for all staff.</p>	<p>Outcomes for pupils are consistent and books show progression of skills as children move through the school.</p> <p>When compared to other books in the Trust, books will demonstrate age-related parity.</p>	
<p>Consider how best to support all learners in the classroom through quality first teaching. High expectations for all learners, especially SEN.</p>	<p>S.H, J.C & J.J</p> <p>E.D (Sendco)</p> <p>All teachers.</p>	<p>End of July ' 25</p>	<p>Staff meeting time.</p> <p>Trust Sendco network meeting time.</p>	<p>Learning for SEND pupils not capped.</p> <p>Better awareness from staff as to how to move children's learning on.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Ensure staff are clear on how best to use the Graduated Response Tool and appropriate interventions to support the learning of SEN children.	E.D (Senco) S.H/J.C/J.J to monitor All teachers.	Autumn '24 Followed up each term thereafter.	Staff meeting time. Trust Senco network meeting time.	Staff understand how to apply, track and review interventions. Staff only apply interventions recommended by the Senco. Staff use live marking as a form of rapid intervention to improve understanding for ALL learners. % of SEN children not meeting ARE will reduce.	
Review of the writing curriculum to ensure that standards follow the requirements of the N.C and provide opportunities for in depth learning.	S.H, J.C & J.J All teachers. English subject leaders	Autumn '24	Subject leader release time. Management time for J.C/JJ and SH.	Outcomes for pupils are consistent and books show progression on skills as children move through the school. When compared to other books in the Trust, books will demonstrate age-related parity.	
Use of modelling to expose children to the features of greater depth so that this may be included in writing.	S.H, J.C & J.J (monitor) All teachers.	Autumn '24 Followed up each term thereafter in	Staff meeting time. Lesson monitoring.	Modelling will improve children's higher-level vocabulary, increase grammar accuracy and demonstrate to children how to	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	English subject leaders	observations/ LWs.		construct their writing for effect. % of children meeting ARE and GD will increase.	
To review the reading levels and stamina of all children in the school. Ensure children are exposed to a reading rich environment and high-quality texts in a range of a genres.	S.H, J.C & J.J (monitor) All teachers. English subject leaders	Autumn '24 Followed up each term thereafter.	Subject leader release time. Management time for J.C/JJ and SH. Staff meeting time.	Increased reading speed and stamina will increase the % of children meeting ARE and GD. Children will develop a love of reading.	
To review the effectiveness of guided reading sessions and whether a different approach would promote better outcomes for all children.	S.H, J.C & J.J (monitor) English subject leaders	Autumn '24 Followed up each term thereafter.	Subject leader release time. Management time for J.C/JJ and SH. Staff meeting time.	Increase in the % of children meeting ARE and GD will increase. Children will develop a love of reading and share this passion with others.	
In KS1, ensure that reading books are linked to the phonic stage and letters being taught each week for each pupil (decodable).	J.C (monitor) All KS1 teachers. KS1 English subject leader	Autumn '24 Followed up each term thereafter.	Subject leader release time. Management time for J.C.	Clear fidelity to the phonics scheme will lead to an increase in the % of children passing the PSC.	
Where KS2 children are reading below ARE, ensure that there is appropriate reading material to meet their age and stage of learning	J.J (monitor) All KS2 teachers.	Autumn '24 Followed up each term thereafter.	Subject leader release time. Management time for JJ.	Improved love of reading. Higher levels of engagement from	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	KS2 English subject leader			previously disengaged readers. Increase in the % of children meeting the reading ARE.	
To ensure the bottom 20% of readers and writers are clearly identified to class teachers. Teachers will monitor their progress and respond to what is holding their learning back through high quality interventions advised by Sendco.	E.D (Sendco) S.H/J.C/J.J to monitor All teachers.	Autumn '24 Followed up each term thereafter.	Sendco – ED Management time for JJ/JC.	Increase in the % of children meeting the reading ARE.	
All teachers to keep a class reading record to inform them which children are reading at home and what children are reading and how often.	S.H/J.C/J.J to monitor All teachers.	Autumn '24 Followed up each term thereafter.	Management time for JJ/JC.	Greater awareness of what children are reading and how often. Staff can recommend other books to children to broaden their reading genres and styles.	
Review the core texts used as part of the English curriculum to ensure they offer sufficient challenge and meet the needs of the learners.	S.H, J.C & J.J (monitor) All teachers. English subject leaders	End of July '25	Subject leader release time. Management time for JJ/JC.	Broader range of high-quality texts used. Increase in the % of children meeting the reading ARE and those achieving GD.	
To review the quality of handwriting across the school in all subjects. To implement a range of non-negotiables to drive improvements in pencil grip, letter formations and quantity of writing produced. Establish a list and promote handwriting non-negotiables throughout the school.	S.H, J.C & J.J (monitor) All teachers.	Autumn '24 Followed up each term thereafter.	Subject leader release time. Management time for JJ/JC.	Improvement in the quality and accuracy of handwriting across the school. In KS1, children will form letters all	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	English subject leaders			correctly as part of their list of class non-negotiables. At end of Yr2, children will be taught to join correctly. This will be followed up and embedded in Yr3 up.	
Transition work KS2 to KS3 in English.	JJ	July ' 25	Management time for JJ	Yr6 teachers and children will have a better understanding of what the children need for Yr7. Yr6 will complete some Yr7 transition work during Summer 2.	
SEND: Sendco to further develop knowledge of effective intervention programmes to ensure all SEND children make progress.	E.D	End of July ' 25	Senco time – ED Trust Senco Network meetings.	Entry and exit data for interventions monitored for effectiveness. Increase in the effectiveness of intervention programmes. Clear programme of recognised intervention programmes.	
CPD , in-set , courses <ul style="list-style-type: none"> • Marking policy, next step marking, live marking • Attendance Policy 					

