



# Barrowby Church of England Primary School

## School Development Plan 2024-2025

6<sup>th</sup> Edition: June - July 2025-Next Steps

*Make your light shine, so that others will see the good that you do and will praise your Father in heaven.*

*Matthew 5:16*



Year 6 Residential, London - June 2024

### Key

1<sup>st</sup> Edition  
2<sup>nd</sup> Edition

4<sup>th</sup> Edition  
3<sup>rd</sup> Edition

5<sup>th</sup> Edition  
6<sup>th</sup> Edition

Next Steps



Artsmark Gold Award  
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## **Introduction – Our Church School Vision**

As a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.

## **Our School**

Barrowby Church of England Primary School is a large, average sized co-educational school situated within a large semi-rural village, adjacent to All Saints' parish church.

The school has eight classes, two mixed age Reception/Year 1 classes, two mixed age Year 1/Year 2 classes, a Year 3 class, a Year 4 class, a Year 5 class and a Year 6 class.

It is anticipated that numbers on roll will remain stable. Governors continue to explore various options to secure the school's future.

There are eight full time teachers, including the Headteacher, and three 0.5 part-time teachers. Non-teaching/support staff include: 1 HLTA, 9 Teaching Assistants, 10 Midday Supervisors, a School Business Manager, 2 x Administrators, a Caretaker, 1 part-time Cleaner and five part-time Wrap Around Care Supervisors.

The school accommodation has been significantly developed over the previous years. All other accommodation and facilities are continually refurbished and maintained to a high standard.

The outdoor classroom has recently been extended to include a 'Forest School' area, we also have a sensory garden, Cabbage Patch Garden, Jubilee Garden and Eco-Greenhouse as well as our playgrounds and extensive grounds which feature adventure playgrounds, outdoor gym equipment, Trim Trail, games field, wild life areas, pond, Earth Loom, story circle, Tree House and camp fire area; all provide an excellent outdoor environment, for all our pupils.

## Target Setting 2025

### EYFS

<b><i>EYFS</i></b>	<b><i>Reception Standard</i></b>	<b><i>Targets 2024</i></b>
GLD	Expected	80%

### Key Stage 1

<b><i>Key Stage 1</i></b>	<b><i>Year 2 Standard</i></b>	<b><i>Targets 2024</i></b>
Reading	Expected	80%
	Greater Depth	20%
Writing	Expected	80%
	Greater Depth	20%
GAPS	Expected	80%
	Greater Depth	20%
Maths	Expected	80%
	Greater Depth	20%
Science	Expected	80%

### Key Stage 2

<b><i>Key Stage 2</i></b>	<b><i>Year 6 Standard</i></b>	<b><i>Targets 2024</i></b>
Reading	Expected	85%
	Greater Depth	20%
Writing	Expected	85%
	Greater Depth	20%
GAPS	Expected	85%
	Greater Depth	20%
Maths	Expected	85%
	Greater Depth	20%
Science	Expected	85%

## Strategic Plan-3 years

### Quality of Education:

Ensure high quality teaching raises pupils' achievement and supports progress.

- Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.
- Ensure teachers use their expertise to develop skills, knowledge and understanding in English and Mathematics and other subject areas across the curriculum.
- Ensure teachers deliver engaging teaching and learning opportunities which promotes active learning and enables all pupils to work at a consistently high level across the curriculum.
- Ensure all pupils including SEN/D pupils make good or better progress relative to their starting points.
- Enhance further:
  1. the use of AFL strategies including use of questioning, discussion, Talking Partners to support and engage pupils in their learning;
  2. use of active feedback i.e. teachers/teaching assistants will engage with pupils at the point of learning so that they all understand how to improve their own learning;
  3. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step.
- Continue to evaluate, adapt and use feedback and effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.
  1. to help pupils embed and use knowledge;
  2. to check pupil's understanding and inform teaching i.e. next steps.
- Ensure reading continues to be a high priority in school.
- Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.
- Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills.
- Continue to sharpen the level of challenge so that at the end of EYFS, Year2, 4 and 6 more pupils attain standards in Reading, Writing & Maths which are well above age related expectations and those found locally and nationally.

### Behaviour & Attitudes:

Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.

