



2024 – 2025

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

Evidence tells us that our Core Priorities for 2024/2025 are:

Key area	SIP Provisional priorities 2024/2025	Why has this priority been identified?	Where will you seek further school improvement support from?
The quality of education	<p>Improve fluency in maths by introducing Maths Mastery in EYFS, Year 1 and Year 2</p> <p>Increase levels of attainment in writing</p> <p>Raise teacher skills in computing</p>	<p>Fluency has been highlighted as an issue by the subject coordinator and this programme compliments the work being done as part of the maths hub.</p> <p>Writing levels remain lower than maths and Reading</p> <p>To follow-up on work completed in 2022 and to utilise the purchase of micro-bits</p>	<p>Maths hub</p> <p>Local Authority</p> <p>Teach computing</p>
Behaviour and Attitudes & Safeguarding	<p>Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2024</p> <p>Build aspiration through the development of STEM in the school as part of a cluster</p>	<p>The school needs to ensure that it is meeting the safeguarding needs of the pupils, inline with current government guidance</p> <p>Continue to provide opportunities to raise aspirations through STEM subjects as per the previous year (a two year priority)</p>	<p>DCC</p> <p>STEM Hub/Local cluster</p>
Personal Development and EDI	<p>Further develop inclusivity and equality within the school with a particular emphasis on racism</p>	<p>To ensure that the school meets the needs of all pupils and offers inclusivity to all</p>	<p>Local Authority</p>
Leadership and management	<p>The governing body is to look at the school vision and strategic plan for the next 5 years</p> <p>SLT member to train as Senior Mental Health Lead</p>	<p>School budget deficit/falling pupil numbers</p> <p>The need to expand to include nursery/EYFS 2</p> <p>Explore Academisation options</p> <p>A new Government initiative to help staff with work life balance</p>	<p>School Improvement Partner</p> <p>Thrive Education</p>
EYFS	<p>To invite parents to a phonics/ maths information session</p> <p>To use Tapestry to share activities and news with parents/carers.</p>	<p>Parents will feel involved and be able to help children with their learning at home.</p> <p>Parents will comment and share observations contributing to their child's learning journey</p>	

2024 – 2025

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS

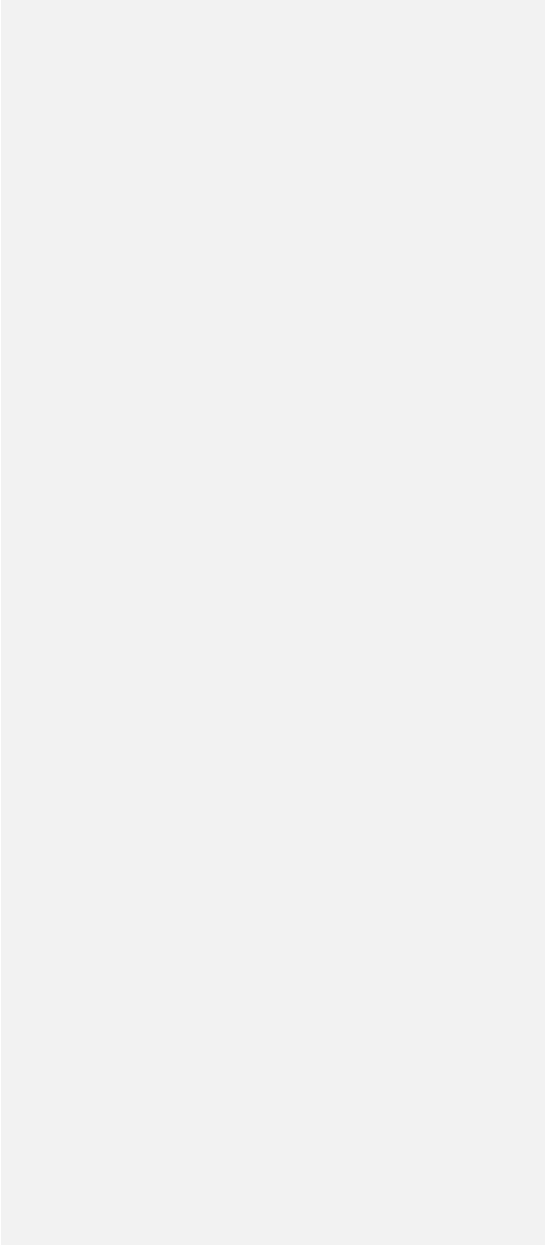
2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION CURRICULUM