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<ul style="list-style-type: none"> • Moderation sessions (School & Trust level) • ECT Training with P.P 					
Final Evaluation Date completed					
Indication of next priorities: Continuation of focus on high standards and progression.					

<p>Priority 2: To develop the curriculum to promote the standards in maths to be in line with national expectation, including those pupils with SEND and PP identification, through securing mental calculations to support Problem solving and fluency.</p> <p>Rationale</p>	<p>Success criteria</p> <ul style="list-style-type: none"> • Levels of Maths are 80% ARE in both Key Stages and 20% GLD. • All children (including SEND, PP, EAL and GD groups) make good progress ensuring year on year development. • Staff are confident in their planning of maths and use a range of appropriate resources to ensure quality first teaching for all. • Fidelity to the maths national curriculum and EYFS maths framework. • Lessons are taught with confidence and daily opportunities are given for developing key number facts and strategies for fluency and reasoning skills. • Mental calculation skills are developed and secured in pupils' knowledge through constant rehearsal in maths and snappy maths lessons • Multiplication targets are met for each year group to allow development throughout the school and increase % pass rate in Year 4 MTC on previous year ('23/24). • High expectations are evident in all classrooms and teachers are clear on the specific curriculum and maths skills to focus for their year group. • Children demonstrate a love of maths and are interested in the subject. • Parents are fully involved in supporting their child in completing their weekly maths homework. • Parents support children in accessing Maths frame, TT Rockstars and Numbots to encourage fluency of times tables and addition/subtraction skills. • Year 6 Booster groups for maths starting in September – focus on key skills for SATs arithmetic and reasoning papers.
<p>Links : Priority 1, Standards and Progress; Priority 3, Increasing the capacity within the school. SEN provision Ofsted Evaluation Schedule The quality of education throughout the school, the behaviour and safety of pupils and the achievement of pupils.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<p>1. All staff to use and demonstrate fidelity to the revised whole school maths planning following a spiral approach to the N.C objectives.</p>	<p>S.H, J.C & J.J (monitor)</p> <p>All teachers.</p> <p>Maths subject leader</p>	<p>July ' 25</p>	<p>Subject leader release time.</p> <p>Management time for JJ/JC.</p> <p>SH</p>	<p>Greater understanding of key maths concepts which are developed each term.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<p>2. Staff use Teaching and Learning Policy with good understanding of what constitutes good and outstanding teaching and learning.</p> <p>3. Continue to adopt list of non-negotiable to promote successful learning principles.</p> <p>4. Provide training for ECTs as appropriate. Ensure ECT meetings/mentoring sessions are carried out with regular monitoring and support.</p>	<p>S.H, J.C & J.J (monitor)</p> <p>All teachers.</p> <p>Maths subject leaders</p>	Autumn '24	<p>SH.</p> <p>Management time for JJ/JC.</p> <p>All staff.</p>	<p>All lessons will be consistently good or outstanding.</p> <p>Teachers and children understand the school and class non-negotiables.</p> <p>ECTs will feel supported in their roles and have the knowledge and skills to carry these out effectively.</p>	
<p>5. Introduction of maths 'Early bird' tasks every morning to recall and retain key information.</p>	<p>S.H, J.C & J.J (monitor)</p> <p>All teachers.</p> <p>Maths subject leaders</p>	<p>Autumn '24</p> <p>Followed up termly thereafter.</p>	<p>Subject leader release time.</p> <p>Management time for JJ/JC/ED.</p> <p>SH</p>	<p>Greater understanding of key maths facts and retention of knowledge deepened.</p>	
<p>6. Identification of groups at risk of underperformance through</p> <p>7. Effective strategies and interventions will be planned to accelerate progress in these cases with the support of the Headteacher, subject leader and Sendco.</p>	<p>S.H, J.C & J.J (monitor)</p> <p>All teachers.</p> <p>Maths subject leaders</p>	Termly	<p>Subject leader release time.</p> <p>Management time for JJ/JC/ED.</p> <p>SH</p>	<p>Children will achieve national expectations, with some exceeding.</p> <p>Effective support of SEND children who will achieve against their set targets.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
