School Development Plan

2024 -2025

School:Chesterton Primary School
Head of School Victoria Storey

Executive Headteacher: Rae Aldous

Quality of Education		Last revision July 2024	Author: Rae Aldous	

Aims: To further improve the quality of education so that all pupils have access to a broad and balanced curriculum delivered by strong teaching where outcome/achievement for pupils are strong

Current SEF (Self Evaluation Form) Judgment	Requires Improvement

Areas for Development (copied in from current SEF)
- QE1.1 To further improve reading outcomes for all pupils across the Federation ensuring even more children meet expected/greater depth levels
- QE 1.2 To further improve writing outcomes for all pupils across the Federation ensuring even more children meet expected/greater depth levels
- QE 1.3 To further improve Phonics and Spelling outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels
- QE 1.4 To further improve Maths outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels
- QE 1.5 To further improve outcomes in Foundation subjects and Science for all pupils across the school
- QE 1.6 To further develop strong teaching pedagogy and embed the Chesterton Teaching and Learning Essential Toolkit and Lesson Framework
- QE 1.7 To ensure summative assessments are robust across all subjects and year groups
- QE 1.8 To strengthen pedagogical SEND (Special Educational Needs and Disabilities) adaptations to ensure all pupils engage actively with the learning process.
- QE 1.9 To develop the skills and knowledge of Teaching Assistants so they have an active and impactful role in assisting the teacher.
- QE1.10 To ensure even more children achieve at least expected/greater depth standards across the curriculum

Priority Area	Priority Area Lead Professional (Who is accountable for this area?)	Objective (What are to trying to fix?)	Actions (How will you fix it)	Success Criteria (What will it look like when it is fixed?)	Deadline	RAG Complete	Evaluation Comments
QE1.1 Reading	Jessica Smith & Faiza Khokhar	To further improve reading outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels	1. Embed the reviewed intent curriculum across all year groups. Monitor and provide regular feedback and training for staff 2. EYFS (Early Years Foundation Stage) Group Reading to be introduced to ensure children are in receipt of high-quality reading sessions 3. Further develop Fluency across all year groups and particularly with the bottom 205.	• Data expectations at the end of EYFS/KS1/LKS2/UKS2 indicate that at least 80% of children are at expected levels and that the percentage of children achieving Greater Depths is increasing	Check points December 2025 March 2024 July 2025		

			4. Bottom 20%/PPG/SEND ensuring we have high expectations for these children and that the delivery of reading is adapted or additional where needed to meet their needs
			5. Encourage more children and their families to read at home
			   a. Regular home reading log checks
			   b. Reading information leaflet for parents
			   c. Reading Cafe in school
			   d. Reading Information sessions
			6. Further Development of Reading for Pleasure
			   a. Deveopment of the Library to make it invite as well as having appropriate books that support the development of reading and the wider curriculum.
			   b. Class novels/reading
			   c. Mystery Reader
			   d. Time to read
			   e. Celebration of reading
			   f. Reading challenge
			   g. adults as role models			

QE1.2 Writing	Jessica Smith & Faiza Khokhar	To further improve writing outcomes for all pupils across the Federation ensuring even more children meet expected/greater depth levels	1. Embed the Writing branches across the school 2. Embed the newly introduced 'phases of writing' 3. Provide feedback to staff through regular monitoring of lessons, books and through talking to children 4. With subject Leaders for other subjects, explore opportunities for writing across the curriculum	• Monitoring shows that Teachers are clear about the expectations for writing • Monitoring shows that the new 'Phases of Writing' are having an impact on improving standards in writing. • Data expectations at the end of EYFS/KS1/LKS2/UKS2 indicate that at least 80% of children are at expected levels and that the percentage of children achieving Greater Depths is increasing	<u>Check points</u> December 2024 March 2025 July 2025		
QE1.3 Spelling and Phonics	Jessica Smith and Faiza Khokhar	To further improve Phonics and Spelling outcomes for all pupils across the Federation ensuring even more children meet expected/greater depth levels	1. Further establish consistency with delivery and intervention delivery through ongoing and regular coaching of support staff and teachers 2. Implement ELs spelling programme in Year 3 ad Year 4 3. Introduce a spelling Bee in Year 5/6 4. Parental engagement session for information session and how they can support their children at home	Data expectations at the end of EYFS/KS1/LKS2/UKS2 indicate that at least 80% of children are at expected levels and that the percentage of children achieving Greater Depths is increasing	<u>Check points</u> December 2024 March 2025 July 2025		
QE1.4 Maths	Aimee Peet	To further improve Maths outcomes for all pupils across the school so that even more children	**<u>Please refer to detailed Maths Action Plan</u>**	• Data expectations at the end of EYFS/KS1/LKS2/UKS2 indicate that at least 80% of	March 2025		