- Continue to ensure all pupils behave consistently well demonstrating high levels of respect for others and self-control.
- Further communicate School values to all stakeholders, so that all understand their part in promoting respect, independence and creativity through their conduct, behaviour and attitude.
- Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.
- Ensure Attendance continues to be monitored.

### Personal Development:

Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.

- Ensure the school promotes the extensive personal development of all pupils through a range of wider and Extra-Curricular opportunities.
- Continue to support pupils with meaningful opportunities to understand how to be active, respectful and responsible citizens.
- Continue to review, evaluate and refine the high-quality pastoral systems and support available to all.
- Continue to prepare pupils for life in modern Britain effectively, developing understanding of British Values, Protected Characteristics and Equal Opportunities.
- Ensure that all Health and Safety documentation and procedures are completed as appropriate.
- Continue to promote pupil voice.

### Leadership & Management:

Ensuring that there is a clear, strong ambition and drive for improvement of outcomes for all children in all areas of school life.

- Share vision, aims, values and priorities with all stakeholders ensuring they understand the whole school Development/Improvement Plan and their own role in supporting and achieving good or better progress and achievement for all of our pupils.
- Continue to review, evaluate and refine leadership within school so that all have a shared understanding and responsibility for delivering a clear and ambitious vision.
- Improve school leadership capacity e.g. SENCO, SLT, Subject Leaders, HLTA to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs, for example training for new staff: Head Teacher, Deputy Head Teachers, NQT, administrative team, caretaker, cleaner and including Governor induction training and any further needs.
- Ensure relevant, new staff and governors have attended appropriate training in Safer Recruitment, Safeguarding Children, Child Protection, E-safety, Outdoor Educational Visits and First Aid training
- Continue to review, evaluate and refine practice in school through effective and meaningful engagement with all staff.
- Ensure Leaders engage with staff and take account of their pressures i.e. workload and developing staff wellbeing.
- Maintain and build on the Governors' experience and skills to utilise these for the benefit of school improvement e.g. Health and Safety, Fire Warden Training, ICT and financial guidance/expertise.
- Evaluate and strengthen existing collaborative partnerships for the benefit of pupils and staff
- Ensure all Safeguarding is effective e.g. documentation and procedures are up to date.

### Evaluating the Effectiveness of Early Years:

Ensuring that the EYFS curriculum provides no limits or barriers to the children's achievements:

- Ensure all pupils are supported to know, remember and can do more.
- Deliver high-quality teaching and learning experiences so that all pupils are motivated, cooperate well and are eager to join in.
- Ensure staff are knowledgeable about the areas of learning they teach and deliver active and engaging learning opportunities.
- Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skill

# The Quality of Education

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Curriculum								
Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.	Subject Leaders	TW NS	Continue to review, evaluate and refine school's Curriculum	<ol style="list-style-type: none"> <li>1. Review Curriculum Stepping Stone Documents <b>July 24</b></li> <li>2. Review and update school's Long-Term Planning to reflect adaptations to Curriculum - <b>July 24</b></li> <li>3. Revise Curriculum Section of the School Website and ensure information uploaded is accurate <b>September 24</b></li> <li>4. Review English Curriculum inc.                             <ol style="list-style-type: none"> <li>a) Reading</li> <li>b) Writing</li> <li>c) SPaG</li> <li>d) Speaking &amp; Listening</li> </ol>                             And ensure supported children to develop further their skills. <b>Ongoing</b> </li> </ol>	Gvs	N/A	School Leaders will ensure the school's curriculum Intent, Implementation and Impact is clearly communicated and is visible to all stakeholders.	<p><b>September 24-</b> All curriculum documents reviewed and updated on the school's website to reflect any adaptations made to Stepping Stones Documents. <b>IMPACT:</b> All Curriculum Plans accurately reflect the school's curriculum.</p> <p><b>October 24-</b> EYFS Team met with SLT to begin to refine the writing curriculum and break down steps further. <b>IMPACT:</b> Evaluated and refined the Writing Curriculum.</p> <p><b>Nov 24 -</b> Ofsted led a deep dive in Early reading and phonics. <b>IMPACT:</b> The English Curriculum is Outstanding.</p> <p><b>January 2025 -</b> Spelling lead has started to enquire into Essential Spelling, a spelling programme designed to follow on from ELS (our phonics programme). <b>IMPACT -</b> Our spelling lessons will follow on from ELS, a more robust spelling overview from Years 2 - 6, which enables each part of the spelling curriculum to be delivered. It will lighten the cognitive overload for pupils, as well as reducing teacher workload.</p>