8. Track to the progress of pupils eligible for PPG/SPG/LAC/PLAC and SEND. 9. Governors to review the effectiveness of strategies being used.	S.H, J.C & J.J (monitor) All teachers. Maths subject leaders	Termly	Subject leader release time. Management time for JJ/JC/ED. SH	Children will achieve national expectations, with some exceeding. Effective support of SEND children who will achieve against their set targets.	
10. Identification of pupils likely to exceed expectations at KS1 and KS2 in order to ensure that teaching provision is sufficiently challenging across the school to achieve this.	SH All teachers.	Autumn '24 Followed up termly thereafter.	Subject leader release time. Management time for JJ/JC. SH	Children will achieve national expectations, with some exceeding. Effective support of SEND children who will achieve against their set targets.	
11. Link attendance figures to underperformance of children. Ensure attendance meetings are arranged with parents with the School Attendance Champion to share the impact of missing school and the effect change.	SH/JJ All teachers.	Termly	Management time for JJ/JC/ED. SH	Children will achieve national expectations, with some exceeding following attendance support and intervention to improve daily attendance. Attendance Champion will be involved with families to ensure improvements are made to both attendance and attainment in the classroom.	
12. Pupil Progress meetings at key points in the academic year: Sept '24/ 'Dec '24, March '25 and July '25. 13. Performance Management meetings for all teachers setting ambitious and rigorous targets.	SH All teachers.	Termly	SH PP meetings/PMs Management time for JJ/JC/ED.	Children will achieve national expectations, with some exceeding. Effective support of severed SEND children who will achieve against their set targets.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
14. SLT/Phase meetings and Phase Leader meetings on a 3-week cycle to review impact of teaching on children's outcomes. Ensure the work is sufficiently challenging to meet expected outcomes and weaknesses are identified and challenged,	SH/JJ/JC All teachers. Maths subject leader	Autumn '24 Followed up on a 3 week cycle thereafter.	Phase meetings/SLT meetings/staff meetings.	% of children achieving ARE and GD will increase.	
15. Effective use of TA support for targeted teaching e.g. number formations and basic calculation errors.	SH/JJ/JC All teachers.	Autumn '24 Followed up half termly thereafter.	Management time for JJ/JC/ED. SH monitoring.	% of children achieving ARE and GD will increase. Clarity and accuracy of handwriting and number formations will improve to increase accuracy.	
16. To introduce and embed the use of 'live marking' into everyday practice throughout the school. All staff will intervene early to avoid misconceptions and enforce high expectations on number formations and accuracy.	All teachers SH/JJ/JC (Monitor)	Autumn '24 Followed up half termly thereafter.	Management time for JJ/JC/ED.	% of children achieving ARE and GD will increase.	
17. To have a greater understanding of how Maths continuous provision helps embed children's early understanding of number in EYFS.	TS/JC	July '25	SH monitoring. TS release time/JC management time.	% of children achieving ELG will increase.	
18. To ensure that teachers have high expectations of what children can achieve and this is implemented into their approach.	All teachers SH/JJ/JC (Monitor)	Autumn '24 Followed up half termly thereafter.	SH Management time for JJ/JC/ED.	% of children achieving ARE and GD will increase.	
19. Increased expectations on the arithmetic skills of all children across the schools through the schools. Results should be monitored and tested weekly. Teaching adapted accordingly.	All teachers SH/JJ/JC (Monitor)	Autumn '24 Followed up half termly thereafter.	SH Management time for JJ/JC/ED.	% of children achieving ARE and GD will increase.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<p>20. To ensure that pupils knowing their core multiplication facts to aid their mental arithmetic. Yr2 – 2/5/10 Yr3 – 2/5/10/3/4/6/8/11 Yr4 – 2/5/10/3/4/6/8/11/7/9/12 Yr 5/6 to continue overlearning and reinforce gaps in learning.</p> <p>Knowledge will be tested weekly to ensure interventions are applied appropriately.</p>	<p>All teachers</p> <p>SH/JJ/JC (Monitor)</p>	<p>July '25</p> <p>Followed up half termly.</p>	<p>SH</p> <p>Management time for JJ/JC/ED.</p>	<p>% of children passing the Year 4 MTC will be in line with national expectations.</p>	
<p>21. To learn and recall key number facts early in EYFS and Year 1.</p>	<p>EYFS/Yr1 teachers</p> <p>SH/JC (Monitor)</p>	<p>July '25</p> <p>Followed up half termly.</p>	<p>SH</p> <p>Management time for JC/ED.</p>	<p>% of children passing the EYFS GLD and Year 1 will be in line with national expectations.</p>	