Leader[s]: Paul Schumann

Governor[s]: T&L Committee

<p>Success Criteria</p>	<p>Raise Teacher Skills in Computing, Especially Around Programming</p> <p>Teacher Confidence: Improved confidence and competence in programming. Professional Development: 100% participation in workshops and online courses. Student Outcomes: Better student performance and engagement in computing. Collaboration: Active peer mentoring and sharing of best practices.</p>		<p>Ensure Subject Leaders Make Checks on Their Area of Responsibility</p> <p>Monitoring and Feedback: Regular observations and documented feedback. Data-Driven Decisions: Analysis of student data to inform action plans. Curriculum Audits: Regular reviews and adjustments for alignment and effectiveness. Professional Development: Targeted sessions led by subject leaders, with teachers feeling supported.</p>			
<p>Our priorities are:</p>	<p>Actions planned</p>	<p>Who?</p>	<p>Time / Money</p>	<p>When?</p>	<p>Monitoring</p>	<p>Success Criteria/Evaluation</p>
<p>Raise teacher skills in computing, especially around programming</p>	<p>Professional Development Workshops: Organize regular workshops focused on programming languages and tools. These can be led by experienced educators or industry professionals. Topics might include Python, JavaScript, or Scratch, as well as best practices in teaching programming concepts¹. Peer Collaboration and Mentoring: Encourage teachers to collaborate and share their knowledge through peer mentoring programs. Pair less experienced teachers with those who have a stronger background in computing. This can foster a supportive learning environment and promote the exchange of effective teaching strategies¹. Online Courses and Certifications: Provide access to online courses and certifications in computing and programming. Platforms like Teach Computing offer a range of professional development courses that cater to different levels of expertise². Teachers can learn at their own pace and earn certifications that enhance their credentials. Hands-on Coding Projects: Implement hands-on coding projects that teachers can work on individually or in groups. These projects should be designed to simulate real-world programming challenges and encourage problem-solving and creativity. Live coding sessions, where teachers write and debug code in real-time, can also be highly beneficial³.</p>					

<p>Ensure subject leaders make checks on their area of responsibility to ensure that they know what is working well and what needs to be developed.</p>	<p>Regular Observations and Feedback: Schedule classroom observations to assess teaching and engagement. Provide constructive feedback to ensure consistency and quality.</p> <p>Data Analysis and Interpretation: Analyse student performance data to identify trends and areas for improvement. Share findings to inform instructional strategies.</p> <p>Curriculum Audits and Reviews: Conduct curriculum audits to ensure alignment with the school's long term plans and progression steps.</p> <p>Staff Meetings and Professional Development: Hold regular meetings to discuss progress and challenges. Offer professional development to address identified improvement areas.</p>					
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2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION ENGLISH

Leader[s]: Karen Gardiner (Writing) / Emily Webb(Reading) / Michelle Simmons (Phonics)

Governor[s]: T&L Committee

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Success Criteria	Staff Confidence in Assessment: Training: All staff complete assessment training. Accuracy: 95% accuracy in assessments. Consistency: Consistent application across classes.		Writing at Age-Expected Levels: Improvement: 10% more students writing at age-expected levels. Progress: Termly assessments show steady improvement. Interventions: 80% of targeted students reach age-expected levels		Whole School Spelling Approach in KS2: Implementation: Fully implemented in KS2 by term end. Teacher Confidence: 90% of teachers confident in the approach. Student Improvement: 15% improvement in spelling accuracy	
Ensure all staff are confident in accurately using assessment criteria and apply consistently across the school.	Writing moderation (in teams / whole school / cluster group)	KG lead with staff	Staff meetings	Half termly	Assessment grids completed with shared judgements agreed	
Increase the proportion of children able to write at age expected levels or better	Vulnerable children are identified and targeted. Refresh staff knowledge/understanding of T4W sequence and key principles including explicit teacher modelling Develop the use of purposeful vocabulary supported by use of magpie books Further embed the use of toolkits with clear genre-specific criteria Establish regular 'short burst' fluency work to develop sentence level work.	KG	Staff meetings KG release time		Pupil progress meetings end Aut/Spr/Sum Staff meeting minutes / Lesson Obs. Pupil voice/book look	
To introduce and develop a whole school spelling approach in KS2	Research and introduce a spelling scheme to be used in KS2 which follows on from Twinkl phonics in KS1 Trial possible schemes in Y4 class Introduce to all staff and organise necessary training Staff to familiarise themselves with the scheme and trial in classes during 2024-5 year. Roll out across the KS2 classes ready for Sept. 2025	KG	Funds TBC KG release time		Staff meeting minutes/lesson obs./pupil voice	

