



2023 – 2024

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

We have recently reviewed our School Improvement Plan (SIP) in order to ensure continued & sustained improvement at Little Eaton Primary School. The new SIP, which is officially launched in September, builds on previous progress that the school had made since its Ofsted inspection in 2022

Evidence tells us that our Core Priorities for 2023/2024 are:

- Prioritise the needs of vulnerable learners including disadvantaged pupils.
- Raise levels of attainment and progress across the school in writing and maths
- Embed our curriculum (knowledge progression and assessment)
- Build resilience in our children and move our RSE programme from compliant to quality
- Build aspiration through the development of STEM in the school

2023-2024 SCHOOL DEVELOPMENT PLAN – OVERVIEW

Key area	SIP Provisional priorities 2023/2024	Why has this priority been identified?	Where will you seek further school improvement support from?
The quality of education	<p>Continue to focus upon Outstanding practice across the whole curriculum, especially writing and maths Prioritise the needs of vulnerable learners including disadvantaged pupils in reading, writing and maths</p> <p>Complete phase 2 of maths hub work</p>	<p>Levels of attainment and progress at KS2 in maths and writing are closing but still do not maths for Exp+ or Greater Depth</p> <p>This is an extension of the previous year’s successful priority.</p>	<p>Maths hub training Lesson study Talk 4 Writing training – external and internal</p>
Behaviour and Attitudes & Safeguarding	<p>Build aspiration through the development of STEM in the school</p>	<p>Science has been developed well over the last few years and this will be extended across D&T, Engineering, Technology & maths to ensure that our wider curriculum matches our core.</p>	<p>Enthuse STEM hub and Cluster</p>
Personal development	<p>Growth mindset to improve resilience.</p>	<p>The school has worked hard embedding self-regulation strategies across the school and seeks to build up pupils’ resilience.</p>	<p>External provider</p>
Leadership and management	<p>Ensure that new teaching staff members are quickly teaching at a good/outstanding level within term 1 and using the school’s developed curriculum and progress steps.</p>	<p>We have 4 new teachers joining the school in September.</p>	<p>To be determined</p>
EYFS	<p>To focus on early writing and fully embed the new phonics scheme. 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>	<p>To continue with high levels of communication, language and literacy levels (GLD)</p> <p>Children with specific learning needs are joining reception.</p> <p>As above.</p> <p>New staff are joining the EYFS team.</p> <p>This has been a success in helping children achieve their best.</p>	<p>Local cluster work</p> <p>Work with external provider where required</p>

2023 – 2024

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION CURRICULUM

Leader[s]: Paul Schumann

Governor[s]: T&L Committee

Success Criteria & Benchmarks	Increase attainment and progress across the school in R, W & M Outcomes across foundation subjects are measured Attainment and progress in Year 2 and Year6 are above national averages Accelerated progress of vulnerable and pupil premium children is evident 100% of monitoring activities show good or better practice 70% of monitoring activities show Outstanding practice Lesson studies are completed, and findings/reflections are shared with whole staff and acted upon Maths Hub phase 2 is completed				Ensure that the high levels of attainment and progress in reading are sustained Pupils in the school receive a consistent phonics programme across year groups A whole school approach to reading is established.	
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Prioritise the needs of vulnerable learners including disadvantaged pupils.	Identify pupils from 2023 tracking	PS		Aug 23	Paper trail GB Report	
	Ensure pupils match those focused upon in teacher handover	PS		Aug 23	Paper trail GB Report	
	Meet with teachers to ensure that provision is in place	PS		Sep 23	Staff meeting notes	
	NTP for those identified as suitable	PS	See catch-up plan	Sep 23	Paper trail GB Report	
	Small group targeted interventions are in place for those pupils/Year groups identified	PS		Sep 23	Paper trail GB Report	
	Conduct termly pupil progress meetings to monitor performance and adjust plans as required	PS/KG		Jan 24	Paper trail GB Report	
Focus upon Outstanding practice across the whole curriculum	Embed maths hub programme of study	DT	See maths plan			
	Create opportunities to use lesson study	PS	Supply costs	Mar 24 June 24	GB Report	
	Subject leads to identify and deliver analysis of outstanding practice within their subject area	PS	SM time	Feb 24	SM minutes	
Develop staff and the curriculum to move the quality of teaching from	Knowledge progression documents embedded across all subject areas – in particular with reference to new teaching staff	PS/KG	Subject Management time	Aut 1	GB Report	