<p>22. To embed and monitoring a rigorous approach to the Year 4 MTC. Ensure a systematic approach to the teaching of tables is in place in Years 3 & 4 including communicating with parents and weekly testing in class.</p>	<p>LM/ZN</p> <p>SH and maths lead.</p>	<p>July '25</p> <p>Followed up half termly.</p>	<p>SH</p> <p>Management time for JJ/ED.</p>	<p>% of children passing the Year 4 MTC will be in line with national expectations.</p>	
<p>23. Introduction of Testbase for Yrs 2-6. Children will be presented with Testbase next steps question to consolidate their learning and challenge their thinking.</p>	<p>All teachers in Yr2-6</p> <p>SH/JJ/JC (Monitor)</p>	<p>Autumn '24</p> <p>Followed up termly as part of staff meeting moderation.</p>	<p>Maths subject lead.</p> <p>SH PP meetings.</p>	<p>% of children achieving ARE and GD will increase.</p>	
<p>24. Introduce Testbase assessment papers in Year 1-6. Papers will be termly with the exception of Year 2 and 6 who will undertake assessments half termly.</p>	<p>All teachers in Yr2-6</p> <p>SH/JJ/JC (Monitor)</p>	<p>Autumn '24</p> <p>Data followed up termly as part of Pupil Progress meetings.</p>	<p>SH</p> <p>Management time for JJ/JC/ED – check access arrangements are in place for SEND.</p>	<p>% of children achieving ARE and GD will increase.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
25. The promotion of accurate and purposeful workings to secure mental calculation and improve calculation accuracy across the school.	All teachers SH/JJ/JC (Monitor)	Autumn '24 Followed up termly as part of staff meeting moderation.	Class teachers SH Management time for JJ/JC/ED – appropriate recording and adaptations for high level SEND.	% of children achieving ARE and GD will increase.	
26. To ensure that the maths curriculum is well-resourced so that children's learning is improve with appropriate challenges to move children's learning forward.	All teachers SH/JJ/JC (Monitor)	July '25 Followed up termly as part of staff meeting moderation.	Maths subject lead	% of children achieving ARE and GD will increase.	
27. Focus on the use and promotion of mathematical vocabulary in lessons with teachers modelling the use of appropriate mathematical vocabulary in their lesson	All teachers SH/JJ/JC (Monitor) Maths subject leader	July '25 Followed up termly.	SH Management time for JJ/JC/ED – to ensure SEND have the correct access to the appropriate terminology.	% of children achieving ARE and GD will increase. Vocabulary will be evident in children's books. Vocabulary will be evident on class and school displays.	
28. Staff CPD on effective maths teaching and opportunities for staff to develop their understanding of the wider maths curriculum outside of their own year group. Staff in EYFS should be aware of the expectations for maths in Year 1 to suitably prepare children for the National Curriculum.	TS/JC (EYFS-Yr1) Maths subject leader	July '25 Followed up termly.	Staff meeting time.	Consistent quality of maths teaching across the school. % of children achieving ARE and GD will increase.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
29. School maths moderation sessions as part of staff meeting time.	All teachers Maths subject leader	Half termly	Staff meeting time.	Parity across year groups. % of children achieving ARE and GD will increase. Commonality in work and attainment with other schools.	
30. Inter Trust Maths moderation to ensure parity and standards remain across the school.	All teachers Maths subject leader	Termly	Staff meeting time.	Parity across year groups. % of children achieving ARE and GD will increase.	
31. Improve parental understanding of how maths is taught in the classroom through family learning opportunities, parents' evenings and sharing information between home and school.	All teachers Maths subject leader	July ' 25	Family learning sessions. Staff meeting time.	% of children achieving ARE and GD will increase.	
32. Greater Depth provision is developed to ensure that maths skills are incorporated across the curriculum in a range of contexts. i.e. STEM/ Problem Solving/Challenges.	All teachers Maths subject leader	July ' 25	Staff meeting time.	% of children achieving GD will increase across the school.	
33. Transition work KS2 to KS3 in Mathematics.				Children are equipped with the skills they need to move to KS3.	
CPD , in-set , courses Internal TA training SENCo – funding EHC plan support/SEN Pupil Progress meetings (termly) PP meetings with Headteacher (termly) PP meetings with Headteacher (half termly for Yr2 & Yr6)	Outcomes Key sources of evidence: Senior staff ensure that timetables make sufficient provision for quality first teaching in Core subjects * Pupil progress meetings with class teachers. * Lesson observations. * Scrutiny of books, including adherence to Teaching & Learning and Marking Policy				

