



DOVECOT PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN



SCHOOL ACTION PLAN

YEAR: 2024-2025

DEPARTMENT/SUBJECT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

- 1) TO PROMOTE A WHOLE SCHOOL AND COMMUNITY ETHOS TO READING, WRITING AND MATHS TO RAISE STANDARDS IN EYFS/ KS1/KS2 IN ORDER TO ENSURE CHILDREN ACHIEVE THEIR FULL POTENTIAL
- 2) DEVELOP A CURRICULUM WITH CLEAR SEQUENCE TO ENSURE PROGRESSION OF PUPILS CUMALITIVE SKILLS, KNOWLEDGE AND UNDERSTANDING.
- 3) DEVELOP AND IMPROVE THE QUALITY OF LEADERSHIP AND MANAGEMENT INCLUDING GOVERNANCE
- 4) TO IMPROVE WHOLE SCHOOL CULTURE TOWARDS ATTENDNACE AND INCREASE SCHOOL ATTENDANCE AND REDUCE % OF PA TO MEET GOVERNMENT EXPECTATION.

SCHOOL PRIORITIES (1 YEAR TIMESCALE):

1. Teacher's expectations of pupil' achievement match the ambition of the curriculum so that all pupils reach their full academic potential.
2. To further develop the curriculum ensuring that there is a clear progression of key knowledge.
3. To enhance Governor knowledge of the Quality of Education within school in order to improve challenge.
4. To improve whole school attendance and reduce % of PA within all groups.

PRIORITY 1: TEACHER'S EXPECTATIONS OF PUPIL ACHIEVEMENT MATCH THE AMBITION OF THE CURRICULUM SO THAT ALL PUPILS REACH THEIR FULL ACADEMIC POTENTIAL

Objective	Implementation	Success Criteria	Resources required	Staff Involved	Evaluation and Impact
<p>Basic skills lessons – reading, SPAG, Phonics to be delivered daily with supported schemes and apps</p>	<p>Emphasis on presentation and letter formation in Autumn Term Handwriting Scheme to be taught explicitly in basic skills timetabled lessons</p> <p>Teacher’s handwriting and presentation to match the handwriting scheme</p>	<p>Dedicated basic skills session taught to boost skills and application across all subjects</p> <p>Improved presentation and handwriting in books</p> <p>Improved teacher modelling of presentation and handwriting</p>	<p>Handwriting Scheme Spelling shed White Rose Timestable Rockstars Testbase Apps on I-pads and chrome books Whiteboards and pens.</p>	<p>All staff. SLT English & Maths Subject Leads SENCO</p>	
	<p>Number fluency to be focus of basic skills in Maths across all year groups</p>	<p>Improvement in recall of number facts across school</p>	<p>Staff Meeting time Subject leader and SLT monitoring time</p>	<p>Phonic Lead</p>	
	<p>Classroom environment to promote use of basic skills across all subjects – working walls, displays, help desks, reading area, vocab rich environment</p>	<p>Improvement in consistency of approach across school</p> <p>Improved phonic outcomes for EYFS/KS1</p>	<p>SIO support for new Maths Lead</p>	<p>RWI Project Lead Intervention staff SENCO</p>	
	<p>Develop spoken language provision and opportunities across the curriculum</p>	<p>Targeted intervention</p> <p>Consistent whole school approach to Reading</p>	<p>Enrolment on Spoken language LA project</p>		

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	<p>Identified pupils to access focused 1:1 fast track phonic intervention/Fresh Start/Precision Teaching/High fluency</p> <p>Complete Are you Ready to Read project linking to Reading Mastery</p>		<p>Weekly timetabled coaching and mentoring sessions for staff – 1:1 and group sessions</p> <p>Time and cover for CPD – staff meeting to agree process</p>		
Ensure that appropriate adaptations are in place for pupils with SEND	<p>Adaptive teaching CPD to be embedded into practice</p> <p>Classroom environment to promote independent learning for pupils with SEND</p> <p>EHCP outcomes & IEP targets reviewed half termly with SENCO</p> <p>CDP for staff around sensory difficulties</p>	<p>Evidence of appropriate support for independent learning</p> <p>Improved outcomes for pupils with SEND</p> <p>Improvement in staff knowledge and confidence</p> <p>Development of a learning through play base</p> <p>Development of sensory space</p>	<p>Staff meeting</p> <p>INSET day</p> <p>Concrete/manipulative resources</p> <p>Allocated Capital money for development of areas within school</p> <p>Monitoring timetable</p>	<p>Staff</p> <p>SLT</p> <p>SENCO</p> <p>Subject Leaders</p> <p>Governors</p>	
Ensure marking and feedback is consistent and effective	<p>Review current policy and practice with staff and agree whole school approach</p>	<p>Whole school consistent approach</p>	<p>Staff meeting time</p> <p>Time to implement</p>	<p>SLT</p> <p>All staff</p>	

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	<p>Use of formative assessments frequently to catch and address misconceptions early.</p>	<p>Marking and feedback is timely, correct and misconceptions are addressed as they occur.</p> <p>Pupils are given time to address misconceptions and feedback</p>	<p>and monitor</p> <p>Observation of good practice</p>	<p>Subject Leaders</p>	
	<p>Lesson structure in place to ensure that time is given to respond to marking</p>				
	<p>Live Marking and verbal feedback are used consistently and effectively across school, focusing on techniques to identify and address misconceptions in real-time.</p>				
<p>To enhance the use of assessment to identify gaps in knowledge, particularly for pupils with SEND, ensuring that learning is secure before moving on to new concepts</p>	<p>Review current assessment tools and processes for monitoring pupil progress Refine assessment to fit key knowledge and use to inform next steps</p>	<p>Consistently used assessment strategies that identify gaps and misconceptions in pupils' learning</p> <p>Secure judgements of progress using assessment end points.</p>	<p>Staff Meetings</p> <p>Intervention timetable</p> <p>Medium term planning highlight s assessment</p>	<p>SLT</p> <p>Curriculum Lead</p> <p>SENCO</p> <p>All staff</p> <p>SIO support</p>	

