

St Margaret's CE Primary School 2024-2025

School Development Plan

KEY PRIORITIES FOR IMPROVEMENT

September 2024

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Ofsted May 2022

OVERALL EFFECTIVENESS: HOW GOOD IS THE SCHOOL?

In some subjects the work given to pupils does not match the aims of the curriculum.

Curriculum plans do not identify the specific knowledge pupils are to learn in enough detail. This means that at times, pupils do not always make links with prior learning and their progress through the curriculum is not as strong as it could be.

Leaders need to provide additional training to help staff develop their subject leadership skills further. This will mean that all schemes of work are detailed enough and that the planned curriculum is being implemented consistently in all subjects.

September 2024

Governor responsibilities:

Quality of Education	Governors	Leadership and Management	Governors
Oracy- Han	Jean	Assessment for foundation subjects-Damith	Steve
Implement changes to writing process - Laura	Jean	Further develop governors areas of expertise- Jill	Steve
Maths mastery-Chris	Mike		
Inclusion Quality Mark -Han	Reninca	EYFS	
		Consistent good practice Nursery/Reception/Year 1-Jill and Ellie	Jean
Behaviour and attitudes		Curriculum Transitions-Damith	Reninca and Claire
Improve attendance and punctuality-Jill	Mike	RE	
		To develop new RE Curriculum -Jill and Ginny	Steve
Personal Development			
To develop children's spirituality-Jill	Joel and Fumi		
To further develop school's vision and KEEP-Jill	Joel and Fumi		

Quality of Education

1.Priority development Oracy- Han	Actions	Milestones			Budget		Who	Time by
		Autumn Term	Spring Term	Summer Term				

<p>For our Oracy Champs, SL and whole staff to have a clear understanding of Oracy and its value and place within QFT within their year group and support the roll out of this across the whole school.</p> <p>For the whole staff to to embed this CPD, knowledge and understanding from the Autumn term and weave this into a range of curriculum areas.</p>	<ol style="list-style-type: none"> 1. Whole embedding Oracy across the curriculum. 2. Focus on whole school 'Word of the Day' to enhance vocabulary retention, understanding and application. 3. Exploratory talk focus though reading activities at least once per week. Focus on discussing, engaging with texts, sharing ideas and thoughts. 4. Focus on listening through explicit teaching and use of the listening ladder, short course on supporting listening and responding effectively. 5. Champs and SL lead to have attended training days, online CPD meetings and in school development day with Oracy link. 6. Whole school roll out, review and monitoring of agreed tasks/strategies 	<p>September Autumn term INSET- recap the previous years CPD- knowledge and understanding and set guidance for the new year.</p> <p>Look at gained knowledge through Oracy to support Geography through INSET.</p> <p>HW confirm whole school strategic plan for embedding implementation across the school- use of framework, discussion guidelines, listening ladder and talk tactics as well as various tools to make use of.</p> <p>Embed the use of the above across the curriculum.</p> <p>Staff CPD discussion regarding the use of Oracy to capture assessment across foundation subjects.</p> <p>Raise awareness with Parents over this term through coverage of a talking point in the newsletter each week.</p>	<p>Whole school staff meeting/twilight with Oracy focus- updating on new development day ideas. Possible use of team/curriculum area Exchange short courses.</p> <p>Raise awareness of Oracy through Parent Celebration postcards emailed home, one per class per week.</p> <p>All staff to undertake short course on listening (in Spring)</p> <p>Champs and Lead attend Voice 21 Speaking Summit- 2025?</p> <p>Governor visit to discuss and focus on Oracy across the school and see it in action.</p> <p>Whole school monitoring to look at how Oracy is being developed and implemented.</p> <p>Champs Day 2 external Voice 21 training and follow up day in school with HW</p>	<p>Whole school INSET/twilight with Oracy focus</p> <p>Whole school roll out of agreed aspects and reviews</p> <p>Governor visit to focus on Oracy across the school</p> <p>Review how Oracy being used to aid assessment across the whole school.</p> <p>Programme lead meeting with Voice 21- 25/06/25</p>	<p>£2,300</p> <p>Supply 4 days x 2</p>		<p>HW</p> <p>LD & GF</p>	<p>Summer 2025</p>
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		<p>Champs Day 1 external Voice 21 training and follow up ½ day in school with HW</p> <p>Roll out implementation of any new aspects into year 1 and 4 first, before whole school roll out.</p> <p>Use resources from Oracy October with focus on listening through staff meetings</p> <p>Discussion with Full GB regarding Oracy, impact of year 1 and where we are on this journey.</p>						
Monitoring	Monitoring Strategy	Evaluation					Date Reported to Governors	
JH, DB & HW Governor:	<ol style="list-style-type: none"> 1. School Improvement Plan reviewed 2. Continual discussion with Oracy Champs, staff and evaluation 3. Team Teaching and monitoring through learning walks, lesson observations, PPM, book and planning scrutiny 4. Governor visit notes 5. Pupil voice 	<p>Staff continual CPD and supporting one another with ideas and suggestions is working well.</p> <p>Assessment with an Oracy focus and looking at weaving in Oracy integrally across English, Maths and foundation subjects is progressing well.</p> <p>HW and LD met with English/Oracy Governor to share journey so far.</p> <p>Meeting with Oracy Champs this week to</p>					<p>Autumn Spring Summer</p>	