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION MATHS

Leader[s]: **Dominique Lloyd**

Governor[s]:

Success Criteria	<p>1. Initial Preparation: Lead Teachers: Selected for Reception, Year 1, and Year 2. Staff Briefing: All relevant staff briefed. Registration: School registered with NCETM.</p> <p>2. Training and Professional Development: Training: Lead teachers and maths lead attend all sessions. Workshops: Internal workshops held with 90% staff participation. Support Meetings: Regular meetings with documented progress.</p>		<p>3. Implementation: Daily Sessions: Implemented in all relevant classes. Resources: NCETM materials used consistently. Monitoring: Regular assessments show improvement.</p> <p>4. Community and Collaboration: Online Community: Active participation by lead teachers. Parent Engagement: 80% parent engagement rate.</p>		<p>5. Evaluation and Feedback: Reviews: Termly reviews conducted and documented. Feedback: Collected and analyzed from all stakeholders. Adjustments: Made based on feedback.</p> <p>6. Sustainability: Practices: Integrated into long-term strategies. Development: Ongoing professional development planned.</p>	
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Develop fluency and number sense across the school by taking part in the NCETM Mastering Number Programme	<p>Initial Preparation: Identify Lead Teachers: Select one teacher each from Reception, Year 1, and Year 2 to lead the programme. Inform Staff: Brief all relevant staff about the programme's objectives and structure. Register with NCETM: Ensure your school is registered for the programme through your local Maths Hub</p>	DL		September 24		
	<p>Training and Professional Development: Attend Training Sessions: Lead teachers and the maths subject lead attend all scheduled NCETM training sessions (both online and face-to-face). Internal Workshops: Organize internal workshops to share training insights with other staff members. Ongoing Support: Set up regular meetings for lead teachers to discuss progress and challenges.</p>	DL,MS,CG,EW	Supply	once a half term		
	<p>Implementation: Daily Sessions: Implement daily 10-15 minute number sessions in Reception, Year 1, and Year 2. Use Provided Resources: Utilize the teaching materials and resources provided by NCETM for these sessions. Monitor Progress: Regularly assess students' progress in number sense and fluency.</p>	MS,CG,EW	£100	ongoing		

	<p>Community and Collaboration: Join Online Community: Lead teachers participate in the NCETM online community to share practices and engage in critical reflection. Parent Engagement: Inform parents about the programme and provide tips on how they can support their children's learning at home.</p>	<p>MS,CG,EW</p>		<p>once a half term</p>		
	<p>Evaluation and Feedback: Regular Reviews: Conduct termly reviews to evaluate the effectiveness of the programme. Feedback Loop: Collect feedback from teachers, students, and parents to identify areas for improvement. Adjustments: Make necessary adjustments based on feedback and assessment results.</p>	<p>DL, MS,EW,CG</p>		<p>once a half term</p>		
	<p>Sustainability: Embed Practices: Ensure that the successful practices from the programme are embedded into the school's long-term teaching strategies. Continuous Professional Development: Plan for ongoing professional development to maintain and enhance the skills gained through the programme.</p>	<p>DL</p>				