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Final Evaluation Date completed	Outcomes Judgements: Outstanding / Good / Requires Improvement				
Indication of next priorities: To continue to support and monitor practice to ensure high quality teaching and learning. Ensure ECTs are well supported and demonstrate excellent practice through school and Trust CPD and mentoring.	Rationale:				

PRIORITY 3: To develop middle leaders to ensure accountability for their subject and greater understanding of leadership across the school.

Develop the assessment of the foundation subjects and securing sticky knowledge across the curriculum.

Success criteria

- Middle leaders demonstrate a secure knowledge of their subject(s)/Key stage in the school
- Profiles of subject leaders are raised to hold staff accountable for the development and quality of their subject across the school
- Staff demonstrate greater skills and monitor their subject and how this is developed.
- Staff know the Intent, Implementation and Impact of their subject within the school under the guidance of the revised Ofsted framework.
- Staff have a greater confidence in their subject knowledge and understand the skills required to teach this.
- Staff show a greater awareness of the progression of knowledge and skills across the curriculum in a range of subjects.
- Staff demonstrate awareness of SEND/PP/GD/EAL provision.
- Senior Leaders demonstrate own leadership skills to develop middle leaders.
- Parents and children will have access to curriculum maps and letters on the school website to support their child's learning.
- Teachers will be able to assess children's embedded knowledge and skills through assessment and quizzes (sticky knowledge).
- Long term knowledge will be embedded and evidenced in books
- Retrieval of prior learning through 'Early Bird'
- Subject leaders are confident in their knowledge of how their subject is taught throughout the school and have evidence to show this.
- Subject leaders and Middle leaders will develop their knowledge through regular CPD.
- Teachers feel confident to differentiate their lessons, and this is evident in books and lesson plans to allow chd to achieve ARE+.

Rationale:

Links :

Priority 1, Standards and Progress;

Priority 2, Improving the quality of teaching and learning.

Links within the community and ITT providers

Ofsted Evaluation Schedule: The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning.

