



# Eynsham Community Primary School School Development Plan Academic Year 2024-25

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Draft plan of SDP 2024-25 for SLT / Governors (July 24)

Final draft version of SDP 2024-24 for Staff (October 24)

Final version of SDP 2024-25 for all stakeholders (including publication of summary on website) (October 24)

1<sup>st</sup> mid-year RAG-rated review of SDP 2024-25 for SLT/Governors (Dec 24)

2<sup>nd</sup> mid-year RAG-rated review of SDP 2024-25 for SLT/Governors (March 25)

Final RAG-rated review of 2024-25 for SLT/Governors (July 25)

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### SELF-EVALUATION: VISION AND SUMMARY

Eynsham Community Primary School is a two-form entry primary school serving the village of Eynsham and surrounds. We are proud of our standing as a Community school, putting ourselves at the centre of the village community and encouraging the children to see themselves as part of the world community. Our school strives for excellence in academic and pastoral provision. At Eynsham we believe that every child should be valued, cared for and enabled to achieve their full potential in all areas.

In September 2019, OfSTED assessed the school as being 'Good' in all areas.

<b>Priority Areas: 2024/25</b>	<b>OfSTED Area</b>	<b>Link Gov member</b>
<b>Priority Area 1: To continue to raise the attainment of Greater Depth across the curriculum in all year groups.</b>	Quality of Teaching and Learning	Peter Leonard and Victoria Clark
<b>Priority Area 2: To continue to develop teacher's use of AFL to ensure that children are secure in their knowledge and understanding before moving onto new learning.</b>	Quality of Teaching and Learning	Victoria Clark and Peter Leonard
<b>Priority 3: To enhance the Early Years provision to develop all children's progress and independence in all areas and to increase their engagement in learning.</b>	Early Years	Nic Wilson
<b>Priority Area 4: To further develop pupil leadership so that they have an impactful say on school life.</b>	Behaviour and Attitudes/Personal Development	Victoria Clark
<b>Priority 5: To increase the percentage of SEND and PPG attendance so that they are more in line with the national average</b>	Behaviour and Attitudes	Marion Everest

<b>Subject/Area of Responsibility</b>	<b>Lead</b>	<b>Subject/Area of Responsibility</b>	<b>Lead</b>
<b>Assessment</b>	Josh Clack	<b>Geography</b>	Megan Duan
<b>SENCo</b>	Hayley Davis	<b>History</b>	Hannah Cook
<b>Curriculum</b>	Nic Edwards/Ginny Bayliss	<b>Languages</b>	Ginny Bayliss
<b>Pupil Premium</b>	Hayley Davis	<b>Computing</b>	Tom Williams
<b>Early Years including Early Reading and Phonics</b>	Laura Rump	<b>Music</b>	Nicola Whitehouse
<b>English</b>	Mel Bowler	<b>Art</b>	Katie Ledden-Fletcher
<b>Mathematics</b>	Josh Clack	<b>RE</b>	Louise Paterson
<b>Science</b>	Nick Wyatt	<b>Design Technology</b>	Katie Ledden-Fletcher
<b>PSHE and Personal Development</b>	Tom Williams	<b>Community Links</b>	Tom Williams
<b>PE</b>	Lily Freeman		

Priority Area 1: To continue to raise the attainment of Greater Depth in English and Maths			
Ofsted Area: Quality of Education			
Expected outcomes and Success Criteria:			
<ul style="list-style-type: none"> <li>● Attainment of greater depth will raise to 40% in English and Maths across the school. (This was achieved in July 24 for Y6)</li> <li>● Subject knowledge of staff will increase and ongoing AFL during lessons will ensure all children are making progressed and challenged sufficiently.</li> <li>● To implement cross curricular links in Maths and other non-core subjects.</li> </ul>			
Lead: Mel Bowler and Josh Clack		Gov Link: Victoria Clark and Peter Leonard	
Action	Monitoring	Timescale	Resource requirements
<ul style="list-style-type: none"> <li>● Subject leads to lead CPD for all staff, focusing on best practice and raising GD attainment.</li> <li>● Staff to observe best practice across the EPA.</li> <li>● Staff to attend book looks that share best practice of GD provision and highlight high expectations.</li> <li>● Staff to analyse data after assessment points to target specific children.</li> <li>● Developing staff planning - focusing on high level questioning, task design, opportunities for focused group work.</li> <li>● Staff to ensure that AFL happens within all lessons and are confident with curriculum content to ensure challenge is taking place.</li> <li>● Staff to RAG rate small steps from Maths and English S.C.</li> <li>● GD Tracking grids to be used in each year group.</li> <li>● Pupil Progress Meetings to identify GD students in each year group.</li> <li>● Staff training on effective TA deployment to enhance how they support and challenge all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring timetables to allow teachers to observe best practice.</li> <li>● CPD timetable to provide coverage of CPD to develop GD.</li> <li>● Data to be analysed at the end of each Assessment Point.</li> <li>● Staff to RAG rate small steps at the end/beginning of the academic year.</li> <li>● Book looks and 'drop ins' occur every half term.</li> <li>● GD tracking grids to be updated 3 times a year.</li> </ul>	AP1, AP2, AP3  Every half term	CPD meetings Pupil Progress Meetings Monitoring Timetable Release time for staff to observe best practice.
<ul style="list-style-type: none"> <li>● English Lead to facilitate workshops to promote GD in writing.</li> <li>● Targeted observations that highlight how staff are able to uplevel GD writers.</li> <li>● Book monitoring across the EPA that focuses solely on GD books. This will explore what greater depth looks like, what next steps are being set for children and how writers are challenged in lessons.</li> <li>● Develop a greater depth portfolio for writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Internal book look that focuses on GD to be timetabled.</li> <li>● Monitoring timetables to allow teachers to observe best practice.</li> <li>● English Lead to analyse writing data at the end of each assessment point.</li> </ul>	June 25	CPD meetings Monitoring Timetable Release time for staff and English Lead to observe best practice.