								<p>March 25: Essential Spelling has been introduced to Year 3 and 4 and has started to be used. <b>IMPACT:</b> Staff supported with planning and resourcing and children have opportunity to review spellings planned for in the scheme.</p> <p>May 25: Essential Spelling has been introduced to Year 5 and has started to be used. <b>IMPACT:</b> Staff supported with planning and resourcing and children have opportunity to review spellings planned for in the scheme.</p> <p>July 25- The curriculum continues to be well suited to our children. <b>Next Steps:</b> Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading. Review and adapt the schools timetable next academic year to review reading opportunities and introduce these daily.</p>
Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.	SC	TW	Monitor the implementation and impact of the school's Modern Foreign Language Curriculum.	<p>Conduct:</p> <ul style="list-style-type: none"> <li>• Lesson Drop Ins <b>Autumn 24</b></li> <li>• Work Scrutiny <b>Spring 25</b></li> <li>• Pupil Interviews <b>Summer 25</b></li> </ul>	Govs	N/A	Ensure pupils have access to good quality Modern Foreign Language: French.	<p>Nov 24- MFL lead conducted MFL lesson drop ins <b>IMPACT:</b> observed consistency in use of the scheme <b>Complete next year</b></p>
	SB  JL	LB	Continue to extend further partnerships across all aspects of school life.	<ul style="list-style-type: none"> <li>• Explore all opportunities available through the Inspire+ Partnership an communicated to school family. <b>Ongoing</b></li> <li>• Liaise with Darren Tinkler-Roots to Food and ensure children have further opportunities to cook and develop a sense of healthy choices: <ul style="list-style-type: none"> <li>a) Y4 &amp; 5 - Autumn</li> <li>b) Y2 &amp; 3 - Spring</li> <li>c) Y6 - Summer</li> </ul> </li> </ul>	Govs	£3100  £350 £350	All members of the school family continue to grow and flourish.	<p>September 24 &amp; January 25- Roots to food workshop completed for Year 4 &amp; 5. <b>IMPACT:</b> Pupil have the opportunity to further develop their cooking skills and knowledge of healthy lifestyles.</p>

Barrowby Church of England Primary School-Striving for Excellence  
School Development Plan Sept 2024 – July 2025

	NS			<ul style="list-style-type: none"> <li>Liaise with the St Phillips Centre to facilitate further opportunities for pupils to interact and visit different places of worship:               <ol style="list-style-type: none"> <li>Y3 visit a Mandir - <b>Autumn 24</b></li> <li>Y5 visit a Mosque <b>Spring 25</b></li> <li>Organise a Faith Roadshow/other faith practitioners to visit school <b>Summer 25</b></li> </ol> </li> <li>Liaise with Music for Schools Foundation to provide further opportunities for all pupils to learn to play an instrument through:               <ol style="list-style-type: none"> <li>Peripatetic Music Lessons <b>Ongoing</b></li> <li>Whole Class Instrumental Tuition - Y4 <b>Autumn 24</b></li> </ol> </li> </ul>		<p>£350</p> <p>£262.50</p> <p>£332.50</p> <p>TBC</p> <p>£670</p>	<p>16<sup>th</sup> September 2024 Y3 Mandir visit booked and confirmed for Autumn '24. Y5 Mosque visit booked and confirmed for February 2025 A Hindu Experience has been booked for the Spring Term. <b>IMPACT</b> - Support the Intent for RE by providing a balanced RE curriculum.</p> <p>12<sup>th</sup> February 25: Faith Visit facilitated with opportunity to visit Mosque, Jain Centre and Church. <b>IMPACT:</b> Pupils supported to further develop their world views and supported to compare faiths identifying similarities.</p> <p>Dec 24- Year 4 Completed their whole class music tuition <b>IMPACT:</b> Children learnt to play a woodwind instrument and performed at Christmas service</p> <p>February 2025-School received Music Mark Award. <b>IMPACT-</b> recognition of strength in Arts offering at school.</p> <p>July 2025- Arts Summary Completed for Academic Year 2024-25.</p> <p><b>Next Steps:</b> Continue to refine arts offering in next academic year</p>
Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills.	KG TL	LB	Refurbish school pond	<p>Facilitate works to:</p> <ul style="list-style-type: none"> <li>Install additional entrance (path and agte) to Pond for access. <b>Sept 24</b></li> <li>Purchase storage equipment <b>Sept 24</b></li> <li>establish Pond Dipping Boxes <b>Oct 24</b></li> <li>Bean bags to be purchased to provide additional seating when working in the area. <b>May 24</b></li> </ul>	Govs	<p>£2972.20</p> <p>£800</p> <p>£100</p> <p>£141.63</p>	<p>Provide pupils with the opportunity to conduct Outdoor activities without the need for leaving site, thus enhancing pupil experience.</p> <p><b>September 24-</b> Additional entrance installed to the pond and works completed. <b>IMPACT:</b> Access can now be gained to the pond without having to go through the Woodland Classroom for Reception.</p> <p><b>Nov 24 -</b> additional storage resources purchased and placed into the Pond Area. <b>IMPACT:</b> storage available for pond dipping equipment/boxes</p> <p><b>Next Steps:</b> Organise pond dipping resources.</p>