		meet expected/greater depth levels	1. Develop the subject knowledge of TAs 2. Increase opportunities to develop fluency practice 3. Develop the teaching of reasoning and problem solving 4. Ensure the CPA approach is delivered consistently across the school	children are at expected levels and that the percentage of children achieving Greater Depths is increasing • Monitoring and feedback			
QE1.5 Foundation Subjects and Science	Victoria Storey	To further improve outcomes in Foundation subjects and Science for all pupils across the school	1. To further refine the intent for the following subjects: RWV, Computing, MFL 2. For more established subjects, to ensure the intent as mapped out in the branches and key concepts for subjects is visible in class practice (implementation) 3. To review how Retrieval practice can be successfully implemented in all subjects 4. To review and develop summative assessments for Foundation Subjects and Science 5. Establish a monitoring and improvement calendar for subjects 6. Use of Subject Improvement Programme for all subjects in turn as set out in the above calendar	• Data expectations at the end of EYFS/KS1/LKS2/UKS2 indicate that at least 80% of children are at expected levels and that the percentage of children achieving Greater Depths is increasing • All subject areas are implemented as outlined in subject intent and non-negotiables • Staff assess accurately across all subject areas • Evidence shows that the Subject Improvement Programme has been successful in upskilling both the subject leader and improving outcomes for the subject	Ongoing through the year as part of Curriculum Development		

			7. Steve Moore to lead the Subject Improvement Programme for all Foundation subjects and Science **** Subject Improvement Programme = Day 1 = Subject Leader monitors the subject with Steve Moore. Identify strengths and weaknesses and write Action Plan. Provide any immediate feedback to staff. Day 2 = Subject Leader works with Steve Moore to refine Intent and leads staff meeting Day 3 = Staff meeting delivery Day 4 = Joint Monitoring and feedback with Steve Moore Day 5 =Subject Review from ALT AIL				
QE1.6 Teaching and Learning Pedagogy	Victoria Storey	To further develop strong teaching pedagogy and embed the Chesterton Primary Teaching and Learning Essential Toolkit	1. Victoria Storey to work with Sarah Martin. 2. Revisit the Teaching and Learning Toolkit and continue to deliver regular CPD (Continuing Professional Development) in relation to it	• Data expectations at the end of EYFS/KS1/LKS2/UKS2 indicate that at least 80% of children are at expected levels and that the percentage of children achieving Greater Depths is increasing across all subjects • Monitoring shows that Teachers skilfully use their knowledge from research and training to implement the curriculum effectively using a	September 2024 December 2024 March 2025 July 2025		

| | | | 3. Revisit and fully implement the Lesson Structure/Framework
4. Link the lesson structure/framework to medium term plans (Science and the Foundation subjects) and Maths and English short-term planning.
5. Ensure Monitoring provides feedback in relation to the T&L Toolkit and next steps actions are responsive to self-evaluation
6. Develop the use of the WalkTHrus platform
7. Further develop working walls as teaching walls which include key vocabulary and a clear journey through the learning process
8. Consistent application in all classes of feedback policy
9. Ensure there is consistency with class books and pupil's books and that here is a piece of work in for every lesson. | range of pedagogical appropriate approaches | | | |
| **QE1.7 Summative Assessment** | Victoria Storey | To ensure summative assessments are robust across all subjects and year groups | 1. Core subjects use the Teaching Assessment Framework (TAFS) to support summative assessments
2. For non-core subjects and Science – ensure the use of the Subject Key Stage | | October 2025 | | |