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
1. Ensure roles & responsibilities are reviewed for all staff. Members of leadership team and other staff to receive in-house training to lead teams and subjects effectively.	All teachers SH/JJ/JC Subject Leaders	Spring ' 25 Termly thereafter.	Staff meeting time. CPD opportunities	Better trained staff who are clearer on their areas of responsibility.	
2. Develop planning for the foundation subjects to ensure all aspects of the National Curriculum skills are covered and taught across the school.	All teachers SH/JJ/JC Subject Leaders	Autumn ' 24 Termly thereafter	Staff meeting time. Subject leader release time.	% of children achieving ARE and GD in subjects will increase. Consistency of teaching throughout the school.	
3. Develop subject leaders understanding of the curriculum and how their subjects can be improved.	Subject Leaders	July ' 25	Staff meeting time. Subject leader release time.	Consistency of teaching throughout the school. Higher attainment and consistency across the curriculum.	
4. To ensure there is progression of learning across the school in all subjects.	SH/JJ/JC Subject Leaders	July ' 25	Staff meeting time. Subject leader release time	Consistency of teaching throughout the school. % of children achieving ARE and GD in subjects will increase.	
5. To ensure that subject leaders carry out monitoring activities termly to gain a better understanding of how the subject is being taught across the school. This will include: <ul style="list-style-type: none"> • Learning walks • Book monitoring • Pupil Voice 	Subject Leaders	Termly	Staff meeting time. Subject leader release time	To ensure consistency of teaching throughout the school.	
6. Subject leaders to look for opportunities to enrich the curriculum for children to develop key skills e.g. instrument lessons in KS2 with Somerset Music.	Subject Leaders	July ' 25 Termly monitoring	Staff meeting time. Subject leader release time	Greater enjoyment in learning for all children. % of children achieving ARE and GD in subjects will increase.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Subject Leads pursue subject accreditation as appropriate.					
7. Subject Leads to investigate and pursue subject accreditation as appropriate i.e. Artsmark, 360 award and The Bronze School Games award.	Subject Leaders	July ' 25	Subject leader release time	Raised profile of subject. Subject leaders improve understanding. Accreditation for the schools and an enriched curriculum.	
8. To develop the school's Christian distinctiveness and promote our Christian Values to ensure children and staff understand our core values.	SH & R.E Subject Lead	July ' 25	Staff meeting time. Subject leader release time	Children, staff and the community understand what matter to the school and how the core values shape the future of the children.	
9. To establish international links with other schools to develop children's knowledge of the wider world.	J.C MFL Lead	Spring '25	Subject leader/ Management release time	Children will improve their awareness of the world around them. Improvement tolerance and understanding of other cultures.	
10. To develop collaborative learning links across PPAT to ensure best practice is followed and shared and allow teachers the opportunity to make links with a peer teacher elsewhere in the Trust.	SH All teachers	Autumn '24	Staff meeting time. Subject leader release time	Improved teaching and learning. Collaborative working opportunities.	
11. Develop pre-school links to ensure that children start schools with the key skills required and suitable support is in place prior to EYFS.	J.C & T.S	July '25 Termly monitoring	Staff meeting time. Management/ EYFS teacher release time	Improved transition from Pre-school to EYFS. Better informed teachers. Standards improved across both settings.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