		<p>plan upcoming Twilight using Day 1 materials, Oracy October listening materials and the Exchange to facilitate Tchr and TA CPD.</p> <p>English DCAT subject leaders recent meeting was presenting this material that we are already using integrally across the curriculum but would like to adapt grid to look at opportunities for Oracy in St Margaret's.</p>				
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2.Priority development Writing -Laura	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
<p>Improve vocabulary.</p> <p>Makes changes to the writing process with greater focus on modelling and language</p>	<ol style="list-style-type: none"> Daily 'word of the day' sessions linked with curriculum content. Develop multi-sensory resources for each word (e.g. visual aids, actions, audio descriptions) Ongoing coaching and training on effective integration techniques/modelling for integration into daily reading and writing sessions. Monitor and review vocabulary acquisition through pupil voice, teacher observations and use within writing. Provide 'modelling' and planning training to plan and teach units of work. Moderate writing half termly as a staff. 	<p>Lesson observations, drop ins and book looks indicate good progress.</p> <p>Monitor that planning accounts for modelling at ALL stages.</p> <p>Pupil voice to indicate the children's acquisition of word of the day.</p>	<p>Lesson observations, drop ins and book looks indicate good progress and acquisition of language.</p> <p>Monitor that planning accounts for modelling at ALL stages.</p> <p>Pupil voice to indicate the children's acquisition of word of the day.</p>	<p>Monitor that planning accounts for modelling at ALL stages.</p> <p>Pupil voice to indicate the children's acquisition of word of the day.</p>		LD	Summer 25
Monitoring	Monitoring Strategy	Evaluation				Date Reported to Governors	

JH, DB, LD Governor:	<ul style="list-style-type: none"> School Improvement Plan reviewed Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny Support and monitoring plan reviewed Discussion with staff and evaluation Analysis & comparison of data Governor visits including use of PP passports 	<p>Learning walks show that vocabulary is being taught and used effectively daily.</p> <p>Book looks reflect that the vocabulary being taught is being used within writing.</p> <p>Discussion with pupils demonstrate that they both know and can use the taught tier 3 vocabulary.</p> <p>Is this vocabulary being retained? Monitor in Spring</p>			Autumn Spring Summer
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3.Priority development Maths Mastery-Chris	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
<p>For all staff to be more confident in the use of WR</p> <p>accurate mathematical vocabulary</p> <p>For manipulatives to be more widely used</p>	<ul style="list-style-type: none"> Attend relevant courses for NCETM Maths mastery year 4 - further actions in-line with MM action plan. Staff meeting to allow staff to reconsider delivery of White Rose learning so is in-line with PUMA tests. Introduce and support use of counting stick starters to further promote key knowledge and oracy opportunities Bespoke collaborative planning opportunities 	<p>White Rose delivery allows for appropriate access to PUMA testing.</p> <p>Lessons to include regular appropriate use of manipulatives and oracy opportunities.</p>	<p>Prioritise drop-ins for EYFS and KS1</p> <p>Any identified planning from the previous term to include <i>regular</i> and <i>appropriate</i> use of manipulatives and oracy opportunities.</p>	<p>Any identified planning from the previous term to include <i>regular</i> and <i>appropriate</i> use of manipulatives and oracy opportunities.</p>	£0 Staff meeting	CM EM	