			Progression document fir use in planning and end of unit assessment 3. Use Arbor to hold data summative assessments. 4. Ensure regular pupil progress meeting for all classes in line with ALT Assessment Standing Operating Procedures				
QE 1.8 **SEND** **adaptation**	Victoria Storey	To strengthen pedagogical SEND adaptations to ensure all pupils engage actively with the learning process	1. SENDCO to continue to train staff in appropriate use of SEND adaptations and interventions 2. EHCP/IEP intervention timetables in place and implemented 3. Provision Map captures interventions and in class ongoing SEND adaptations 4. SEND adaptations seen across all subjects' areas	• Monitoring shows that SEND adaptations are effectively and appropriately used for pupils across all subjects. • Data analysis shows that pupils who have SEND make good progress and where possible achieve at least national expectations for age in all subjects	March 2025		
QE1.9 **Teaching** **Assistants**	Faiza Khokhar Jess Smiith	To develop the skills and knowledge of Teaching Assistants so they have an active and impactful role in assisting the teacher.	1. Regular training across the school year focusing on: 2. Roles and Responsibilities of a TA 3. Teaching and Learning toolkit 4. SEND adaptations and supporting children with additional needs 5. TAs and HLTAs have a clear understanding of the TA/HLTA standards and can put them into practice.	• Monitoring shows that TAs and HLTAs meet the standards as set out in the TA and HLTA standards documents • Monitoring shows that the use and deployment of TAs have an improved impact in outcomes for pupils which is supported by the increasing data picture across all subjects across the school	July 2025		

QE1.10 **Achievement**	Victoria Storey	To ensure even more children achieve at least expected/greater depth standards across the curriculum	1. For all staff to identify and be clear about PP children as well as the bottom 20%ers 2. To review and update the Pupil Premium Plan so that is accurately identifies barriers, actions, and next steps 3. Action Plan for the PP/SEND/Botto 20% through the curriculum across all subjects 4. Regular monitoring and feedback to all subject leaders and teachers. 5. Close evaluation in pupil progress meetings of this group of children	• Data expectations at the end of EYFS/KS1/LKS2/UKS2 indicate that at least 80% of children are at expected levels and that the percentage of children achieving Greater Depths is increasing across all subjects.	July 2025		

Behaviour and Attitudes		Last revision: July 2024	Author: Rae Aldous					

Aims: To ensure the behaviour and attitudes of pupils is strong and therefore they have the greatest possibility to achieve positive outcomes.

Current SEF Judgment	Good

Areas for Development (copied in from current SEF)

- BA2.1 To improve school attendance particularly for pupil premium and SEND pupils.
- BA 2.2 To create a learning culture where all pupils actively engage with learning all the time
- BA 2.3 To ensure there are robust systems for supporting children with SEMH/ASD to reduce Part Time Timetables and Exclusions for this small minority of children

Priority Area	Priority Area Lead Professional (Who is accountable for this area?)	Objective (What are to trying to fix)	Actions (How will you fix it)	Success Criteria (What will it look like when it is fixed)	Deadline	RAG Complete	Evaluation Comments
BA.2.1	Victoria Storey	To improve school attendance particularly for pupil premium and SEND pupils.	1. Review the new attendance guidance and implement as advised by the government and communicate with parents 2. Review the school policy in line with the above document and communicate with parents 3. To continue to track attendance and undertake actions to address poor attendance as set out in the policy 4. To create a whole school culture for attendance where everyone is responsible. 5. To have a focus on improving the attendance of PP and SEND children	• The school achieve 96% attendance for all pupils • Attendance for PP and SEND children is at least 94% (an increase of 2%+ from 2024 data)	July 2025		

