

## Chesterton School Development plan

### Overview 2024-2025

<b>Quality of Education</b>		
<b>Priority Area</b>	<b>Priority Area Lead Professional (Who is accountable for this area?)</b>	<b>Objective (What are to trying to fix?)</b>
<u>QE1.1</u> <u>Reading</u>	Jessica Smith & Faiza Khokhar	To further improve reading outcomes for all pupils across the school ensuring even more children meet expected/greater depth levels
<u>QE1.2</u> <u>Writing</u>	Jessica Smith & Faiza Khokhar	To further improve writing outcomes for all pupils across the Federation ensuring even more children meet expected/greater depth levels
<u>QE1.3</u> <u>Spelling and Phonics</u>	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
<u>QE1.4</u> <u>Maths</u>	Aimee Peet	To further improve Maths outcomes for all pupils across the school so that even more children meet expected/greater depth levels
<u>QE1.5</u> <u>Foundation Subjects and Science</u>	Victoria Storey	To further improve outcomes in Foundation subjects and Science for all pupils across the school
<u>QE1.6</u> <u>Teaching and Learning Pedagogy</u>	Victoria Storey	To further develop strong teaching pedagogy and embed the Chesterton Primary Teaching and Learning Essential Toolkit
<u>QE1.7</u> <u>Summative Assessment</u>	Victoria Storey	To ensure summative assessments are robust across all subjects and year groups
<u>QE 1.8</u> <u>SEND adaptation</u>	Victoria Storey	To strengthen pedagogical SEND adaptations to ensure all pupils engage actively with the learning process
<u>QE1.9</u> <u>Teaching Assistants</u>	Faiza Khokhar  Jess Smith	To develop the skills and knowledge of Teaching Assistants so they have an active and impactful role in assisting the teacher.
<u>QE1.10</u> <u>Achievement</u>	Victoria Storey	To ensure even more children achieve at least expected/greater

		depth standards across the curriculum
--	--	---------------------------------------

<b>Behaviour and Attitudes</b>		
<b>Priority Area</b>	<b>Priority Area Lead Professional (Who is accountable for this area?)</b>	<b>Objective (What are to trying to fix)</b>
<u>BA.2.1</u>	Victoria Storey	To improve school attendance particularly for pupil premium and SEND pupils.
<u>BA2.2</u>	Victoria Storey	To create a learning culture where all pupils actively engage with learning all the time
<u>BA2.3</u>		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

<b>Personal Development</b>		
<b>Priority Area</b>	<b>Priority Area Lead Professional (Who is accountable for this area?)</b>	<b>Objective (What are to trying to fix)</b>
<u>PD 3.1</u>	Victoria Storey	Further develop and embed the ethos and culture of the school
<u>PD 3.2</u>	Victoria Storey	To celebrate Chesterton’s inclusive ethos through the introduction of a Chesterton No Outsiders programme
<u>PD 3.3</u>	Victoria Storey	To further develop the leadership Opportunities programme across the school
<u>PD 3.4</u>	Megha V	To improve the extracurricular offer ensuring that the offer allows children to develop interests and talents and links to the curriculum,

<b>Leadership and Management</b>		
<u>LM 4.1</u>	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

<u>LM 4.2</u>	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.
<u>LM 4.3</u>	Victoria Storey	To improve communication and interaction with parents/carers

<b>EYFS</b>		
<b>Priority Area</b>	<b>Priority Area Lead Professional (Who is accountable for this area?)</b>	<b>Objective (What are to trying to fix)</b>
<u>EY 5.1</u>	Faiza Khokhar	Provision: To develop the inside and outside provision ensuring it provides high levels of engagement
<u>EY 5.2</u>	Faiza Khokhar	Interactions – To improve the quality of adult-child interactions
<u>EY 5.3</u>	Faiza Khokhar	Assessments and observations - To ensure that EYFS staff use observations and assessments appropriately to plan for children's next steps in learning
<u>EY 5.4</u>	Faiza Khokhar	Speech and Language/Communication:  To implement WELCOM to identify key areas for development in terms of communication.
<u>EY 5.5</u>	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.
<u>EY5.6</u>	Faiza Khokhar	Reading: To ensure reading is prioritised and reading for pleasure is celebrated

<u>EY5.7</u>	Faiza Khokhar	Progress for all: To ensure challenge and set aspirational targets for all children; use of target groups throughout EYFS –
--------------	---------------	---