<ul style="list-style-type: none"> <li>● Children develop their ability to work independently - both with their exploration with sentence structures and editing.</li> <li>● Staff are able to provide scaffolds to promote GD writing.</li> <li>● Staff to provide pre-teaching and consolidation sessions with GD writers.</li> </ul>	<ul style="list-style-type: none"> <li>● English lead to monitor GD once every full term.</li> </ul>		
<ul style="list-style-type: none"> <li>● Maths Lead to support staff with the planning of high level questions and opportunities to expose children to multi-step problems.</li> <li>● Teachers to explicitly teach a whole school approach to worded problems.</li> <li>● To embed fluency sessions that develop fluent mathematicians across KS1 and KS2.</li> <li>● Maths EPA Lead to organise GD competitions across the Trust.</li> <li>● People from the community to share how Maths is used in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Maths Lead to monitor routines every full term.</li> <li>● CPD to be led by subject lead to focus on worded problems and high-level questioning.</li> </ul>	June 25	
<ul style="list-style-type: none"> <li>● Maths lead to develop cross curricular links within the existing Mathematics curriculum.</li> <li>● Knowledge organisers to explicitly link to the maths curriculum.</li> <li>● Maths small steps to be taught alongside specific units of work that embed specific mathematical skills e.g. statistics and data handling in Science.</li> <li>● GD portfolios to continue to be developed for history, geography, RE, Computing and Science. This aids teacher's knowledge with making accurate judgements.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff to be aware of curriculum links in timetabled staff meeting.</li> </ul>	June 25	
<p><b><u>December 24 Impact:</u></b></p>			

**Priority Area 2: To continue to develop teacher's use of AFL to ensure that children are secure in their knowledge and understanding before moving onto new learning.**

**Ofsted Area: Quality of Education**

**Expected outcomes and Success Criteria:**

- All assessment systems are clear and used accurately both within lessons and at each Assessment point.
- All teachers assess pupils' knowledge consistently and accurately in all lessons to enable to address any misconceptions.
- Assessment systems support teachers to identify what Greater Depth looks like in non-core subjects
- Subject Leads are able to make secure judgements about standards and attainment in their curriculum area.

Lead: Josh Clack	Governor Link: Peter Leonard		
Action	Monitoring	Timescale	Resource requirements
<ul style="list-style-type: none"> <li>● Revised Assessment policy and procedures written and shared with all stakeholders.</li> </ul>	Subject leads to monitor that assessment is taking place.	Sept 24	CDP in Autumn term
<ul style="list-style-type: none"> <li>● Further training on assessment procedures provided for all teachers so that they are confident with how to assess in non-core subjects.</li> </ul>	SLT/Subject Leads to oversee impact of assessments	Ongoing	CPD in Autumn term
<ul style="list-style-type: none"> <li>● Further CPD for newer members of staff about AFL strategies.</li> <li>● Good practice visits organised both internally and across the trust</li> <li>● T&amp;L Lead to coach staff on AFL where appropriate.</li> <li>● Maths research Hub set up and run in school for teachers across the trust.</li> </ul>	DDIs to focus on AFL and impact.	Ongoing	Regular learning walks to look at how new learning is being taught by T&L Lead. GB to ensure all teachers have observed others to develop practice.
<ul style="list-style-type: none"> <li>● Continuation of greater depth portfolios to allow teachers to moderate work in subjects such as history/geography.</li> </ul>	Moderation of work created.	Once a term	Subject release time to develop portfolios so that teachers can use them in their PPA time.
<ul style="list-style-type: none"> <li>● Continuing to review current assessment systems to ensure that they are purposeful, manageable and informative</li> </ul>	Teacher meetings to discuss assessment and how teachers are using them to inform future teaching.	<b>Once a term</b>	Ongoing monitoring of how teachers and subject leads use assessment both in class and as a way to make judgements about attainment in subjects.