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	<p>Establish a system for regular checks on pupils' understanding, particularly after key teaching points.</p> <p>Assessment questions and tasks link to identified core learning</p>				
	<p>Create tailored intervention plans for pupils with identified gaps, including those with SEND.</p>				
<p>Pupils are given opportunities to recall and retrieve prior learning.</p>	<p>Lesson structure in place to ensure opportunities to recall and retrieve prior learning and vocab.</p>	<p>Pupils confident in articulating prior learning and using expected vocabulary</p>	<p>Quiz timetabled</p> <p>Whiteboards/pens</p>	<p>All staff</p>	
	<p>Whole school Friday Recall Quiz – linked to weeks learning and prior learning from year and previous year</p>	<p>Retrieval questions planned and linked to prior learning / core learning</p>			

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Secure judgements of progress using assessment end points.	NFER tests to be completed at end of each term. QLA and gap analysis to inform planning	Teacher assessment to be secure.	Staff Meetings	All staff	
	Moderation processes to ensure consistency in assessments across classes and year groups.	Whole school consistency in judgements	NFER tests	SLT	
	Attend moderation with learning network and LA		Time/Cover to attend moderation meetings	Curriculum Lead Subject Leads SENCO	

PRIORITY 2: TO FURTHER DEVELOP THE CURRICULUM ENSURING THAT THERE IS A CLEAR PROGRESSION OF KEY KNOWLEDGE.

Objective	Implementation	Success Criteria	Resources required	Staff Involved	Evaluation and Impact
Whole school curriculum to build on prior learning and unit content has key knowledge that is relevant and supports pupils to achieve key milestones. What is taught and when	Define essential subject content and order of topics for each year group and subject	Progression of key knowledge is clear across all subjects and year groups	Subject Leader time	SLT Curriculum Lead	Clear overview of whole school curriculum that shows clear links and builds on prior learning
	Review progression maps and milestones for each subject Ensure units of work identify key concepts/core learning	Planning supports progression of key knowledge building on prior learning	Ofsted Subject reports CPD opportunities	Subject Leaders	

is it taught?	Unit plans are detailed and support staff subject knowledge to deliver progressive well sequenced lessons that build on key knowledge	Knowledge is clearly defined with end points – what is taught and when	Subject overview files	SIO	
	Secure subject knowledge of teachers – identifying key training needs	Improvement in subject knowledge for all teachers	Staff Meetings		
EYFS curriculum progression of key knowledge and vocab to be clearly defined.	Areas of continuous provision to have planned provision sequence from Nursery to Reception.	Key knowledge displayed in all areas and clear progression from Nursery to Reception	Staff meetings	SLT	
	Develop curriculum to ensure progression of knowledge and vocab over 3 years	2-year-old curriculum to be established	Management time	EYFS Lead and staff	
	Introduction of 2-year-old provision and appropriate curriculum	Adult roles and responsibilities within provision are established	Time with SIO	SIO	
	Outdoor area to continue to be developed to reflect learning through play – purposeful, planned intended learning opportunities		Budget allocation to set up 2-year-old room		

PRIORITY 3: TO ENHANCE GOVERNOR KNOWLEDGE OF THE QUALITY OF EDUCATION WITHIN SCHOOL IN ORDER TO IMPROVE CHALLENGE.

Objective	Implementation	Success Criteria	Resources required	Staff Involved	Evaluation and Impact
<p>To enhance governor's knowledge of the quality of education within schools and improve their ability to provide challenge</p>	<p>Share SDP with Governors and report at progress of objectives in Standards and Curriculum meeting Provide regular performance data updates.</p>	<p>Governors regularly review the school's improvement plans, assess progress against key goals, and question areas where there is limited advancement.</p>			
	<p>Training for Gobs on appropriate challenging questions to ask around curriculum and data</p>				
	<p>Link Governor to be attached to Curriculum and organise termly visits with curriculum lead – feedback at meetings</p>				
	<p>Subject Leaders to attend Gov meeting to give overview of their curriculum and monitoring</p>				

PRIORITY 4 - TO IMPROVE WHOLE SCHOOL ATTENDANCE AND REDUCE % OF PA WITHIN ALL GROUPS

Objective	Implementation	Success Criteria	Resources required	Staff Involved	Evaluation and Impact
<p>To continue embed effective and robust policy procedures around support-support-challenge in line with statutory guidance.</p>	<p>Improving attendance and reducing PA a whole school performance management target</p>	<p>Whole school approach that is consistent and robust.</p>	<p>Class displays</p>	<p>SLT</p>	
	<p>Attendance expectations clear for staff, children and parents</p>	<p>Clear evidence of support-support-challenge</p>	<p>Arbor printouts</p>	<p>Office staff</p>	
	<p>Specific data monitored weekly – PA, margin, 92-96% 92% and below highlighted and given to staff at briefing</p>	<p>Attendance and punctuality across school will improve.</p>	<p>Office staff time allocated to attendance</p>	<p>All staff</p>	
	<p>Update attendance policy in line with 'Working Together to Improve School Attendance' document.</p>	<p>Reduction in PA</p>	<p>Arbor training</p>		
	<p>Half termly and termly analysis to be completed so that insightful action planning can take place for each vulnerable group of children.</p>				
	<p>Arbor training around generating weekly reports and communicating attendance issues with parents</p>				