across the school and especially in KS2	<ul style="list-style-type: none"> Bespoke team teach opportunities CM to support yr3-5 KD to support Rec and yr2 	<p>Pupil voice to indicate the children's experience of the daily use of manipulatives and whole class counting.</p> <p>Accurate use of vocab heard in drop-ins and pupil voice.</p>	<p>Any identified classes from last term to include:</p> <p>-Pupil voice to indicate the children's experience of the daily use of manipulatives</p> <p>-whole class counting.</p> <p>Conduct updated pupil voice on manipulatives and daily counting sessions.</p>	<p>Any identified classes from last term to include:</p> <p>-Pupil voice to indicate the children's experience of the daily use of manipulatives</p> <p>-whole class counting.</p>			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
JH, DB Governors:	<ul style="list-style-type: none"> School Improvement Plan reviewed Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny Support and monitoring plan reviewed Discussion with staff and evaluation Analysis & comparison of data Governor visits 	<p>Of year groups observed, WR is being delivered appropriately with good use of manipulatives and vocab.</p> <p>Due to staffing issues, completion of pupil voice and drop ins of all year groups were not achieved.</p>			Autumn Spring Summer		

4. Priority development: Inclusion Quality Mark Han	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			

By the end of this academic year, we will have successfully evidenced how Inclusion is integrally interwoven through all we do at St Margaret's. This will lead to the IQM being externally awarded in recognition.	<ol style="list-style-type: none"> 1) Investigate and research the award following our joining of DCAT (Nov 2024) through meetings with Kevin at IQM 2) All staff collaborative compiling of evidence towards the strands 3) Establish a parental and community group for supporting evidencing 4) Engage pupil voice throughout evidencing. 5) Successfully complete paper evidence and submit sections at regular intervals prior to the 2 day assessment process. 	Initial research into award and questions posed to DCAT through SEND meeting.	<p>HW to meet with Kevin O'Neill at IQM. 23/01/25</p> <p>SLT to meet with Kevin to discuss the award 25/03/25</p> <p>HW begin complaining initial comments and evidence locations</p> <p>Staff meeting for teaching staff to understand the process and begin contributing. Support staff to understand the process and begin contributing. Governors to understand the process and begin contributing.</p> <p>Use Governor survey to evidence parent, staff and pupil views.</p>	<p>Set a parent and community group to facilitate discussion/seek views for evidencing.</p> <p>Set schedule for 2-day assessment process including staff at all levels, pupils, parents, Governors, external agencies and the local community.</p> <p>2-day assessment 30th June and 1st July.</p>	DCAT funded	HW and whole staff	End July 2025
Monitoring	Monitoring Strategy	Evaluation				Date Reported to Governors	
HW	Systematically work through the Elements Involved all partners in what we do Send to IQM at various intervals for ongoing feedback-amend and take forward.	Researched through SEND DCAT meeting and requested initial paperwork.	HW met with Kevin and signed up. <				

Behaviour and attitudes

1.Priority development- Improve attendance Jill	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			

<p>Improve attendance across school</p> <p>Reduce the percentage of persistent absentees</p>	<ol style="list-style-type: none"> 1. HT and attendance officer meet weekly to analyse attendance 2. Analyse groups for absence -disadvantaged, SEN. EAL 3. RAG letters sent to parents depending on attendance figures weekly 4. Weekly meetings with parents if attendance is causing concern 5. Celebrate best weekly attendance figures in worship. 6. Update newsletter attendance with more visuals 7. Identify how to support families ie breakfast club 	<p>Attendance % has improved</p> <p>Groups % has improved</p> <p>Persistent absenteeism has improved</p> <p>Identify families where attendance is causing concern</p>	<p>Attendance % has improved since Autumn term</p> <p>Groups % has improved</p> <p>Persistent absenteeism has improved and is below 20%</p>	<p>Attendance % has improved</p> <p>Groups % has improved</p> <p>Persistent absenteeism has improved and is below 15%</p>			
Monitoring	Monitoring Strategy	Evaluation				Date Reported to Governors	
JH Governor:	<ul style="list-style-type: none"> Weekly/termly figures shared with governors 	<p>Persistent absenteeism has not improved due to many reasons. Currently 21% compared to national 16%</p> <p>School attendance 93.34% compared to 94.5%</p> <p>Illness in November severely affected attendance.</p> <p>Groups PP:90.7% SEND: 91% EAL: 92.3%</p>				<p>Autumn</p> <p>Spring</p> <p>Summer</p>	

Personal Development

1.Priority development KEEP for staff and children-Jill	Actions	Milestones			Budget	Who	
		Autumn Term	Spring Term	Summer Term			
To further develop school's vision and KEEP	<ol style="list-style-type: none"> 1. Update Curriculum Intent at September Inset 2. All classes to display Keep and Vision 3. Use Worship to discuss and share vision and values weekly for the first half term. 	All staff and children in Years 1-6 can talk about KEEP and vision.	80% Staff and children refer to KEEP and/or vision when teaching.	100% Staff and children refer to KEEP and/or vision when teaching.			

Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors	
JH & DB Governor:	<ul style="list-style-type: none"> Monitoring by learning walks and pupil voice. 	<p>Vision discussed and updated and shared with children, staff and hared parents/carers.</p> <p>KEEP not so well articulated by children.</p> <p>Will need to discuss more next term.</p>			Autumn Spring Summer	

2.Priority development Developing spirituality-Jill	Actions	Milestones			Budget	Who	
		Autumn Term	Spring Term	Summer Term			
To further develop school's spirituality	<ol style="list-style-type: none"> Staff meeting time to develop whole school approach to spirituality Support staff training for developing spirituality Worship ambassadors reflect on spirituality during Collective worship Reflection time is built into the school day Pupil and staff survey reflecting on these areas: Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life <ul style="list-style-type: none"> Knowledge of, and respect for, different people's faiths, feelings and values Sense of enjoyment and fascination in learning about themselves, others and the world around them Use of imagination and creativity in their learning Willingness to reflect on their experience 	<p>Staff meeting will have been delivered to all staff.</p> <p>Worship ambassadors reflect on spirituality following worship.</p> <p>Reflection time is built into the school day.</p>	<p>Staff meeting will have been delivered to all staff.</p> <p>Pupil and staff survey will show that spirituality is beginning to be embedded in school.</p>	<p>Staff meeting will have been delivered to all staff.</p> <p>Pupil and staff survey will show that spirituality is further embedded in school.</p>			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
JH Governor:	<ul style="list-style-type: none"> Monitoring by learning walks and pupil voice. 	<p>Worship ambassadors are dutiful in reflecting on Monday's worship.</p> <p>Does this happen at other worship times?</p> <p>All staff have built reflection time into</p>			Autumn Spring Summer		

		another during the week.			
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Leadership and Management

1. Assessment in Foundation Subjects - Damith	Monitoring Strategy	Milestones			
		Autumn Term	Spring Term	Summer Term	
Review assessment within foundation subjects.	<ol style="list-style-type: none"> Review current practice. What is working well and what areas need developing? Define clear and succinct language of assessment for foundation subjects. 	Review current assessment. Define clear language and objectives to assess learning.	Using the current assessment language which have been reviewed by all subject leaders into Insight	All Class teachers should be uploading foundation assessments using Insight.	
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors
JH Governor:	<ul style="list-style-type: none"> Monitoring by learning walks and pupil voice. 	Current assessment has been reviewed and all foundation subject leaders have slightly altered some of the assessment for their subjects. Moved away from a quiz-based assessment. Spring Term we will look towards using Insight to input data.			Autumn Spring Summer

2.Priority development Governors-Jill	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
To develop the skills of all governors	<ol style="list-style-type: none"> New chair to attend relevant training and also seek advice from other chairs within the locality and trust as and when needed. Governors to undertake individual learning walks as well as meeting with school staff on a regular basis as part of their governor visits. Governing body to review its own effectiveness. 	<p>Monthly meetings established with HT.</p> <p>All governors have been to school for their half termly visits.</p>	<p>Chair has attended training.</p> <p>Other governors have attended training.</p> <p>All governors have</p>	<p>Governor training has been shared with all governors.</p> <p>All governors have been to school for two visits.</p>			

	<p>4. Governor recruitment will be a focus throughout the school year to ensure that there is the appropriate balance of skills, experience within the governing body</p> <p>5. Governors to attend training delivered by county, Trust or Diocese as appropriate.</p> <p>6.</p>	<p>All governor vacancies have been filled.</p> <p>All governors have attended safeguarding training.</p>	been to school for 2 visits.	Review of the governing body and changes to be implemented from September 2025.			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
JH Governor:		<p>Governors have all visited the school and there are no governor vacancies.</p> <p>Safeguarding training has been completed by all governors.</p> <p>CoG and HT to establish a regular monthly meeting date.</p>			<p>Autumn</p> <p>Spring</p> <p>Summer</p>		

EYFS

1. Priority development EYFS To develop consistency and good practice across the Early Years and Year 1	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			