	TL	LB	Complete works to the 'Craft Shack' on the school field so pupils have the opportunity to further develop their creativity.	<ol style="list-style-type: none"> <li>1. Install craft shack and shed <b>Sept 24</b></li> <li>2. Purchase additional picnic tables <b>Sept 24</b></li> <li>3. Purchase bean bags for use within the are <b>Sept 24</b></li> <li>4. Install shelving <b>Oct 24</b></li> <li>5. Resource Craft Shack for children <b>Oct 24</b></li> </ol>	Govs	<p>£5854.20</p> <p>£521.97</p> <p>£141.63</p> <p>£200</p> <p>£100 (donations also accepted)</p>	Ensure pupils have the opportunity to further develop their creative skills when at play.	<p><b>October 24-</b> Craft shack installation completed <b>Impact:</b> Space beginning to be used purposely for small groups of children. <b>IMPACT:</b> Shack is now available for use by pupils.</p> <p><b>Dec 24</b> - Shelving established and resource boxes purchased. Resources placed in boxes and labelling complete. <b>IMPACT:</b> Resources available for pupils to use.</p> <p><b>March 25:</b></p> <ul style="list-style-type: none"> <li>• New rota created so children can see when and where they'll be using the Craft Shack.</li> <li>• Shack stocked.</li> </ul> <p><b>IMPACT:</b> Provide greate array of opportunities for children to be creative.</p> <p><b>May 24-</b> Craft shack boxes and shelving installed in the shack. Activity cards laminated and installed. <b>IMPACT:</b> Craft shack open for children to use on a rota basis at break and lunchtimes to foster their creativity.</p> <p><b>Completed</b></p>
	TL	LB	Explore ways to provide water taps outdoors so children can replenish water when outside without the need to return inside.	<ol style="list-style-type: none"> <li>1. Explore options with Headteacher <b>Sept 24</b></li> <li>2. Research suitable and cost effective solutions. <b>Oct 24</b></li> <li>3. Present ideas to HT. <b>Nov 24</b></li> <li>4. Purchase and install new outdoor taps. <b>Mar 25</b></li> </ol>	Govs	£2000	Ensure pupils have access to drinking water and drink 2L a day and can refill bottles as needed outdoors.	<p><b>Nov 24</b> - Contractor discussed available solutions and quoted price. FGB discussed installation and costings and agreed. New Hydration Station to be installed February half term. <b>IMPACT:</b> All pupils will be able to refill their bottles/hydrate without the need for coming inside.</p> <p><b>February 2025-</b>Hydration Station installed <b>IMPACT-</b> All pupils able to fill their bottles during playtime and remain hydrated.</p> <p><b>Completed</b></p>