**December 24 Impact:**

<b>Priority 3:</b> To enhance the Early Years provision to develop all children’s progress and independence in all areas and to increase their engagement in learning.			
<b>OfSTED Area: Early Years Provision</b>			
<b>Expected outcomes and Success Criteria:</b>			
<ul style="list-style-type: none"> <li>● To ensure at least 80% of children finish Early Years with GLD</li> <li>● To ensure adults can confidently discuss provision and next steps for children</li> <li>● To ensure behaviour is outstanding across the Early Years Setting.</li> </ul>			
Lead: Laura Rump		Gov Link: Nic Wilson	
Action	Monitoring	Timescale	Resource requirements
<p><b>To enhance the outdoor learning provision to ensure all children are engaged with learning activities</b></p> <ul style="list-style-type: none"> <li>● To ensure the 7 areas of learning are explicitly identified within the outside area, that staff are planned for and can confidently talk about this.</li> <li>● For staff to model and facilitate high quality conversations in the outside area to enhance continuous provision and engagement of children.</li> <li>● To explicitly teach and model how to use areas of learning and how to tidy them away so that all children develop independence and responsibility.</li> <li>● Ensure all resources are well labelled to include picture and words to develop independent use of each area of learning</li> </ul>	<p>Monitoring timetable to include Early Years consistently ensuring that purposeful activities are available for children</p> <p>Drop in - asking staff throughout the week the intent of planned activities.</p> <p>Staff to complete daily checks to ensure provision is kept to a high standard i.e. tidying, respectful.</p> <p>Planning to be put in the shared drive each week to be looked at by EY lead.</p>	Ongoing	<p>Outdoor resources</p> <p>Early Years advisor to audit outside provision</p> <p>Tapestry – evidence</p> <p>Visiting other settings – time</p> <p>Labelling</p>
<p><b>To ensure at least 80% of children finish Early Years with GLD</b></p> <ul style="list-style-type: none"> <li>● To ensure robust planning is in place for all classes within the Early Years setting and is implemented on a daily basis. (Early Years room leads to plan with Early Years Lead to ensure progression)</li> <li>● To ensure that children who are not meeting ARE are identified, targeted and that all adults are aware of who they are and what their next steps are.</li> </ul>	<p>Progress of children is monitored closely (at least half termly) to ensure that adequate progress is being made by children.</p> <p>Assessment snapshots to be used from 2 - 5 years to assess children's next steps.</p> <p>Planning is put on the shared drive to be shared with EY lead.</p>	Reception Baseline data drop AP1, Ap2, AP3	<p>Data drop - Ap1, Ap2, Ap3</p> <p>Pupil progress meetings</p> <p>Tapestry – evidence</p> <p>Next steps on display for all adults.</p>

<ul style="list-style-type: none"> <li>To ensure the curriculum is embedded and planned for and there is clear progression across the early years setting.</li> </ul>	Next steps to be on display for all adults to see and change as appropriate.		
<p><b>To ensure Greater Depth children are targeted within the specific areas of learning to ensure they are stretched and challenged.</b></p> <ul style="list-style-type: none"> <li>To ensure that children who are identified as GD are targeted, stretched and that all adults are aware of who they are and what their next steps are.</li> <li>To ensure that planning shows opportunities to move children's learning forward.</li> <li>To ensure challenge and stretch is present for GD children within phonic and writing sessions.</li> </ul>	To trial tracking and identifying GD children on a tracking system when inputting data (Hello Data). To identify children in phonics/maths on planning to be challenged/stretched and next steps.	Autumn 1 Ap1, Ap2	Planning Teacher meetings/in house training.
<p><b>Adults facilitating high quality provision through the environment and high quality conversations</b></p> <ul style="list-style-type: none"> <li>To ensure adults are identifying and challenging children to develop their next steps of learning.</li> <li>To develop adults' confidence in quality interactions and encourage language development.</li> <li>To ensure planning identifies key vocabulary for adults to emphasise during conversations/adult led activities.</li> <li>Modelling of higher-level vocabulary through the use of high quality texts so that children independently use these in their everyday interactions.</li> </ul>	CPD to be delivered by LR to staff to ensure that interactions with children are purposeful and support children to make good levels of development.	Ongoing	Observations Training Planning
<p><b>To embed Rocket Phonics first steps within pre-school</b></p> <ul style="list-style-type: none"> <li>For Nursery leads to understand Rocket Phonics first steps and to be supported with team teaching with Early Years Lead.</li> <li>For Rocket Phonics first steps to be taught daily within Nursery.</li> </ul>	Team teaching with EY Lead	Summer 2/Autumn 1	Rocket phonics resources time planning
<p><b>To continue to promote positive behaviours within all Early Years settings</b></p> <ul style="list-style-type: none"> <li>For all rooms within the early years setting to have clear routines that are embedded from September, with the use of visual timetables, ZOR and well laid out zoned area</li> </ul>	Children have consistent reminders about positive behaviour and are encouraged to take care for their belongings as well as the areas of the classroom.	Autumn 1 and 2	Zones of regulations Build routines Class set up Time with adults to plan, organise and sort Weekly meetings with staff to discuss strategies & next steps

<ul style="list-style-type: none"> <li>● Within medium term planning, engaging activities to be planned to ensure children are motivated to engage in continuous provision.</li> <li>● To ensure behaviour policy is consistently followed by all members of staff including the use of positive rewards</li> </ul>			
<p><b>To embed good links between home and school to ensure appropriate support is accessed for all children</b></p> <ul style="list-style-type: none"> <li>● Offer stay and play opportunities throughout the year</li> <li>● Regular home school communication through tapestry</li> <li>● Phonics and maths workshops so that parents feel confident helping children with reading at home</li> <li>● Home packs to be sent home to gather relevant information from parents to school, to ensure a smooth transition.</li> </ul>	<p>Senior leaders observe the communication being sent out to parents and ensure that a range of activities are planned for all children which is inclusive of parents.</p>	<p>Ongoing</p>	<p>Time Tapestry – IPAD’s ICT? Home packs sent home on transition days Effective transition days - settling sessions</p>
<p><b>December 24 Impact:</b></p>			