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: **Paul Schumann**

Governor[s]: **Chair and Vice Chair**

Success Criteria	Completion of Training: SLT member completes DfE-approved Senior Mental Health Lead training and obtains certification. Implementation of Mental Health Strategy: Develop and implement a comprehensive mental health strategy with supporting policies and procedures		Increased Awareness and Support: Increased awareness of mental health issues and support systems among staff and students. Conduct regular mental health workshops and training sessions. Positive Impact on School Community: Improved student wellbeing and reduced mental health-related incidents. Positive feedback from staff, students, and parents on mental health initiatives.			
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
The governing body is to look at the school vision and strategic plan for the next 5 years	To be determined at the next Full Governors development meeting					
SLT member to train as Senior Mental Health Lead	Enrol in a DfE-Approved Training Program: Identify and enrol in a Department for Education (DfE) approved Senior Mental Health Lead training course. These programs are designed to equip leaders with the skills needed to develop a whole-school approach to mental health and wellbeing¹.	MS	DfE	09.24	PS to authorize	
	Allocate Time and Resources: Ensure the SLT member has sufficient time and resources to complete the training. This might include adjusting their workload and providing access to necessary materials and support staff¹.	MS & PS	TBC	09.24	PS to liaise with MS	
	Develop a Mental Health Strategy: Post-training, work with the SLT member to develop and implement a comprehensive mental health strategy for the school. This should include policies, procedures, and support systems tailored to the school's specific needs².	MS	TBC	01.25	Present to the GB for ratification	
	Ongoing Professional Development and Support: Encourage continuous professional development by attending additional workshops, seminars, and networking events. Provide opportunities for the SLT member to share their knowledge with other staff and integrate mental health practices across the school	MS	TBC	01.25		

Commented [PS1]:

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR BEHAVIOUR AND ATTITUDES - Safeguarding

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: T&L Committee

Success Criteria & Benchmarks	<p>Completion and Submission of S175 Safeguarding Audit: Ensure the S175 Safeguarding Audit is completed accurately (or NSPCC action plan) and submitted to the Derbyshire County Council (DCC) by the specified deadline. Develop and implement a comprehensive action plan based on the audit findings.</p> <p>Training and Development: Ensure all staff and Governing Body (GB) members receive appropriate and up-to-date safeguarding training annually. Maintain records of training completion and evaluate the effectiveness of the training programs.</p>		<p>Safeguarding Portfolio Management: Keep the safeguarding portfolio up to date with all relevant policies, procedures, and evidence of compliance. Conduct regular reviews and updates to ensure alignment with current safeguarding standards and legislation.</p> <p>Attendance Improvement: Implement strategies to reduce the percentage of persistent absences and lateness among students. Monitor attendance data regularly and take proactive measures to address any issues.</p>			
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2024	Complete Sc175 Safeguarding Audit . Submit to DCC Safeguarding audit to be carried out to identify priorities for safeguarding action plan.	PS/KG	£200	Submit Aut1 Governors Aut2	Report to GB Report to DCC child protection manager	
	Update the schools Child Protection Policy	PS		Aug 24	Report to GB	
	Attend update training programme on My Concerns	PS/KG		Sep 24	Report to GB	
	Whole staff and GB attend annual safeguarding training	PS	£250	Nov 24	Report to GB	
	Update school safeguarding portfolio in line with Derbyshire County Council 2024 instructions	PS		Nov 24	Report to GB	
Consolidate the use of safety bear	Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies	PS with staff	1 x SM	Aut 1 Spr 1 Sum 1	HT	
Build aspiration through the development of STEM in the school as part of a cluster	Work with the cluster and Enthuse STEM hub to develop STEM across our cluster of schools Further details to follow after HT planning day TBC following Luke's report.	HT staff		Aut 1	Report to GB	
Embed increased levels of attendance	Attendance: Target persistently absent pupils Target persistently late pupils	PS/JC		Ongoing	Termly report to govs	