Assessment								
<p>Ensure teachers deliver engaging teaching and learning opportunities which promotes active learning and enables all pupils to work at a consistently high level across the curriculum.</p>	<p>All Subject Leaders</p>	<p>LB TW NS</p>	<p>All leaders monitor the implementation of assessment within their subject to measure the impact of pupil's understanding.</p>	<p>1. Disseminate Assessment Policy <b>Nov 24</b></p> <p>2. Review Assessment Timetable/expectations throughout the year. <b>Ongoing through Teacher Meetings</b></p>	<p>Govs</p>	<p>N/A</p>	<p>Pupils are supported to continue to build upon their knowledge and understanding so that they consistently work at a high level: know and remember more.</p>	<p><b>Dec 24 - Assessment Policy disseminated to all staff</b> <b>Impact- Assessment points reviewed by subject leaders for subject areas</b></p> <p><b>May 24- TW to devise an assessment timetable for Summer Term assessments. IMPACT: KS1 classes have adequate support to complete tests.</b></p> <p><b>May 24- TW completed TEAMS call with Hodder education to explore new NTS assessments to move to next academic year rather than PIRA and PUMA. IMPACT: SLT made decision to move to NTS assessments for 2025-26 academic year. TW to lead implementation.</b></p> <p><b>July 2025- NTS Assessments researched, reviewed</b></p> <p><b>Next Steps: Introduce new Assessment system and tracking opportunities through Arbour.</b></p>
<p>Continue to evaluate, adapt and use feedback and effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.</p> <ol style="list-style-type: none"> <li>1. to help pupils embed and use knowledge;</li> <li>2. to check pupil's understanding and inform teaching i.e. next steps.</li> </ol>	<p>LB</p>	<p>Govs</p>	<p>Continue to enhance further staff understanding of assessment techniques and how these can be used to ensure pupils are actively involved in their learning.</p>	<p>Review with all teaching staff:</p> <ol style="list-style-type: none"> <li>1. use of active feedback i.e. teachers/teaching assistants will engage with pupils at the point of learning so that they all understand how to improve their own learning;</li> <li>2. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step.</li> </ol> <p><b>Ongoing through Teacher Meetings</b></p> <p>Through Lesson Drop-ins continue to focus on the three elements and offer support where applicable.</p> <p><b>Ongoing.</b></p>	<p>Govs</p>	<p>N/A</p>	<p>Pupils are actively engaged within their learning and understand/can describe their strengths and what they need to improve.</p>	<p><b>Nov 24 - OFSTED described teachers as 'experts' teaching their children and that the curriculum is 'inspiring and ambitious.' IMPACT: Teachers are able to skilfully and with precision provide feedback at the point of learning.</b></p> <p><b>Ongoing</b></p>

# Behaviour & Attitudes

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Continue to ensure all pupils behave consistently well demonstrating high levels of respect for others and self-control.	All staff	LB	Support staff to actively involve pupils in all aspects of their learning.	<ul style="list-style-type: none"> <li>Communicate School Expectations/Refresher of Effective Teaching &amp; Learning <b>INSET: 4<sup>th</sup> September 24</b></li> </ul>	Govs	N/A	Pupils consistently demonstrate positive attitudes and engagement with their learning.	<p><b>4<sup>th</sup> Sept</b> - through INSET refreshed will all staff expectations for pupils. <b>IMPACT:</b> Provides a consistency of approach between all staffing groups.</p> <p><b>September 24:</b></p> <ul style="list-style-type: none"> <li>Behaviour Policy has been reviewed by SENDCo and adaptations begun to be implemented.</li> <li>Categories on MyConcern streamlined. <b>IMPACT:</b> To ensure concerns are categorised efficiently and improves tracking and analysis of concerns.</li> </ul> <p><b>Oct 24</b> - OFSTED categorised behaviour in school as 'exemplary.'</p> <p><b>Nov 24</b> - SENDCo has delivered training to non-teaching staff regarding understanding and dealing with neuro-diverse behaviour. <b>Ongoing IMPACT:</b> Staff beginning to understand how to regulate children's behaviour to maximise opportunities in the classroom.</p> <p><b>February 2025</b> - SENDCo delivered training on De-escalation plans and sensory 'soft' spaces during INSET training. <b>IMPACT-</b> Staff equipped to support all children ensuring dignity is maintained and consistency in approaches.</p>
	IL	LB		<ul style="list-style-type: none"> <li>Update the Behaviour Policy to include examples and support for staff/parents when managing neuro diverse pupils. <b>Oct 24</b></li> <li>Create streamlined categories for MyConcern triage system. <b>Oct 24</b></li> </ul>				
	IL			<p>Monitor through Lesson Drop Ins across the year.</p> <ul style="list-style-type: none"> <li><b>Autumn 24</b></li> <li><b>Spring 25</b></li> <li><b>Sum 25</b></li> </ul>				
	All staff			<ul style="list-style-type: none"> <li>Provide further training for all staff groups in supporting neuro-diverse pupils <b>Ongoing</b></li> </ul>				