<b>Priority 4: To further develop pupil leadership so that they have an impactful say on school life.</b>			
<b>OfSTED Area: Behaviour and Personal Development</b>			
<b>Expected outcomes and Success Criteria:</b>			
<ul style="list-style-type: none"> <li>● Pupils behave with consistent high levels of respect to others.</li> <li>● Pupils play a positive role in school life and actively support the wellbeing of others.</li> <li>● All children to voice that they feel safe, happy and valued.</li> </ul>			
Lead: Tom Williams and School Council members		Gov Link:	
Action	Monitoring	Timescale	Resource requirements
To continue building pupils' leadership roles so that the older pupils are positive role models for younger students.	Identify roles and responsibilities for the year. Monitor to ensure roles are being carried out effectively.	Autumn 1	Beginning of Autumn term roles to be created, pupils selected and training provided.
Provide a greater range of structured games at lunch times so that children develop their understanding of appropriate play.	Regularly monitor staff to ensure structured games are being provided to children at lunchtimes.	INSET day to look at games/activities	Purchasing equipment. Training of lunchtime supervisors.
Training on how to model conflict and resolution when games go wrong.	Continue monitoring lunchtime provision and use of script.	INSET day and further training sessions planned for each term.	Develop a script for adults to use on the playground.
Continue to have an active school council that makes a tangible contribution to the life of the school building on the work they have already done.	Ensure meetings are taking place and minutes are taken and shared. Invite members of school council to key meetings e.g. SLT and governors.	Ongoing	To elect new school council members. Time for meetings to be held.
To begin work towards the SMSC Quality Mark to ensure that children are able to make a positive difference to the society in which they live.	Continue to seek pupil voice and monitor the effectiveness of the curriculum with SMSC.	Begin Sept 24	Apply for SMSC Quality Mark.
Continually seek the voice of pupils to monitor the effectiveness of provision and identify any areas of concern.	Continue to see pupil voice in relation to provision.		Generate a pupil voice with targeted questions.
To ensure that the school offers a wide range of enrichment opportunities for all children.	Monitoring attendance of clubs.		registers for all clubs.
<b>December 24 Impact</b>			

<b>Priority 5: To increase the percentage of SEND and PPG attendance so that they are more in line with national average</b>			
<b>OfSTED Area: Behaviour and Attitudes</b>			
<b>Expected outcomes and Success Criteria:</b>			
<b>To increase the percentage of vulnerable learners so that they are in line with national average</b>			
July 24: Whole School: 95%	December 24:	March 25:	July 25:
SEND: 90% PPG: 89%	SEND: PPG:	SEND: PPG:	SEND: PPG:
Lead: Hayley Davis	Gov Link:		
Action	Monitoring	Timescale	Resource requirements
Attendance Officer (Annie Billington) to continue to rigorously monitor attendance: Send regular attendance data to SLT Phone calls made to parents to see what support they need to Parent partnerships developed with identified key children who are often absent, and workshops offered	SLT to monitor attendance on a weekly basis and identify necessary actions.	Ongoing	2 days a week for Attendance Officer to carry out work.
To engage parents and offer support and advice to help children maintain pupil attendance: SENDCo and Attendance Officer to run workshops and coffee mornings with parents to discuss key issues that may be impacting on attendance e.g anxiety. Work alongside parents to hear their voice and identify needs at home Family Links Nurturing Programme and SWIFT course to continue to be offered to parents Regular SEND parent questionnaires and SEND newsletters to be sent out to parents Early Referral to be made to EPA Home School Link Worker so that targeted support can be put in place.	Hayley to analyse and monitor the SEND questionnaires  Hayley to aid parents accessing the support	Ongoing	Staff to run the family links nurture programme  SEND questionnaires
To continue to ensure pupils' needs are being met in class, allowing them to feel positive and enjoy success in school Continue to use high quality adaptive teaching strategies in classes to ensure all children, particularly SEND, can make progress and access learning. Ensure staff are using assistive technology to ensure children's needs can be met.	SENDCo and SLT to observe lessons and ensure a range of strategies are in place, allowing all learners to enjoy accessing the curriculum.  SEN/PPG and vulnerable learners to be identified in termly pupil progress meetings - what is working well/what needs to change.	AP1 AP2 AP3  June 2025	CDP Meetings Pupil Progress Meetings Monitoring Timetable Release time for staff to observe

<p>To ensure subject leads are all aware of how SEN children are having their needs met to allow them to access the curriculum fully.</p> <p>Encouraging children to feel comfortable to come to school - adapting the classroom setting and resources as necessary, in close liaison with parents.</p> <p>Ensure teachers and TAs are fully updated and aware of the needs of the children in their classes. Fully informed of SEN status and any barriers to learning - how these can be overcome.</p> <p>To ensure recommendations from outside professionals are fully implemented and embedded within classrooms.</p> <p>Termly analysis of QCA behaviour forms to monitor behaviour changes in</p>	<p>Share good teaching practice - observations.</p> <p>DDIs/Book monitoring for appropriate differentiation</p>		
<p>To continue to ensure early intervention is in place, SENDCo to work closely with the early years team to support the needs of their children - WELCOMM screening - to identify and address needs:</p> <p>Ensure Cygnets and Ducklings are supporting their children with gross and fine motor skills development.</p> <p>Target interventions as soon as possible (CDP for staff if necessary)</p>	<p>Sift and consistent use of WELCOMM screening to identify and address needs as soon as possible</p> <p>Monitor Early Years interventions rigorously to ensure SEND pupils' needs are being met fully.</p>		
<p><b>December 24 Impact:</b></p>			