Good to Outstanding	Assessment of foundation subjects is embedded across the curriculum- in particular with reference to new teaching staff		Subject Management time	Spr 2	GB Report	
Develop equality, diversity and inclusion (EDI) throughout the curriculum	Complete the EDI Tool Kit (SLT and with staff in INSET 6.11.23	PS/ all staff	INSET	Nov 23	GB report	
	Subject leaders to conduct a review of schemes of work/curriculum map route to explore opportunities where matters related to EDI could be strengthened, embedded and implemented at different points of delivery.	Tch staff	SM	Sp 2	GB report	
	Complete a book audit in the library/classrooms	KG/EW	Management time Book purchases	SP 2	HT	
	Ensure that terminology linked to EDI is embedded within the curriculum and that pupils have multiple opportunities to use this language within the classroom Actively make links with the parental community	PS/KG/EG	Management time	Sum 1	GB report	

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION ENGLISH

Leader[s]: Karen Gardiner (Writing) / Jess Stevenson(Reading) / Michelle Simmons (Phonics)

Governor[s]: T&L Committee

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Writing</p> <p>Continue to raise standards in writing, especially amongst vulnerable pupils (Cusp) (DofE, B&A)</p>	<p>Vulnerable pupils are identified and form part of the teacher handover sessions and pupil progress meetings</p> <p>School led small group tutoring to take place (1 x LK2 1 x UK2) HLTA to support in Year 2 Friday PM</p>	<p>PS/KG and CT</p> <p>MR</p>	<p>Approx. £1000</p>	<p>1 x pm UKS2 2xpm LKS2</p>	<p>Tracking</p> <p>Pupil progress meeting</p> <p>Book look</p>	
<p>Further increase the rate of Boys writing progress so that attainment figures across the school match reading and maths</p> <p>Increase the proportion of children able to write at age expected levels or better (QofE)</p>	<p>Vulnerable boys are identified and targeted.</p> <p>Develop the use of purposeful vocabulary supported by use of magpie books</p> <p>Further embed the use of toolkits with clear genre-specific criteria</p> <p>Establish short burst and ‘free write’ opportunities across the school</p> <p>Utilise lesson study to further develop modelled and shared writing</p>	<p>KG</p>	<p>Staff Meetings</p>	<p>Spring term</p>	<p>Staff meeting minutes</p> <p>Lesson Obs.</p> <p>Pupil voice/book look</p>	<p>Embed from the previous year and in light of new staff.</p>
<p>Reading</p> <p>Raise standards in spelling for all learners, including vulnerable. (QofE)</p>	<ol style="list-style-type: none"> 1. Research a range of whole school approaches to spelling 2. Present ideas to SLT 3. Develop whole school spelling approach 4. Present in staff meeting 5. Monitor to ensure approach is successful throughout the school / adapt where necessary 	<p>EW</p> <p>EW</p> <p>EW</p> <p>EW</p> <p>EW</p>	<p>Half day</p> <p>During SLT meeting?</p> <p>Half day x2 Funds TBC</p> <p>Staff meeting</p> <p>Approx. 2 hours</p>	<p>Autumn</p> <p>Autumn</p> <p>Autumn/Spring</p> <p>Spring</p> <p>Summer</p>	<p>Pupil Voice</p> <p></p> <p></p> <p>Staff to trial lessons</p> <p>Learning walks</p> <p>Pupil Voice</p> <p>Data</p>	

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION MATHS

Leader[s]: [Dominique Theobald](#)

Governor[s]: [Rachel Whatley](#)

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Continue to prioritise the needs of vulnerable learners including disadvantaged pupils by: Continuing to raise standards in maths, particularly:	Raise the profile of TT Rockstars Consolidate Numbots in year 1 Introduce Numbots to reception Flashback 4’s starter CPA approach used in lessons. Working wall with key Vocabulary and examples from the unit	DT DT DT/MS All staff All staff All staff		Spring Autumn - Summer 2 Autumn- Ongoing Autumn 2	Learning walk Learning walk	
Embed Maths mastery-	No longer sit in ability groups, whole class teaching Introduce unit plans Embed and use superheroes to promote the characteristics of a good mathematician Consider layout of books. (Questions on one side, working out on the other) RAG self-assessment Challenge questions indicated with submarine Allow 10 minutes a day for fluency (fluency rather than arithmetic) Use progression documents for fluency Use progression documents for unit plans	DT KT DT DT DT DT/all staff All staff All staff All staff All staff		TBC BY DT	Book scrutiny Learning walk	
Embed the developing models and images to support calculation (QofE)	Manipulatives progression document Examples of CPA approach on working walls Manipulatives available for children to use regardless of ability.	DT All staff DT		Spring Spring Spring	Learning walk Learning walk	