								<p>February 2025-Resourcing of 'Soft Spaces' to support children to de-escalate: KS1 Sensory Den, The Hub and The Snug. New resources ordered to create support in these spaces.</p> <p><b>IMPACT-</b> Age appropriate resources used in sensory spaces to support children to regulate following the school's de-escalation Plan</p> <p>May 2025- Introduction of CPOMs. All staff received training during INSET - 1st May 2025</p> <p><b>IMPACT -</b> An improved model for recording/ monitoring incidents/SEND/TAC meetings monitoring required actions.</p> <p><b>Completed</b></p>
Continue to liaise with stakeholders to evaluate the effectiveness of the school.	IL DO NS & SB SC  AD AD SB AD	LB	Continue to engage with stakeholders i.e. pupils/parents/carers to review effectiveness of school and refine as necessary.	<ul style="list-style-type: none"> <li>Further enhance Parent/School support through range of Workshops for Parents e.g. <ol style="list-style-type: none"> <li>Y6 Residential <b>Sept 24</b></li> <li>11+ Support Workshop <b>Sept 24</b></li> <li>Reception Curriculum <b>Nov 24</b></li> <li>E safety Workshop <b>Feb 25</b></li> </ol> </li> </ul> <p>Ongoing throughout the year.</p> <ul style="list-style-type: none"> <li>Facilitate Parental Surveys to engage with stakeholders to review and evaluate school provision e.g. <ol style="list-style-type: none"> <li>Publish Year 6: Exit Survey and Annual Report Feedback <b>Sept 24</b></li> <li>Reception: Entry to School <b>Nov 24</b></li> </ol> </li> </ul>	Govs	N/A	All stakeholders understand their part in promoting creativity, respect and independence through their conduct, behaviour and attitude.	<p><b>September 24- Y6 Residential workshop was well attended.</b></p> <p><b>October 24- Y5 11+ workshop was well attended.</b></p> <p><b>November 2024 - 25 - Reception curriculum meeting was well attended.</b></p> <p><b>February 2025 - E Safety Workshop attended by parents.</b></p> <p><b>September 2024:</b> Survey analysed and evaluated and uploaded to the school website. <a href="#">CLICK HERE</a> to view. <b>IMPACT:</b> evaluation of school by parents continues to be overwhelmingly positive.</p> <p><b>Nov 24 - Physical Activity Survey completed with a good response from parents. Pending analysis and completion.</b></p> <p><b>February 2025-E-Safety Workshop delivered by SC</b> <b>IMPACT-</b> Parents that attended received information regarding online safety and how to keep</p>

	TW			<ol style="list-style-type: none"> <li>3. Physical Activity Uptake <b>Mar 25</b></li> <li>4. Year 6: Exit survey <b>July 25</b></li> <li>5. Annual Reports Feedback <b>July 25</b></li> </ol>			<p>devices secure- SC to deliver to staff.</p> <p><b>March 25:</b> Reception Entry Survey completed and shared with parents. Overwhelmingly positive. <b>IMPACT:</b> School is able to reflect on strengths and refine provision in line with parental voice for future years, if needed.</p> <p><b>Next Steps:</b> Analyse all outcomes and upload all Surveys to website in September 25.</p>
	MH AD	LB	Continue to monitor Attendance and liaise with parents to support/resolve any issues quickly and effectively.	<ul style="list-style-type: none"> <li>• Distribute personalised attendance letter, in accordance with guidance and issue to parents. <b>Sept 24</b></li> <li>• Continue to monitor attendance and follow the newly implemented attendance policy. <b>Ongoing throughout the year.</b></li> <li>• Conduct termly attendance trawls and communicate outcome to parents: <ol style="list-style-type: none"> <li>1. <b>Nov 24</b></li> <li>2. <b>Jan 25</b></li> <li>3. <b>Mar 25</b></li> <li>4. <b>May 25</b></li> <li>5. <b>Jun 25</b></li> </ol> </li> </ul>			<p><b>September 24:</b> Distributed updated guidance letter advising parents to the changes to the Attendance criteria as well as personalised attendance letters. <b>IMPACT:</b> All parents understand importance of ensuring their children attend school.</p> <p><b>Oct 24:</b> Completed 1<sup>st</sup> Attendance Trawl-advising parents of Lates and/or absences and encouraging all to attend school. Shared with FGB in Nov 24. <b>IMPACT:</b> School continues to monitor attendance regularly so all pupils attend.</p> <p><b>Jan 25:</b> Completed 2<sup>nd</sup> Attendance Trawl-advising parents of Lates and/or absences and encouraging all to attend school. Shared with FGB in Feb 25. <b>IMPACT:</b> School continues to monitor attendance regularly so all pupils attend.</p> <p><b>March 25:</b> Completed 3<sup>rd</sup> Attendance Trawl-advising parents of Lates and/or absences and encouraging all to attend school. Shared with FGB in March 25. <b>IMPACT:</b> School continues to monitor attendance regularly so all pupils attend.</p> <p><b>Next Steps:</b> Ongoing</p>