## English Action Plan: Sept 2024-July 2025

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To raise the attainment of children achieving Greater Depth in writing.	<p>CPD for staff to ensure everyone knows how to promote the standards of GD in their writers.</p> <p>English Lead (M.B) to monitor books during English Lead time and ensure GD pupils are being appropriately challenged and stretched within lessons.</p> <p>M.B to monitor lessons to ensure all teachers are following the English intent.</p> <p>Class teachers to analyse assessment data at AP1, 2 and 3 to identify GD writers.</p> <p>M.B. to meet with Ian Jackson (EPA English Strategic Lead) to discuss GD writing.</p>	<p>Staff to have a good understanding of what a GD writer looks like and mark against a set criteria for their age range.</p> <p>English books will show that GD writers have been challenged through targeted comments and 'Green to Grow' comments.</p> <p>Teacher planning follows the English intent and 'English Expectations' document. E.g. follows the English Teaching Model set out on p.3 English Handbook.</p>	<p>Reviewed in December 2024</p> <p>Continued throughout the year</p>	<p>Online course and exemplars of GD writing.</p> <p>MB to attend training? Meet with Ian Jackson EPA English Lead for advice.</p>	Mel Bowler
To ensure consistency in promoting the love of reading across the school.	<p>Monitor class reading corners and provide a selection of new reading books to ensure a range of authors and genres.</p> <p>Teachers to continue to read daily with their class and ensure the children experience a range of genres and text types and can identify them when asked.</p> <p>M.B. to provide a Genre Tool Kit, Author of the Month and Book Review templates for reading corners. M.B. to visit classes termly to check reading corners.</p>	<p>Children to use their reading corners regularly, talk about new authors and books, report back to peers and write reviews</p> <p>Children can talk confidently about reading genres and a range of authors.</p>	<p>Reviewed in December 2024</p> <p>Continued throughout the year</p>		Mel Bowler

<p>To monitor spelling across the KS2 and measure the impact of using the Rising Stars scheme to ensure progression.</p>	<p>Ensure class teachers are completing termly assessments to check on retainment of weekly spelling patterns/words  M.B to monitor weekly spelling lessons are taking place and follow the Rising Stars scheme.  Class teachers to record weekly spelling scores and monitor this.  Children to spend time in school using SPELLING SHED as well as monitoring use at home.  Monitor spelling support in classes; how are children in class being supported? E.g. with word mats, vocab vaults, dictionaries, spell checkers etc</p>	<p>Staff feel confident to deliver high quality spelling lessons  Staff use spelling lesson structure to plan lessons  Teachers are delivering high quality first teaching of spelling.  Children begin to implement their spellings into their writing  Increased assessment scores at AP1,2,3</p>	<p>Reviewed in December 2024   Continued throughout the year.</p>	<p>English books and Rising Stars spelling scheme resources.   Spelling Shed</p>	<p>Mel Bowler</p>
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December 2022 Evaluation:

## Maths Action Plan: Sept 2024-July 2025

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To develop fluent mathematicians in addition, subtraction and multiplication across the school.	<p>Staff in EYFS and KS1 to embed <i>Mastering Number</i> within their classrooms.</p> <p>Mastering number sessions to occur at least three times a week in KS1.</p> <p>KS1 staff to assess core addition and subtraction facts during AP1, AP2 and AP3.</p> <p>Multiplication checks to occur in AP3 (Year 2) and AP1, AP2 and AP3 in year 3 and 5.</p> <p>Teachers to use assessment to analyse gaps and provide intervention.</p>	<p>Children from EYFS to Year 6 to become fluent with basic number facts.</p> <p>Children to be able to tackle more challenging concepts with increasing confidence.</p> <p>Staff to increase their subject knowledge of fluency and use robust systems and interventions to support LA children.</p>	AP1, AP2 and AP3	<p>Leadership Time</p> <p>Resources to deliver fluency assessments</p> <p>Staff meeting to discuss new assessment</p>	JC
Raise the attainment of all students, focusing on GD and SEND learners.	<p>Staff to receive CPD on how to support GD.</p> <p>Monitoring of Maths lessons and feedback given to support staff with GD and adaptive teaching strategies.</p> <p>JC to provide resources for all staff to use in lessons.</p>	<p>Higher percentage of GD students across KS1 and KS2.</p> <p>Teachers to increase their subject knowledge of how to challenge children in their classrooms.</p>	July 25	<p>Leadership time</p> <p>Subject monitoring</p>	JC
To support new teachers in order to embed mastery across the school.	<p>ECTs to attend EPA Maths TRG</p> <p>Monitoring and feedback provided for new staff.</p> <p>KS1 to provide support with the embedding of NCETM resources.</p> <p>ECTs to observe best practice around the school.</p> <p>Teachers to attend BBO MathsHub CPD to support the implementation of mastery.</p>	<p>New teachers to build their subject knowledge of the mastery approach and how to embed it in their classrooms.</p>	July 25	<p>Release time for staff</p> <p>Leadership time</p> <p>Monitoring time and feedback</p>	JC

<p>To introduce mastery within a nursery setting and secure the foundations for early maths learning in EYFS.</p>	<p>Nursery to implement White Rose Maths nursery scheme.          JC to observe and provide feedback to nursery practitioners.          JC to support EYFS team with effective teaching with Mastering Number NCETM scheme.</p>	<p>To provide solid foundations in nursery so that children are able to make progress and move into EYFS with secure maths foundations.</p> <p>Practitioners to feel more confident with delivering maths mastery lessons.</p> <p>Indoor and outdoor area providing excellent provision for all children. EYFS staff to feel confident with the delivery of Mastering Number.</p>	<p>July 25</p>	<p>W/R scheme available for all nursery practitioners</p> <p>Monitoring and release time to plan.</p>	<p>JC</p> <p>LR</p> <p>EN</p>
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**December 2024 Evaluation:**

