



Salway Ash CE VA Primary School
School Development Plan 2024 - 2025

Let our light shine as we achieve together

The School Development Plan has been designed to support the school's curriculum intention that all pupils at the school become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

School Development Plan Priorities 2024-2025

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| Target 1 | Develop problem-solving in maths through real life applications |
| Target 2 | To develop spirituality across the curriculum |
| Target 3 | To enhance teaching and learning in the EYFS |
| Target 4 | Refine curriculum content in foundation subjects to ensure important knowledge is secured |

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School Development Plan 2024-2025

Key Issue 1

To develop problem-solving in maths through real life applications

Rationale: Assessment analysis shows that pupils' understanding of arithmetic is stronger than reasoning and this will support pupils to be able to apply their understanding of a range of different mathematical concepts and reasoning scenarios. This priority will support previous work on improving oracy in maths.

Success criteria:

- QLA will be used to refine teaching to ensure gaps in knowledge are identified and closed.
- Pupils will be able to talk about their learning in maths with confidence and use mathematical vocabulary accurately across a range of applications.
- All groups of pupils, especially pupil premium and SEND will make good progress in maths.
- Key knowledge will be embedded.

| Actions | Key Personnel | Monitoring (including named governor) | Timescale | Resources | Outcomes | | |
|---|---------------|---------------------------------------|-----------|-----------|---|--------|--------|
| | | | | | Autumn | Spring | Summer |
| Staff training on INSET day on real life maths topics | LO | n/a | September | INSET DAY | Meeting takes place with training for staff and examples shared | | |

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| Half-termly planning time given to identify real-life maths opportunities | All teaching staff | JG | Half-termly | Staff meeting time | Lesson plans created and delivered | Lesson plans created and delivered | Lesson plans created and delivered |
| Lesson observations of maths lessons | All teaching staff | JG | Autumn term | Subject leader release time | Report on T&L strengths and weaknesses | Report on T&L strengths and weaknesses | Report on T&L strengths and weaknesses |
| QLA conducted from class teachers following Autumn and Spring assessments to inform future sessions | All teaching staff | JG | Terms 3 & 5 | | | QLA conducted and analysed at pupil progress meetings | QLA conducted and analysed at pupil progress meetings |

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Key Issue 2

To develop spirituality across the curriculum

Rationale: *In readiness for an anticipated SIAMS inspection in 2025/26, the spiritual development of pupils and opportunities to recognise spirituality across the curriculum will be celebrated.*

Success criteria:

- Shared language and approach to spirituality amongst staff and pupils evident.
- Opportunities for spirituality identified and celebrated across the curriculum and through enrichment activities.
- All groups of pupils, especially pupil premium & those with SEND will make good progress.

| Actions | Key Personnel | Monitoring | Timescale | Resources | Outcomes | | |
|--|---------------|------------------|-------------------|--------------------|--|-------------|-------------|
| | | | | | Autumn 2022 | Spring 2023 | Summer 2023 |
| Plan CPD for staff on spirituality to develop a shared language and approach | LO JN | Governor invited | September | INSET training | Shared understanding of spirituality and SPIRIT. | | |
| Identify opportunities for spirituality and cross-reference against long- | All staff | Headteacher | September meeting | Staff meeting time | Collate document across each class's two year rolling cycle. | | |

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| term curriculum plan | | | | | | | |
| Develop staff and pupils' confidence to hold both planned and spontaneous spiritual conversations | LO, JN, all teaching staff | Link governor | Ongoing | Staff meeting & TA training | Pupil voice survey | Staff voice Survey | PSA visit |
| Identify extra-curricular opportunities for spiritual moments | LO | Link governor | Ongoing | | | | |
| Create a plan for progression in spirituality to encourage deeper reflections with pupils | LO, CB | Link governor SDBE visit Steve Cowdery | Spring & Summer terms | | PSA visit | | |

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Key Issue 3

To enhance teaching and learning in the EYFS

Rationale: *Following three successive years of teaching staff changes, including attainment at the end of EYFS being below Dorset average, the school now has an opportunity to re-evaluate teaching and learning in EYFS to ensure that it reflects best-practice and is rooted in an evidence-based approach.*