# Personal Development

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Continue to prepare pupils for life in modern Britain effectively, developing understanding of British Values, Protected Characteristics and Equal Opportunities.	NS ST	LB	Continue to support all to identify and value differences e.g. <ul style="list-style-type: none"> <li>Protected Characteristics</li> <li>British Values</li> <li>Equal Opportunities</li> <li>SMSC</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore differences and refresh understanding of Protected Characteristics and British Values and how these can be celebrated</li> </ul> <b>Ongoing through Teacher Meetings</b>	Govs	N/A	Ensure pupils have the skills and understanding for life at school and continue to demonstrate respect and empathy to others.	<p><b>16<sup>th</sup> September</b> - NS delivered Teacher meeting training (19.9.24)- RE curriculum and the importance of using RE to further support our SMSC curriculum, linked to the RE Statement of Entitlement. <b>IMPACT:</b> All teachers understand how the curriculum is structured.</p> <p><b>February 2025</b>-Picture News Online Assembly attended by Key Stage 2 <b>IMPACT-</b> Opportunity to recap the Protected Characteristics and develop an understanding of what this means to us as individuals</p> <p><b>Next Steps: Embed</b></p>
	All Staff	LB TW NS	Continue to encourage and actively promote all school Values of Creativity, Respect and Independence, British Values and Protected Characteristics, within the school community.	Monitor through aspects of school life e.g. <ol style="list-style-type: none"> <li>Lesson Drop Ins</li> <li>Conduct of all</li> <li>School life</li> <li>Interviews</li> </ol> <b>Ongoing</b>	Govs	N/A		<p><b>Nov 24</b> - OFSTED described the Personal Development of the pupils as 'exemplary.' They acknowledged pupils have a 'deep understanding' of British Values and Protected Characteristics. Pupils learn about different faiths and respectfully discuss and compare different religious views and practices.' <b>IMPACT:</b> All pupils are tolerant and respectful of others.</p> <p><b>Next Steps: Embed</b></p>
Ensure the school promotes the extensive personal development of all pupils through a range of wider and Extra-Curricular opportunities.	TW	LB	Continue to promote Pupil Leadership opportunities for all	<ul style="list-style-type: none"> <li>Review, refine and restructure Pupil Leadership Opportunities. <b>Sept 24</b></li> <li>Introduce use of Social Champions. <b>Sept 24</b></li> <li>Through PM conversations agree and allocate</li> </ul>	Govs	N/A	Ensure all pupils have a wide variety of extra-curricular activities as well as leadership opportunities to further develop their personal skills and embed values.	<p><b>September 24-</b> Pupil leadership responsibilities announced in collective worship and leadership groups allocated to staff members. Elections held and session on democracy held for Key Stage 2 to understanding the importance of voting in the elections. <b>IMPACT:</b> Ensure leadership opportunities are available to all.</p>