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: [Paul Schumann](#)

Governor[s]: [Chair and Vice Chair](#)

Success Criteria & Benchmarks	<ul style="list-style-type: none"> Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school which is realised through strong shared values, policies and practice (inc. effective school improvement processes). Deep-dive sessions have taken place with subject leaders Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching & learning delivery & assessment related outcomes. Leaders ensure that staff receive focused and highly effective professional development. All governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by holding leaders to account for the quality of education. The school works closely and collaboratively with other cluster schools. 					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Strengthen the capacity of the Governing Body	All governors complete skills audit	GB		Sep AGM	Gov Minutes	
	Complete parent elections with candidate specific skill requirements	PS		Sep	Gov minutes	
	Ensure new governors receive new to governor and ongoing training	PS/JS	£300	Sep Nov	Training records	
	As a result of skills matrix, HT and chairs to plan appropriate training	PS/CB	£500	Aut 2 Spr 2	Training records	
Strengthen the role of governors within the school	Create a timetable of active monitoring sessions	PS		Aut 1	Monitoring summary report	
	Raise the profile of the GB through increased attendance at key and routine occasions	CB		Aut 1 onward	Monitoring summary report	
	Continue to capture safeguarding and the pupil voice through annual audit	CB/LD		Sum 1 onward	Monitoring summary report	
	Inform the parent community of visits to school through the school website and school newsletters			Aut 2 onward	Report to GB	
Ensure that new teaching staff members are quickly teaching at a good/outstanding level within term 1 and using the school's developed curriculum and progress steps.	Long, medium and short term planning provided to new teachers	KG		July 23	HT discussion	
	Knowledge progression documents for all subject areas supplied to new teachers	KG		July 23		
	Updated assessment folders provided to new teachers and regular staff meeting time given to completing them	KG		July 23 onwards		

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR BEHAVIOUR AND ATTITUDES - Safeguarding

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: T&L Committee

Success Criteria & Benchmarks	S175 Safeguarding audit send to DCC and action plan generated All staff/GB receive appropriate training Safeguarding portfolio is up to date Percentage of persistent absences and lates decreases					
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 2023	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 23	Report to GB	
	Attend update training programme on My Concerns	PS/KG		Sep 23	Report to GB	
	Whole staff and GB attend annual safeguarding training	PS	£250	Nov 23	Report to GB	
	Update school safeguarding portfolio in line with Derbyshire County Council 2023 instructions	PS		Nov 23	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	Work with the cluster and Enthuse STEM hub to develop STEM across our cluster of schools Further details to follow after HT planning day	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	

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SEND/DISADVANTAGE 2023/2024

Leader[s]: Michelle Simmons/Sarah Rouke

Governor[s]: TBC

Success Criteria & Benchmarks	<p>Opportunities provided by the school are consistently well attended and these particularly benefit those eligible for pupil premium. The school develops effective practice so that equality of opportunity and diversity is embedded across all aspects of school. Staff are appropriately trained to meet the needs of pupils</p>					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Prioritise the needs of vulnerable learners including disadvantaged pupils and pupils with SEND.</p>	<p>Support children with SEND and from disadvantaged backgrounds through small group, teacher led tutoring.</p>	<p>In class: All staff Interventions: TW MR</p>	<p>TW to use hours for Y5 LA children. MR to use supply hours for Y6 LA children</p>	<p>Weekly</p>	<p>Autumn 23 Spring 24 Summer 24 Through progress meetings, waves and tracking</p>	
	<p>Support children with SEND and from disadvantaged backgrounds through quality 1st teaching.</p>	<p>In class: All staff Interventions: TW MR</p>	<p>TW to use hours for Y5 LA children. MR to use supply hours for Y6 LA children</p>	<p>Weekly</p>	<p>Autumn 23 Spring 24 Summer 24 Through progress meetings, waves and tracking</p>	
	<p>Support children with SEND and from disadvantaged backgrounds through evidence-based interventions.</p>	<p>In class: All staff Interventions: TW MR RW</p>	<p>TW to use hours for Y5 LA children. MR to use supply hours for Y6 LA children RW to use half day to work with MS to establish children with SEND who need extra support academically and emotionally</p>	<p>Weekly</p>	<p>Autumn 23 Spring 24 Summer 24 Through progress meetings, waves and tracking</p>	
<p>Develop means of identifying and tracking achievement of children with SEND support [IEP]</p>	<p>Carry out 1:1 pupil interviews and book scrutinies</p>	<p>MS</p>	<p>Twice a year</p>	<p>Autumn 23 Spring/Summer 24</p>	<p>Learning walk with Governor</p>	
	<p>Monitor support for children identified as vulnerable children through termly waves</p>	<p>MS</p>	<p>Termly reviews</p>	<p>Autumn 23 Spring 24 Summer 24</p>	<p>Planning meeting with Ed Psych Discuss targets with RW as needed – dyslexia focus</p>	
	<p>Regular dialogue with staff [incl. TA] to assess progress against IEP targets.</p>	<p>MS</p>	<p>Termly reviews</p>	<p>Autumn 23 Spring 24 Summer 24</p>	<p>Transition meetings with teachers/TAs in Autumn 1 Spring 23 – discussion after waves Transition meetings will restart in Summer 23 when all teachers are back</p>	
<p>Implementing Provision Mapping system into the school</p>	<p>Brief teachers on the Provision Mapping and spend time with new teachers on using the systems.</p>	<p>MS</p>	<p>Time for MS to work with teachers in PPA</p>	<p>Autumn 2023</p>	<p>Autumn 23 Spring 24 Summer 24 Review of effectiveness of system</p>	
<p>CPD</p>	<p>Positive Play training for 6 members of staff MS, SW, JD, JA, KL, GH</p>	<p>MS to oversee training</p>	<p>RW to oversee target setting staff in delivering</p>	<p>Autumn 2023</p>	<p>Autumn 23 Spring 24 Summer 24</p>	