					Check in Dates:		
BA2.2	Victoria Storey	To create a learning culture where all pupils actively engage with learning all the time	1. Create a "Ready to Learn checklist" 2. Link to Ethos (PD3.1) 3. Link to Teaching and Learning Pedagogy (QofE 1.6) 4. Link to curriculum development (QofE 1.5)	• Monitoring including lesson observations and show that learners play a consistent active part in the learning process across all year groups in the school. • Monitoring of pupils and staff voice shows that Ethos is embedded	October 2024 December 2024 March 2025 July 2025		)
BA2.3		To ensure there are robust systems for supporting children with SEMH/ASD inn order to reduce Part Time Timetables and Exclusions for this small minority of children	1. Training for all staff 2. Reinforcement of Zones of Regulation work 3. Referrals to CAMBS as appropriate 4. Further develop the role of the pastoral assistant to support children and families with SEMH (Social, Emotional, Mental Health) needs.	• Exclusions decrease • the use of part time timetables has decreased • Behaviour logs show less incidents of challenging behaviour	Check in Dates: October 2024 December 2024 March 2025 July 2025		

Personal Development		Last revision July 2024	Author: Rae Aldous				

Aims: To ensure pupils are provided with extensive opportunities for personal development which enable the greatest possibility to achieve positive outcomes.

Current SEF Judgment							Requires Improvement

Areas for Development (copied in from current SEF)
- PD 3.1 Further develop and embed the ethos and culture of the school
- PD 3.2 To celebrate Chesterton's inclusive ethos through the introduction of a Chesterton No Outsiders programme
- PD 3.3 To further develop the leadership Opportunities programme across the school
- PD 3.4 To improve the extracurricular off ensuring that the offer allows children to develop interests and talents and links to the curriculum,

Priority Area	Priority Area Lead Professional (Who is accountable for this area?	Objective (What are to trying to fix)	Actions (How will you fix it?)	Success Criteria (What will it look like when it is fixed)	Deadline	RAG Complete	Evaluation Comments
PD 3.1	Victoria Storey	Further develop and embed the ethos and culture of the school	1. Ensure all adults working in school are clear and have buy in to the school's ethos and values. They know what this looks like in practice on a day-to-day basis and cross the curriculum. 2. Use of assemblies (1 per day) to revisit ad launch key values 3. Embed the key areas of the Curriculum ethos (Meaningful Learning, Global Awareness, Active Citizens, Life Skills, Nurture and Well Being). What does this look like in classrooms, planning, etc.	• Assemblies take place every day and are used as a vehicle to promote and embed the ethos and culture at the school • Parent feedback show that they understand and engage with the ethos of the school • Monitoring of leauvans scale indicates that children's well-being and involvement in their learning is high in all year groups and all classes • Training has taken place and feedback from staff voice and staff voice monitoring indicates that all staff (not just teachers) can articulate the vision of the school.	Mileston e Dates: Decembe r 2024 March 20205 July 2025		
PD 3.2	Victoria Storey	To celebrate Chesterton's inclusive ethos through the introduction of	1. Launch the Chesterton No Outsiders programme using regular assemblies	• Monitoring shows that children can talk about diverse types of diversity and	Decembe r 2024		

		a Chesterton No Outsiders programme	2. Appoint No Outsider children Champions 3. Purchase literature for all classrooms and the library which celebrate diversity and inclusivity	ways that we can ensure everyone is included • Older children understand some of the duties of the Equality Act • Children engage with literature in their classrooms and within the library that support the no outsider's ethos			
PD 3.3	Victoria Storey	To further develop the leadership Opportunities programme across the school	1. Develop further Leadership Groups 2. Engage more children from a wider age range in Leadership opportunities	• There are more opportunities for children to participate in leadership programme and learn leadership skills across the school from EYFS to Year 6	March 2025		
PD 3.4	Megha V	To improve the extracurricular offer ensuring that the offer allows children to develop interests and talents and links to the curriculum,	1. Identify opportunities for extracurricular opportunities from external providers 2. Identify opportunities for extracurricular opportunities internally to Chesterton 3. Track attendance across all groups of pupils	• Registers show that children have taken part in extracurricular activities run by external agencies and the school across all year groups.	December 2024		

Leadership and Management		Last revision: July 2024	Author: Rae Aldous					

Aims: To further improve leadership in order to raise standards across the school.								