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SEND/DISADVANTAGE 2024/2025

Leader[s]: Michelle Simmons/Sarah Holmes

Governor[s]: Natalie Hickman / Katie McClean

Success Criteria & Benchmarks	High Attendance and Pupil Premium Impact: Ensure that school-provided opportunities are consistently well attended, with a particular focus on benefiting pupils eligible for the pupil premium. Monitor and evaluate the impact of these opportunities on pupil premium students to ensure they are effectively supporting their academic and personal development.		Embedding Equality and Diversity: Develop and implement effective practices to embed equality of opportunity and diversity across all aspects of the school. Regularly review and update policies and practices to ensure they promote an inclusive environment for all students and staff. Staff Training and Development: Provide ongoing, appropriate training for all staff to meet the diverse needs of pupils. Maintain comprehensive records of training completion and assess the effectiveness of training programs in enhancing staff capabilities.			
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Prioritise the needs of vulnerable learners including disadvantaged pupils and pupils with SEND.	Support children with SEND and from disadvantaged backgrounds through small group, teacher-led Kat tutoring.	In class: All staff		Weekly	Autumn 24 Spring 25 Summer 25 Through progress meetings, waves and tracking	
	Support children with SEND and from disadvantaged backgrounds through quality 1st teaching. This will include extra SEND training and CPD for all staff.	In class: All staff		Weekly	Autumn 24 Spring 25 Summer 25 Through progress meetings, waves and tracking	
	Support children with SEND and from disadvantaged backgrounds through evidence-based interventions.	In class: All staff	RW to use half day to work with MS to establish children with SEND who need extra support academically and emotionally ISAT teacher will attend for 20 sessions throughout the year. MS/SH to populate Provision Mapping with available interventions for staff.	Weekly	Autumn 24 Spring 25 Summer 25 Through progress meetings, waves and tracking	
Develop means of identifying and tracking achievement of children with SEND support [IEP]	Carry out 1:1 pupil interviews and book scrutinies	MS	Twice a year	Autumn 24 Spring/Summer 25	Learning walk with Governor	
	Monitor support for children identified as vulnerable children through termly waves	MS	Termly reviews	Autumn 24 Spring 25 Summer 25	Meeting with ISAT teacher to discuss the need across the school – Sept' 24	
	Regular dialogue with staff [incl. TA] to assess progress against IEP targets. Refresher training to inform staff on how to relay IEP targets to parents.	MS	Termly reviews September INSET for refresher training.	Autumn 24 Spring 25 Summer 25	Collecting IEP trackers (electronically) termly to monitor the effectiveness of IEP targets.	

	Refresher training for staff to disseminate the intervention tracker.					
	To monitor and track assessment across the school To refresh teachers understanding of the assessment throughout the school – Formative Footprints and Cromford Grids	MS/SH	INSET training all staff Termly reviews/checks	Autumn 24 Spring 25 Summer 25	Reviewing assessment from staff termly	
Implementing Provision Mapping system into the school	Refresh returning teachers on the Provision Mapping. Spend time with teachers as required to ensure that they are effectively using Provision Mapping and the tools it offers to support SEND. To monitor that staff are keeping Provision Mapping up to date with documents, intervention trackers and assessment grids.	MS	As required	Autumn 2024	Autumn 24 Spring 25 Summer 25 Review of effectiveness of system	
CPD	To use the analysis of interventions and IEP targets and needs in school to train staff on specific learning needs as required.	MS/SH	As required	Autumn 24 Spring 25 Summer 25	Feedback from staff	
Ensuring Zones of Regulation is being utilised across the school	Remind returning staff and all other staff members about how to use the Zones of Regulation in their teaching and interactions. Provide a range of resources for staff to use in their classrooms (online) Monitor and develop the Zones of Regulations across the school	MS/SH	MS learning walk	Autumn 2024 / Spring 2025	Feedback from staff Learning Walk Autumn 24 Spring 25 Summer 25	
Providing new and existing staff with a clear understanding of expectations set out by the SENCO team	Training in September 2024 for all staff (teachers and TA) Inform staff about the new ISAT teacher	MS/SH	INSET training day	Autumn 24	Feedback from staff Autumn 24 Spring 25 Summer 25	
Continue to implement end of year transition meetings between parents and staff	Arrange meetings for each child Provide dates for meetings	MS/SH	N/A	Summer 24	Transition meetings in Summer 2025	
To consider Forest School provision for children with SEND	Discuss with class teachers the possibility of children with SEND (NG, NB, AB, other to be considered) being able to access forest school provision in other year groups to Y2 and Y5	KL/EM	N/A Staff to be used from classes as required	Autumn 24	Monitoring the effectiveness of these sessions and their impact on these children's SEMH wellbeing. Autumn 24 Spring 25 Summer 25	

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT, EQUALITY, DIVERSITY AND INCLUSION