			Relevant staff to complete training as required £1060 + staff hours		MS to check on progress of children when waves are returned. Trialling fixed term positive play sessions.	
Embedding the Zones of Regulation across the school	Brief new teachers on using the Zones of Regulation Provide a range of resources for staff to use in their classrooms Monitor and develop the Zones of Regulations across the school	MS	MS learning walks with new governor and RW	Autumn 2023	Feedback from staff Learning Walk Autumn 22 Spring 23 Summer 23	
Providing new and existing staff with a clear understanding of expectations set out by the SENCO team	Implementation of a 'SEND JOURNEY' Reminder of a 'Report a concern' form Update classroom files Disseminate SEND 23-24 calendar	MS	N/A	Autumn 23	Feedback from staff Autumn 23 Spring 24 Summer 24	
Continue to implement end of year transition meetings between parents and staff	Implement meetings for each child Provide dates for meetings	MS	N/A	Summer 24	Transition meetings with teachers/TAs in Autumn 1 Transition meetings will restart in Summer 23 when all teachers are back	
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 23	Monitoring the effectiveness of these sessions and their impact on these children's SEMH wellbeing. Autumn 23 Spring 24 Summer 24	

2023-2024 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT

Leader[s]: Paul Schumann

Governor[s]: Carolyn Burke & Lee Drew

Success Criteria & Benchmarks	<ul style="list-style-type: none"> Pupils are of a mindset that they can achieve and become more independent learners Confidence levels of pupils is increased across all subject areas 					
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Develop resilience in our children: To develop and embed 'Growth Mindset' approaches to enable pupils to become resilient and confident learners:	Staff training	PS	£300	Nov 23	SEN Governor	
	Principles of growth mindset introduced through assembly Embedded within the classroom	PS		Nov 23	Pupil voice – children use the language of growth mindset e.g. 'I can't do it ...yet!' 'Is this my best work?' rather than 'this will do.'	
	Information for parents – website/workshop	PS	£100	Jan 24	SEN Governor	
	Language of growth mindset approaches explicit throughout school.	PS		Jan 24 onward	GB	

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR EARLY YEARS

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

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

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Success Criteria & Benchmarks	To focus on early writing and fully embed the new phonics scheme. 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.					
To complete the training for Gregg Botrills Drawing Club. To ensure all staff receive training on the phonics scheme. To update Long Term Planning to include intent, implementation and impact.	Children make good progress in Early Writing. New staff are using the correct vocabulary when working with children in early writing tasks. Planning is clear with vocabulary so all staff can see and understand the learning.	MS		Complete training in Autumn 1. Termly Reviews. Autumn 1	MS/PS Learning walks Planning scrutiny. Conversations with adults within the EYFS.	
To ensure that children feel safe and secure at school. To observe children using the Leuven scales for wellbeing. To ensure that the learning environment is a calm and inspiring learning environment. To ensure any gaps in learning are addressed and discussed with Year 1 teacher and parents.	Observation of children. Children making good progress in Personal, Social and Emotional development areas as well as in Communication and language. Planning meeting with Pre school Conversations with adults involved with transition.	MS MS MS		Autumn 2023 Summer 2024 January 2024	MS Ms MS	
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	