## Subject Action Plan: Art

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Sketchbooks to show progression within units across the school.	<ul style="list-style-type: none"> <li>• Book looks</li> <li>• Staff meeting (Spring term)</li> </ul>	All lessons are evidenced and staff are following the sequence of lessons. All staff are confident in using Kapow.	Summer 2	Progression of skills documents (Art handbook)	KLF
Staff to feel confident assessing within Art.	<ul style="list-style-type: none"> <li>• Greater depth portfolio to be set up.</li> <li>• Staff meeting looking at assessment within art.</li> <li>• Book looks</li> <li>• Data analysis.</li> </ul>	All staff can confidently assess in art and that this is consistent across the school.	Summer 2		KLF
All teachers to feel confident teaching using Kapow.	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• CPD for staff</li> <li>• Support offered by subject leader.</li> <li>• Teacher voice questionnaire to identify strengths are areas for development in staff training.</li> </ul>	High quality art lessons will be taught across the school. Children will be making good progress. Children will be able to talk about a sequence of art lessons.	Summer 2		KLF

**December 2024 Evaluation:**

## Subject Action Plan: Computing

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To provide teachers with further training on how to ensure accurate assessment is taking place in computing.	Revisit assessment systems in place Work with teachers on how to assess accurately which may lead to issues around subject knowledge. Look at areas which may not be being taught effectively.	More accurate data to be collected for children in computing	<b>July 25</b>	Time CPD	<b>TW</b>
To develop the confidence of new teachers using Google Classroom and the curriculum	To show new teachers how to use Google classroom effectively. Monitor Google classroom throughout the academic year. Use staff voice to highlight areas of strength and concern for teachers with Google classroom and the curriculum. Identify areas where teacher subject knowledge is not so strong so that CPD can be put in place. Continue to work with teachers from Bartholomew to aid with subject knowledge.	Teachers confident in using Google classroom for lessons.  Deep coverage of the Computing curriculum to be taught.	<b>Ongoing</b>	Time CPD	<b>TW</b>
Arrange computing events to engage and encourage challenge in the subject, especially with PPG children.	Specific events to be looked into for children to participate in throughout the school year. Clubs to be used where children can be challenged within computing throughout the year. Target children to be identified for these clubs.	More challenge to be evident for children.  Profile of Computing to grow across the school.	<b>Ongoing</b>	Time research	<b>TW</b>

**December 2024 Evaluation:**

## Subject Action Plan: Design Technology

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Sketchbooks to show progression within units across the school.	Book looks Staff meeting (Spring term)	All lessons are evidenced and staff are following the sequence of lessons. All staff are confident in using Kapow.	Summer 2	Progression documents.	KLF
Staff to feel confident assessing within DT.	Greater depth portfolio to be set up. Staff meeting looking at assessment within DT. Book looks Data analysis.	All staff can confidently assess in DT and that this is consistent across the school. Clear examples within sketchbooks of children working below, at and above age related expectations.	Summer 2		KLF
All teachers to feel confident teaching using Kapow.	Learning walks CPD for staff Support offered by subject leader. Teacher voice questionnaire to identify strengths and areas for development in staff training.	High quality DT lessons will be taught across the school. Children will be making good progress. Children will be able to talk about a sequence of DT lessons.	Summer 2		KLF

### December 2024 Evaluation

## Subject Action Plan: Geography

Priority Areas	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
	For teachers to have a better awareness and confidence of how to assess PPG and SEND children in history	To expand the work of the portfolio so that teachers can identify work which is ARE and GD to help with subject knowledge. To monitor books and carry out a learning walk with a focus on SEN and PPG	The gap between PPG and SEN and non-SEN and non-PPG narrows.	Ongoing	Time CPD	MD
	To continue to develop children's knowledge of what fieldwork is.	Further CPD for staff on what fieldwork is and how to teach it. Review learning objectives to ensure that fieldwork is covered evenly in each year's group.	Children to have a deeper understanding of fieldwork and how to carry out fieldwork in geography.	Ongoing	CPD Time Pupil voice	MD
	To ensure Geography is taught consistently to a high standard in all year groups.	To include a fast 5 every lesson. To provide a clear example of what lessons should look like in geography.	Children to retain and recall previously learnt information.	Ongoing	CPD Time	MD
	To ensure the Geography objectives are taught effectively in the history units.	Geography and History leads to monitor units together and identify training needs.	Children can retain knowledge of geography skills over a period of time and that these are taught effectively.	Ongoing	CPD	MD/HC

**December 2024 Impact:**

## Subject Action Plan: History

Priority Areas	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
1	More regular recap opportunities for content in current years and from previous year groups too	<ul style="list-style-type: none"> <li>- communicate opportunities and ideas to teachers about how to recap content</li> <li>- arrange drop-ins to start of lessons to ensure opportunities are being used</li> </ul>	<ul style="list-style-type: none"> <li>- to increase retention of history knowledge</li> <li>-to help children’s awareness of links through history topics eg how civilisations compare across time</li> </ul>	Autumn term	Time	HC
2	Ensure teachers are signposting the skills used by historians and when they are being used in class	<ul style="list-style-type: none"> <li>-send reminder about signposting skills used by historians</li> <li>-ensure LOs all have skill-based ‘I know how’ statements from skill progression document</li> <li>-pupil voice to check children have better awareness of skills</li> </ul>	<ul style="list-style-type: none"> <li>-more explicit teaching of history skills</li> <li>- for children to have better awareness and recall of history skills and how historians work</li> </ul>	End of term 1	Time	HC
3	For teachers to have a better awareness and confidence of how to assess PPG and SEND children in history	<ul style="list-style-type: none"> <li>-continue to create a portfolio of work by children for reference</li> <li>-books looks to look at LO ticks and assessments for PPG and SEND</li> </ul>	<ul style="list-style-type: none"> <li>-all teachers to feel confident with assessing children in history</li> <li>- higher percentage of PPG and SEN children assessed as ‘working at’</li> </ul>	Summer ‘25	Time	HC
	To ensure the History objectives are taught effectively in the Geography units.	Geography and History leads to monitor units together and identify training needs.	Children can retain knowledge of history skills over a period of time and that these are taught effectively.	Ongoing	CPD	HC/MD