Current SEF Judgment								Good

Areas for Development (copied in from current SEF)
- LM4.1 - To further develop new to post senior leaders ensuring the have the skills and resources to successfully lead the school
- LM 4.2 **To further develop subject Leaders ensuring that they can clearly articulate the intent of their subject and can support staff to implement the subjects effectively.**
- LM 4.3 To improve communication and interaction with parents/carers

Priority Area	Priority Area Lead Professional (Who is accountable for this area?)	Objective (What are to trying to fix)	Action (How will you fix it)	Success Criteria (What will it look like when it is fixed?)	Deadline	RAG Complete	Evaluation Comments
LM 4.1	Rae Aldous and Victoria Storey	To further develop new to post senior leaders ensuring the have the skills and resources to successfully lead school improvement	1. Ensure senior leaders are clear about their roles and responsibilities 2. To ensure senior leaders understand the SDP and SEF process and are part of their creation and evaluation 3. To be clear about the areas of the SDP that they are accountable for and have the skills to 4. Provide mentor Marie Rodwell (ALT)) or senior leaders 5. Provide regular opportunities for paired monitoring and feedback to staff with Marie and/or Rae 6.	• Leaders can clearly articulate their roles and responsibilities and their impact from the projects and areas they have been responsible for. • Leaders can have an active part in the school SDP and SEF processes. • Leaders have monitored areas they are accountable and responsible for. They are clear about the purpose of this as well as how to do it. They have provided clear and timely feedback to other staff	December 2024		

				members which has had measurable impact.		
LM 4.2	Rae Aldous and Victoria Storey	To further develop subject Leaders ensuring that they can clearly articulate the intent of their subject and can support staff to implement the subjects effectively.	1. Use of Subject Improvement Programme to develop subject leaders 2. Curriculum Consultant to meet with subject leaders to ensure all Intent documents are fully in place 3. AIL, HoS and Curriculum Consultant to model subject monitoring (linked to monitoring calendar and subject leader plans) to include learning walks, book looks, pupil Voice, staff voice and data analysis 4. ALT Trust Middle Leader training from Rae Aldous 5. Subject Leaders to lead staff meetings focus on subject specific CPD f 6. **Develop monitoring and evaluation using action plans, subject SEFS and the use of quantifiable indicators** 7. Live cycles of monitoring and development for subjects in place	• The quality of education can be graded as typically Good. • 80% of children achieve at least expected standards in all subjects. • Subject Review indicate that subject leaders have the skills, knowledge and understanding to lead their subjects to a good standard	July 2025
LM 4.3	Victoria Storey	To improve communication and interaction with parents/carers	1. Meet the new teacher sessions 2. Information sessions for phonics, reading, SATS etc 3. Information leaflets available on school website and in school entrance 4. Twice yearly parent survey with working action groups following analysis of data 5. Share sessions planned to curriculum events 6. Meet the new teacher	1. Parent Survey's and parent feedback surveys indicate that parents would recommend the school to others and are happy with e communication and interaction with the school that they receive	April 2025

Early Years - Quality of Education		Last revision: July 2024	Author: Isabel Garner and Faiza Khokhar				

Aims: To further improve standards and outcomes for pupils in EYFS (Reception)

Current SEF Judgment	Requires Improvement

Areas for Development (copied in from current SEF)
- EY5.1 To develop the inside and outside provision ensuring it provides high levels of engagement
- EY (Early Years) 5.2 To improve the quality of adult-child interactions
- EY 5.3 Assessments and observations - To ensure that EYFS staff use observations and assessments appropriately to plan for children's next steps in learning
- EY 5.4 To implement WELCOM to identify key areas for development in terms of communication.
- EY5.5 To ensure the intent and planning documents for EYFS are fully in place
- EY5.6 To ensure reading is prioritised and reading for pleasure is celebrated
- EY5.7 To ensure challenge and set aspirational targets for all children