Leader[s]: Paul Schumann

Governor[s]: Carolyn Burke

Success Criteria & Benchmarks	<p>1. Review and Update School Policies Policy Review: Success Criteria: All policies explicitly address racism and promote equality and diversity by year-end. Measurement: Documented policy changes. Policy Communication: Success Criteria: Updated policies communicated to all stakeholders within one month. Measurement: Records of communication and feedback.</p>	<p>2. Promote Diverse Curriculum Content Curriculum Integration: Success Criteria: Diverse perspectives integrated into all subjects by next academic year. Measurement: Curriculum plans and materials. Classroom Discussions: Success Criteria: Regular discussions on race and social justice, at least once per term. Measurement: Lesson plans and student feedback.</p>
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Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Further develop equality, diversity and inclusion within the school with a particular emphasis on racism	<p>Review and Update School Policies: Policy Review: Conduct a thorough review of existing school policies to ensure they explicitly address racism and promote equality and diversity.</p>	PS		Aut 1	Monitoring summary report to GB	
	<p>Policy Communication: Update policies to include clear procedures for reporting and addressing incidents of racism, and ensure these policies are communicated effectively to all members of the school community</p>	PS		Aut 2	Monitoring summary report to GB	
	<p>Promote Diverse Curriculum Content: Curriculum Integration: Integrate diverse perspectives and histories into the curriculum across all subjects. Highlight contributions from various racial and ethnic groups to provide a more inclusive and representative education.</p>	PS & KG		Spr 1	Monitoring summary report to GB	
	<p>Classroom Discussions: Encourage discussions on race, identity, and social justice within the classroom to foster a deeper understanding and respect among students.</p>	All Staff		Spr 2 & Sum 1	Learning walk	

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR EARLY YEARS

Leader[s]: [Michelle Simmons](#)

Governor[s]: [Carolyn Burke](#) / [Natalie Hickman](#)

Success Criteria & Benchmarks	<p>To focus on foundational maths skills and embed Maths Mastery. Ensure that children transition into Reception and feel safe and secure. To ensure that children have a successful transition from to Year 1. Ensure new staff have CPD and are fully briefed in the EYFS curriculum and ethos. To continue to inform and involve Parents/Carers in their child’s learning journey.</p>					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>To implement the Drawing Club by Gregg Botrill .</p> <p>To ensure all staff receive training on the phonics scheme.</p> <p>To update Long Term Planning to include intent, implementation and impact.</p>	<p>Children make good progress in Early Writing.</p> <p>New staff are using the correct vocabulary when working with children in early writing tasks.</p> <p>Planning is clear with vocabulary so all staff can see and understand the learning.</p>	MS		<p>Autumn 2.</p> <p>Termly Reviews.</p> <p>Autumn 1</p>	<p>MS/PS</p> <p>Learning walks</p> <p>Planning scrutiny.</p> <p>Conversations with adults within the EYFS.</p>	
<p>To implement NCTEM Maths Mastery to EYFS.</p>	<p>Staff Training</p>	MS		<p>Autumn 1 2024</p> <p>Spring 1 2025</p> <p>Summer 1 2025</p>	<p>MS</p> <p>DL</p> <p>PS</p> <p>Planning scrutiny.</p> <p>Conversations with adults within the EYFS.</p>	
<p>To ensure that children feel safe and secure at school.</p> <p>To observe children using the Leuven scales for wellbeing.</p> <p>To ensure that the learning environment is a calm and inspiring learning environment.</p> <p>To ensure any gaps in learning are addressed and discussed with Year 1 teacher and parents.</p>	<p>Observation of children.</p> <p>Children making good progress in Personal, Social and Emotional development areas as well as in Communication and language.</p> <p>Planning meeting with Pre school</p> <p>Conversations with adults involved with transition.</p>	<p>MS</p> <p>MS</p> <p>MS</p>		<p>Autumn 2024</p> <p>Summer 2025</p> <p>January 2025</p>	<p>MS</p> <p>Ms</p> <p>MS</p>	

EYFS specific CPD through Schools Net Training. In house training and sessions.	Staff will feel confident to explain areas of learning.	MS		Ongoing throughout the year.	MS	
To invite parents to a phonics/ maths information session To use Tapestry to share activities and news with parents/carers.	Parents will feel involved and be able to help children with their learning at home. Parents will comment and share observations contributing to their child's learning journey	MS		September 2024 Ongoing	MS MS	.