**December 2024 Evaluation:**

## Subject Action Plan: Modern Foreign Languages

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To ensure that all staff are confident at delivery the Spanish unit of work from Language Angels	Ask Specialist Language teacher from Barts to carry out monitoring in Lower KS2 and KS1	Spanish language lessons are taught to a consistently high standard.	Learning walks each term	Time from specialist language teacher from Bartholomew	GB
To ensure that teachers are able to assess progress in MFL against progression statements	Liaise with Mandarin Language teacher about progression and attainment of pupils in years 5 & 6 For assessment of pupils in Lower KS2 and KS1 to take place to ensure building of language skills and knowledge is taking place.	For accurate judgments to be made about pupils' language in Spanish and Mandarin,	Each AP in Autumn, Spring and Summer	Support with teachers looking at the assessment tools to make judgements.	GB

<p>To carry out an international day where children learn about countries that speak Mandarin.</p>	<p>Day held in Spring where children learn about different countries that speak Mandarin</p>	<p>Children immerse themselves in a different culture and experience traditional dances, cooking, songs and history about those cultures.</p>	<p>Spring 2025</p>	<p>Planning time to look at Workshops and appeals to the local community for people who may be able to assist.</p>	<p>GB</p>
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<p><b>December 2024 Evaluation</b></p>
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## Subject Action Plan: Music

	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
1	Ensure all teachers/ TA are following the new model music curriculum.	Email all teachers link to new curriculum, along with overview of what topics should be covered each term.  Termly checks that everyone is covering the correct topics.	<u>Outcome</u> Children experience high quality teaching. Children experience coverage curriculum. <u>Impact</u> Children feel proud of their work. All children in Year 1,3 and 5 are taking part in high quality lessons.	<b>By October half term.</b>  <b>End school year (07/25) (termly checks)</b>	Email	<b>N. W</b>
2	Make sure all TA's teaching music have had training on teaching the new music curriculum	Training to take place during TA's meeting.	<u>Outcome</u> Children experience high quality teaching. Children experience coverage curriculum. <u>Impact</u> Children feel proud of their work. All children in Year 1,3 and 5 are taking part in high quality lessons.	<b>By October half term</b> <b>End school year (07/25) (termly checks)</b>	n/a	<b>N. W</b>
3	Ensure external music services are evidencing lessons	Talk with teachers about TA's that are in with external music teachers to take evidence on iPad.  Talk with providers about giving teachers a starting point and end point of children's learning.	<u>Outcome.</u> All lessons being recorded and evidence. <u>Impact</u> Consistency of music evidence throughout the school.	<b>End school year (07/25) (termly checks)</b>	iPad  Music books	<b>N. W</b>

4	Monitoring that new curriculum has been effective	Sending surveys to teachers (December, March, June) to get an understanding on how the curriculum has supported all pupils learning within music.	Teachers feel confident to teach the music curriculum, which is outlined, and training needs have been identified.	<b>Three checks in points</b> <b>12/25</b> <b>04/25</b> <b>07/25</b>	Survey	<b>N. W</b>
5	Setting up orchestra	<p>Getting information from Oxfordshire school hub about the orchestra</p> <p>Looking at advertising the oxford music service free lessons for children of families on certain benefits</p>	<p>Outcome.</p> <p>Getting the weekly hour set up and running.</p> <p>Impact</p> <p>Making sure children are given the opportunity to take part in music outside of the curriculum to truly build their confidence as a musician.</p>	<b>By the end of the academic year</b> <b>07/25</b>	n/a	<b>N. W</b>

**December 24 Impact**

## Subject Action Plan: PE

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Monitor the implementation of the new curriculum and well sequenced lessons.	<p>PE learning walks</p> <p>Discussions with children</p> <p>Follow up staff meeting to find out how the new scheme is going.</p>	<p>Children will have skills that begin to be embedded and can be transferred to any activity. Children will have a range of skills.</p> <p>They will enjoy PE and school sport.</p>	Ongoing	Time	LF
Develop assessment across the school and to explore ways to record this.	<p>Teacher voice with how confident they are with assessment in term 1 and 2.</p> <p>Explore Get Set For PE assessment tools.</p> <p>External CPD for LF to understand assessment further to then deliver to staff.</p>	<p>Teachers will be more confident assessing children.</p> <p>They will know what makes a child ARE and begin to understand what makes a child GD.</p>	Until July 25	Time	LF
Target SEN and PPG to increase engagement and attainment.	<p>Pupil voice of these children to find out what they like/dislike.</p> <p>Implement play leaders at lunch times including these children as leaders.</p> <p>Celebrate the successes of these children.</p> <p>Subsidise clubs for PPG to encourage representing the school.</p>	<p>Most SEN and PPG children will participate in PE lessons.</p> <p>They will be proud of their achievements.</p> <p>PPG will have opportunities to represent the school.</p> <p>Higer percentage to be working at ARE by the end of the year.</p>	Ongoing	Time	LF