Success Criteria

- Assessment of pupils on entry and at the end of each term is consistent, accurate and benchmarked against pre-agreed criteria and with local schools.
- Evidence-based approaches to teaching and learning which reflect outstanding practice are researched and applied where appropriate.
- Pupil attainment at the end of EYFS will at least be in line with national averages

| Actions | Key Personnel | Monitoring | Timescale | Resources | Outcomes | | |
|---|---------------|------------|--|---|---|--|--|
| | | | | | Autumn | Spring | Summer |
| Review curriculum long-term plan | HT/TM | N/A | Academic year Each term done at a time. | PPA | HT and TM to re-write long term plan and autumn term and medium-term plans. | HT and TM to re-write spring term medium term plans. | HT and TM to re-write summer term medium term plans. |
| Develop progression of skills document linked to development at three points during the year to ensure accurate and | HT/TM | N/A | October | PPA Document of skills progression | HT and TM to read document and make sure the skills progression is accurate and relevant. | Assessment for spring term completed on Insight | Assessment for summer term completed on insight. |

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| consistent assessment | | | | | Document uploaded to the website. | | |
| Standardise transition from pre-schools to school | HT | EYFS Governor meeting – discussing progress on the transition steering group. | Academic year | Time Transition meetings with schools and pre-schools | HT to contact Pre-schools and schools about a meeting. Meeting to discuss this years' transition and how to improve it for both schools and pre-schools. | Speed dating session organised to facilitate easier transition meetings. | Transition forms complete and to schools. |
| Work in partnership with WDSC schools | HT/TM | EYFS Governor meeting – discussing progress on working in partnership. | Academic Year | Staff meeting time Staff release for school visits | Meet with WDSC schools to discuss our targets this year. Set up subgroups if needed and meet once more. | Two meetings WDSC school visits to each other to show practice and support each other. Moderation focus | One meeting in subgroups. WDSC visits to schools. Moderation Final meeting for year outcomes. What worked well. Review of action plan ahead of following year. |
| External review and support from Sheena Wright (EYFS advisor) | HT/TM | N/A | Academic Year | | Attend meetings to discuss what support can be given to schools. | Attending meetings to support teachers in sub committees Potential school visits for support | Moderation |
| Share best practice from a range of different | HT/TM | N/A | Academic Year | Staff release for visits | One school visit. Report to | One school visit. | One school visit. |

| schools/contexts (Outstanding rated) | | Reports shared with link governor | | | Headteacher on findings. | Report to Headteacher on findings. | Report to Headteacher on findings. |
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| Development of outdoor area | HT/TM/D H | Govenor visits in school | April | | Climbing frame constructed Discussions on rest of space. Plan made for outside provision | Outdoor area expanded Resources accumulated | |

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Key Issue 4

Refine curriculum content in foundation subjects to ensure important knowledge is secured

Rationale: *The area of development identified through the Ofsted inspection (2023/4) is to ensure key knowledge in foundation subjects is identified and secure.*

Success criteria:

- Subject leaders ensure curriculum plans are followed to ensure the breadth of knowledge and skills are taught over the two-year rolling cycle
- Pupils are able to know and remember key concepts and knowledge
- Pupils progress in foundation subjects is accurately assessed

| Actions | Key Personnel | Monitoring | Timescale | Resources | Outcomes | | |
|---|--------------------|--------------------|-------------|---------------------|---------------------------|---|---|
| | | | | | Autumn | Spring | Summer |
| Curriculum maps updated and cross-referenced with each class's long-term plan | All staff | Headteacher | Autumn 1 | Subject leader time | Curriculum map created | Monitoring of pupil outcomes | Review of curriculum strengths & weaknesses ahead of next academic year |
| Assessment of key knowledge identified and used | All teaching staff | Headteacher ECL | Half termly | Staff meeting time | Key knowledge identified. | Subject leaders monitor pupil attainment at the end of each | Subject leaders monitor pupil attainment at the end of each term. This is |

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| to inform end of unit assessment | | | | | Assessment grids set out on Insight. | term. This is used to inform future teaching. | used to inform future teaching. |
| Monitoring of curriculum implementation | All teaching staff | ECL, Teaching staff, link governors | Ongoing | Subject leader release time | Pupil voice. Learning environment. Drop in lesson visits. | Assessment information. Planning review. Pupil voice. | Assessment information. Learning environment. Drop in lesson visits. |
| Assessment of pupils' work highlights clear progression of knowledge and skills | All staff | Headteacher | Termly | Subject leader time | Pupil voice | Staff meeting time to discuss assessment for SEND & GD children. | Assessment of pupils against requisite knowledge in each unit leads to adapted plans |