12. To pursue funding streams to improve school facilities i.e. Eco area, EYFS continuous provision and classroom facilities.	J.C	July '25	Management release time	Greater opportunities for children. Improvement environment.	
13. 'Showcasing' of musical and arts talents. Staff to follow schedule for performances and offer musical performances in Year 4.	T.S Music Subject Lead	Termly opportunities	Phase meeting time	Improved home/school links. Greater opportunities to develop public speaking and performing skills.	
14. Improve parental understanding of subject content through clear curriculum letters and maps, and offering family learning opportunities, parents' evenings as well as sharing information between home and school.	SH JJ/JC in phases	Termly	Phase meetings	Improved communication between home and school. Improved parental engagement. Parents are better informed about their children's learning.	
15. Ensure that all subjects are taught weekly to aid progression of learning.	SH/JJ/JC Subject Leaders	Half termly monitoring	Leadership release time. Subject leader release time.	% of children achieving ARE and GD in subjects will increase.	
16. Ensure clear marking in all subject books inc .key word spellings, handwriting and next steps when appropriate.	SH/JJ/JC Subject Leaders	Termly	Leadership release time. Subject leader release time.	% of children achieving ARE and GD in subjects will increase.	
17. Development of P.E and sporting provision. Effective use of the Sport and P.E. Premium Grant to achieve best value and excellent outcomes for pupils.	P.E Lead JJ	Termly	Leadership release time. Subject leader release time.	Improved fitness, mental health and wellbeing for all children. Enrichment opportunities for all children.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
18. Develop children's aspirations for future careers through teaching/visitors.	Subject Leaders SH/JJ	Termly	Leadership release time. Subject leader release time.	Improved quality of education. % of children achieving ARE and GD in subjects will increase. Increased opportunities	
19. Children to have developed a sense of citizenship, a respect for their locality and a tolerance of those around them.		July '25	Staff meeting time SARI Scarf	Improved quality of education. % of children achieving ARE and GD in subjects will increase.	
20. Ensure e-safety is embedded across the curriculum and monitored regularly. Consider ways to enrich the curriculum through use of Ipads and other devices.	Computing Lead JJ	July '25 Termly monitoring	Leadership release time. Subject leader release time.	Reduced safety concerns. Better informed children and parents.	
21. Develop the role of ELSA practitioners to take on the role of Mental Health worker for children.	E.D & B.P	July '25	Leadership release time. Subject leader release time.	Improvement mental health and wellbeing for children.	
22. To use the School Council to review the school environment and look for ways to improve the children's learning experience.	J.J	Autumn '24	Leadership release time.	Children feel ownership of their school. Improvement environment. High standards within learning environment.	
CPD , in-set , courses Computing staff meeting(s) PPAT Staff CPD opportunities	Outcomes Key sources of evidence: * Lesson observations; * Scrutiny of plans and books across the school curriculum * Governor reports				

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Subject leader training / opportunities for development International Links – establish a form of communication.	* Parental questionnaire * Subject leader files				
Final Evaluation Date completed	Outcomes Judgements: Outstanding / Good / Requires Improvement				
Indication of next priorities: To establish clear provision to provide children with a consistent standard of education,	Rationale				

Glossary of terms:

ARE – Age related expectations
 GD - Greater Depth
 LW - Learning Walk
 CHD. - Children