**December 24 Impact:**

## Subject Action Plan: PSHE

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To reassess the assessment for PSHE using teacher voice to support this.	Teacher voice to be collected to look for areas of strength and concern around assessing in PSHE.  CPD to be provided to teachers around assessment in PSHE	Teachers to feel more confident in assessing children in PSHE.	Ongoing	Time CPD	TW
To develop a portfolio for children working at GD.	At the end of every topic, teachers to choose to pieces of work across the year group that they think is GD. Short explanation to be provided.  Google folder to be created for this work to be placed in.	More accurate assessment of children in PSHE.	Ongoing	Time CPD	TW
Continue to promote awareness days throughout the school year.	Selected awareness days to be chosen for children to participate in.  Areas of concern to have special events created e.g. racism to be looked at through exposure throughout the year.	Children to be more aware of the world around them and how they can have a positive impact.	Ongoing	Research CPD	TW

**December 24 Impact:**

## Subject Action Plan: Religious Education

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
RE to be taught with a consistent approach across school through the application of the Jigsaw RE Scheme of work. This will include a clear emphasis on recapping prior learning through the 'Connect Our Learning' section.	PPT lesson template to be provided in CPD to scaffold the lesson structure. This will ensure the key parts of the lesson, as used in Jigsaw RE, are evident and explained to all children. CPD to discuss the use of 'Connect Our Learning' as a tool to recap prior knowledge to ensure learning is embedded before building upon.	All staff will teach RE using the key elements of Connect Our Learning, Open my Mind, Tell Me or Show Me, Let Me Learn, Pause Point and Help me Reflect within each lesson. The Connect Our Learning activity will include clear and specific revision of previous learning to ensure key learning is fluent, thus allowing new learning to build upon prior knowledge.	End of Term 2	CPD PPT template/scaffold Learning Walks	LP/NE
Evidence of adaptive teaching to be clear in books to demonstrate how all learners are supported and extended.	CPD to remind staff of the application of adaptive teaching methods used in other areas of the curriculum. Revision of the application of Green to Grow challenges that are adapted and suitable to extend and challenges all learners appropriately.	Adaptive teaching to be used and evident to ensure all learners can access the curriculum effectively and allow them to share their knowledge, understanding and facilitate the exploration of personal development. Appropriate Green to Grow challenges will be evident in every third piece of work to extend and challenge all.	End of Term 2/start of Term 3	CPD Learning Walks Book looks	LP/NE

<p>Improve subject knowledge and confidence in teachers to ensure lessons are consistently taught to a high standard to ensure progress for all learners.</p>	<p>CPD to discuss subject knowledge and how to locate/use suitable websites, as well as Jigsaw itself, to support teacher's subject knowledge development.</p> <p>Use of children's KCVs to support subject knowledge. Additional teacher KCVs provided to give an overview of key religions.</p> <p>LP to have time with RE Governor to explore ways to address developing subject knowledge further.</p>	<p>Teachers will feel more confident delivering RE to their classes. They will have a detailed subject knowledge of the religions they are teaching and understand how what they are teaching builds upon children's prior learning and experiences. Teachers will know where to look to develop their subject knowledge and how to respond to children if they are unsure how to answer a question posed.</p>	<p>Term 4</p>	<p>CPD Learning Walks Book Looks</p>	<p>LP/NE</p>
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● **December 24 Evaluation:**

## Subject Action Plan: Science

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To ensure that investigations and experiments are taking place as frequently as possible.	<ul style="list-style-type: none"> <li>• Drop ins.</li> <li>• Pupil voice.</li> <li>• Book looks.</li> <li>• Organisation and supplementing of necessary resources.</li> <li>• Planning support.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of engagement from pupils in lessons.</li> <li>• Positive feedback during pupil voice.</li> <li>• Embedded understanding and skills, as a result of engagement.</li> <li>• High levels of attainment.</li> </ul>	Termly	<ul style="list-style-type: none"> <li>• Release time</li> <li>• Science budget</li> </ul>	NW
To continue to provide planning support to all teachers who plan science for their year group.	<ul style="list-style-type: none"> <li>• Book in two-hour planning slots with specific year groups at the end of Term 2 and Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved confidence from teachers.</li> <li>• Improved sequencing of lessons.</li> <li>• High levels of attainment.</li> </ul>	Term 2 Term 4	<ul style="list-style-type: none"> <li>• Release time for science lead and class teacher</li> </ul>	NW

<p>To ensure that the school's new assessment system is fully embedded in all year groups.</p>	<ul style="list-style-type: none"> <li>• Offer support to all teachers in writing/updating end of term assessments.</li> <li>• Ensure that all end of unit test scores and assessment point teacher assessment levels are recorded on a central document.</li> <li>• Ensure (through book looks) that all teachers are making use of the updated three tick (on both learning objectives) assessment system in books.</li> <li>• Analyse data throughout the school (Y1-6) at AP1, AP2, and AP3.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, subject lead and SLT having clear data to analyse.</li> <li>• Teachers being able to address any gaps in knowledge and skills.</li> <li>• A sharper focus on retaining information (Rosenshine).</li> <li>• Hopefully, more children will achieve at greater depth, and gaps will be closed for pupils not achieving age-related expectation.</li> </ul>	<p>Termly</p>	<ul style="list-style-type: none"> <li>• Release time</li> </ul>	<p>NW</p>
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• **December 24 Evaluation:**