To ensure that Nursery, Reception and Year 1 settings are inviting and exciting where children's learning is extended.	<ol style="list-style-type: none"> 1. EM to organise some joint professional development sessions for Early Years and Year 1 staff to explore the principles of high-quality early years practise, including the EYFS framework, effective teaching and learning strategies, and the importance of play-based learning. 2. Facilitate regular collaborative planning sessions between Early Years and Year 1 teachers to ensure a smooth transition and continuity of learning experiences for pupils. 3. Develop a shared set of high-quality teaching and learning principles, with a focus on play-based learning, to be implemented across the Early Years and Year 1. 	<p>All Early Years and Year 1 staff demonstrate a shared understanding of high-quality early years practise through active participation in the sessions.</p> <p>Staff feedback indicates increased confidence in implementing the principles of effective early years provision.</p>	<p>Termly progress reviews show that all pupils, including those from disadvantaged backgrounds and with SEND, are making good progress from their starting points.</p> <p>Targeted interventions are in place to support pupils who are falling behind, and their impact is evident in pupil outcomes.</p>	<p>All Early Years and Year 1 staff demonstrate a consistent approach to teaching and learning, as evidenced through lesson observations and work scrutiny.</p> <p>Pupil work and outcomes show that the curriculum is effectively meeting the needs of all learners, including those from disadvantaged backgrounds and with SEND.</p>			
Monitoring	Monitoring Strategy	Evaluation				Date Reported to Governors	
JH & EM Governor:	<ul style="list-style-type: none"> • Monitoring by learning walks and lesson observations. • Pupil voice during learning walks. • Discussions with staff 	Year 1 have been very well supported by EYFS leader and changes implemented have worked successfully.				Autumn Spring Summer	

2. Curriculum transitions from EYFS to NC are effective and well planned -Damith	Actions	Milestones			Budget	Who	
		Autumn Term	Spring Term	Summer Term			
	<ol style="list-style-type: none"> 1. Review curriculum objectives and look at progression from EYFS into KS1. 2. Spend time in EYFS and look at how children learn. Look at planning and how it links to relevant subjects. 						
All curriculum leaders to ensure transitions from EYFS to NC are well planned and effective	<ol style="list-style-type: none"> 1. Curriculum leaders to discuss their subject with EYFS leaders. 2. Curriculum leaders to visit both Reception and Nursery. 3. All leaders to take part in Early Excellence online training and discussions. 	Curriculum leads, with released time this term, have met with EYFS leaders and spent time with both settings.	Curriculum leads, with released time this term, have met with EYFS leaders and spent time with both settings.	Curriculum leads, with released time this term, have met with EYFS leaders and spent time with both settings.	£500		

		Planning/skills/ updated where necessary.	Planning/skills/ updated where necessary.	Planning/skills/ updated where necessary.			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
JH, DB & EM Governor:	<ul style="list-style-type: none"> Monitoring by learning walks and lesson observations. Pupil voice during learning walks. Discussions with staff 	Foundation leaders have not visited Nursery setting. We will look to implement in Spring term. However, time has been given for teachers to look at the foundation topics in particular Geography.	EYFS lead has created a curriculum map for foundation leaders EYFS lead will lead on an Early Excellence training for staff. -		Autumn Spring Summer		

RE

1.Priority development Embed new RE curriculum -Jill and Ginny	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
	<ol style="list-style-type: none"> Design and deliver a series of in-depth training sessions to upskill teachers on the content, pedagogy, and assessment of the new RE curriculum. Provide ongoing coaching and mentoring support for teachers to help them effectively implement the new RE curriculum in the classroom Establish a system for regularly monitoring the implementation of the new RE curriculum, including lesson observations, work scrutiny, and pupil interviews Analyse pupil progress and attainment data to evaluate the impact of the new RE curriculum, and identify any areas for further development 	<p>Planning is shared with all staff.</p> <p>New resources purchased for any new units.</p> <p>Staff meeting time to share and discuss new assessment arrangements.</p>	<p>All staff are following the RE curriculum.</p> <p>Learning walks show that 90% of teaching is good or better.</p> <p>New assessment arrangements are beginning to be embedded.</p>	<p>Learning walks show that 95% of teaching is good or better.</p> <p>RE assessment is embedded across the school.</p>			

Monitoring	Monitoring Strategy	Evaluation				Date Reported to Governors
JH & GF Governor:	<ul style="list-style-type: none"> Monitoring by governors and SLT Pupil voice 	Updated RE overview has been successful this term. New RE assessment has been well received by staff.				Autumn Spring Summer