Priority Area	Priority Area Lead Professional	Objective (What are to trying to fix)	Actions (How will you fix it)	Success Criteria (What will it look like when it is fixed)	Deadline	RAG Complete	Evaluation Comments

	(Who is accountable for this area?)						
EY 5.1	Faiza Khokhar		Provision: To develop the inside and outside provision ensuring it provides high levels of engagement	1. Clear areas of learning – including high quality resources 1. Engaging provocations/set ups 2. Utilise the provision designs from Jude Twani and liaise with Pentagon play 3. Complete EE training (inside out)	• At least 80% of children will achieve GLD • Monitoring shows that children access high-quality teaching and learning experiences in the provision • Levels or well-being and involvement can be judged consistently as being high • The environments inside and outside is of equal quality • Monitoring shows that there are opportunities for child led earning, extended play, and adult led learning.	October 2024	
EY 5.2	Faiza Khokhar		Interactions – To improve the quality of adult-child interactions	1. Training for support staff 2. Supervisions for EYFS staff 3. CPD focus on weekly staff email 4. TA Meetings	• At least 80% of children will achieve GLD • Monitoring of classroom practice, tapestry, talking to children and adults, adult shared planning shows that children make progress because of high-quality interactions with staff.		
EY 5.3	Faiza Khokhar		Assessments and observations - To ensure that EYFS staff use observations and assessments appropriately to plan for children's next steps in learning	1. Training for support staff 2. Next steps put on plans for group work and explore time (CIL) 3. Group work and enhancements are a combination of the intended curriculum and plugging gaps in learning 4. Ensure Tapestry is used as agreed for weekly observations	• At least 80% of children will achieve GLD • Monitoring of classroom practice, tapestry, talking to children and adults, adult shared planning shows that children make progress because of high-quality interactions with staff.		

			5. To share weekly dojo photos and updates on all areas of learning 6. To complete the RBA and in class assessments 7. To ensure assessments feed into provision map interventions and individual next steps to inform planning				
EY 5.4	Faiza Khokhar	Speech and Language/Communication: To implement WELCOM to identify key areas for development in terms of communication.	1. To complete training on WELCOM 2. To implement the WELCOM assessment system to screen children on entry to Reception	• All Reception children are screened upon entry to Reception • Reception children are in receipt of planned interventions or deliberate classroom practice/environment set ups etc. meet the needs of the assessment gaps.			
EY 5.5	Faiza Khokhar	Planning and curriculum: To ensure the intent and planning documents for EYFS are fully in place Leaders construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief, and cultural capital they need to succeed in life.	1. There are clear planning documents in place e.g. LTP, Overview, MTP etc 2. Weekly and Daily plans are available in the classroom and shared with all staff 3. Planning document allows all staff to contribute to planning based on children's interests as well as next steps on learning 4. Trips, visitors, and wider educational experiences (e.g. 'hook' activities) used successfully to create real excitement and curiosity in learners	• At least 80% of children will achieve GLD	October 2024		

| EY5.6 | Faiza Khokhar | Reading: To ensure reading is prioritised and reading for pleasure is celebrated | 1. Group reading to be introduced in class (See QofE 1.1)
2. Reading bear to be sent home weekly in order to inspire home reading
3. Reading logs and reading volunteers to be introduced
4. Reading corner developments and enhancements
5. Library time to be scheduled in
6. Reading café set up for parents | • Phonics data at 80% by the end of the year
• Reading skills are explicitly taught daily
• Children's engagement with reading is high | October 2024 | | |
| EY5.7 | Faiza Khokhar | Progress for all: To ensure challenge and set aspirational targets for all children; use of target groups throughout EYFS – | 1. Use summative ad formative assessment to track pupils progress and set next step targets.
2. EYFS lead to ensure the curriculum is ambitious meets pupils needs. (See EY5.5)
3. Planning documents address children's net steps in learning
4. Half termly pupil progress meetings | • Pupil progress meetings used to show evidence of progress made by all children
• Children achieve well, especially those with lower starting point
• 80%+ of children achieve GLD
• Monitoring shows that assessment data is used effectively to close gaps and ensure string progress. | | | |