				<p>responsibilities to teachers. <b>Oct 24</b></p> <ul style="list-style-type: none"> <li>Hold elections for those that require. <b>Oct 24</b></li> <li>Complete Arts Summary and Sport Premium to record and evaluate effectiveness of Pupil Leadership <b>July 25</b></li> </ul>				<p><b>Nov 24</b> - OFSTED described the Personal Development of the pupils as 'exemplary.' Where all 'light their light shine.' <b>IMPACT:</b> Pupils are Creative, Respectful and Independent in all they do and are agents for positive change.</p> <p><b>January 2025</b>-Pupil led clubs began whereby all year 6 children have the opportunity to lead a club to the younger children <b>IMPACT-</b> Leadership skills developed for our older children and more opportunities for extra-curricular clubs provided for younger children.</p> <p><b>April 24-</b> Summer Term Pupil Led Clubs- a total of 25 pupil led clubs are on offer for children to attend, ran by Year 5 and 6 club leaders. <b>IMPACT:</b> Older children have the opportunity to lead a club and develop leadership skills. A wider range of clubs able to be offered for children.</p> <p><b>Next Steps:</b> Next year, continue to provide multiple opportunities</p>
Continue to review, evaluate and refine the high-quality pastoral systems and support available to all.	DK LW	IL	Facilitate ELSA Network Meetings to support Pastoral Support Assistant and implementation and evaluation of systems.	<ul style="list-style-type: none"> <li>9<sup>th</sup> October 24</li> <li>11<sup>th</sup> December 24</li> <li>5<sup>th</sup> February 25</li> <li>2<sup>nd</sup> April 25</li> <li>14<sup>th</sup> May 25</li> <li>2<sup>nd</sup> July 25</li> </ul> <p>Recruit additional Pastoral Support Assistant <b>Dec 24</b></p>	LB	N/A	Further develop PSP support and build capacity within the team	<p><b>Update:</b> ELSA Network Meetings facilitated for:</p> <ul style="list-style-type: none"> <li>9<sup>th</sup> October 24 (Despite OFSTED present at school)</li> <li>11<sup>th</sup> December 24</li> <li>5<sup>th</sup> April 2025</li> <li>14<sup>th</sup> May 2025</li> </ul> <p><b>IMPACT:</b> School continues to evaluate and share best practice with others.</p> <p><b>March 25:</b> School has employed an additional TA/ELSA who will attend meetings. <b>IMPACT:</b> Ensure both Key Stages are well supported.</p>

Evaluate the impact of extended services in promoting healthy lifestyles for all.	TL	LB	Review and evaluate Wrap Around Care.	<ol style="list-style-type: none"> <li>Analyse the outcomes of the recent WRAC Survey <b>Sept 24</b></li> <li>Explore options agreed by the Governors and amend costing scenarios. Present to Governors. <b>May 25</b></li> <li>Communicate changes to parents. <b>June 25</b></li> </ol>	Govs	N/A	Ensure provision is of a high standard and supports pupils	<p><b>Next Steps:</b> Broaden to include both ELSA's and look for ways to share workload.</p> <p><b>Nov 24:</b> Analysis of WRAC Survey complete and FGB approval on Nov 24 meeting for:</p> <ul style="list-style-type: none"> <li>No changes to Breakfast Club;</li> <li>Extend the After School Club to 6pm from Feb 25 half-term;</li> <li>Explore staff availability for the extended provision and confirm;</li> <li>Communicate to parents Jan 25 and advise of changes to provision;</li> </ul> <p><b>IMPACT:</b> Provision complies with Government expectation of WRAC between 8am and 6pm.</p> <p><b>March 25:</b> Feedback from Reception parents is overwhelmingly positive for WRAC Provision with 100% of users satisfied with provision. <b>IMPACT:</b> Ensure WRAC provision continues to evolve to meet the needs of the parents.</p> <p><b>May 24-</b> Pupil Survey completed for WRAC provision. <b>IMPACT:</b> Pupil voice gathered, and children benefit from the provision. They enjoy all elements and feel their suggestions are listened to.</p> <p><b>Next Steps:</b> Complete review of WRAC and roles.</p>
	TW	Govs		<p>Monitor and review practice:</p> <p>Establish:</p> <ul style="list-style-type: none"> <li>Play Planners/Opportunities</li> </ul> <p>Monitoring <b>Ongoing</b></p> <p><b>Conduct Drop-In sessions of WRAC: Breakfast Club &amp; After-School Club:</b></p> <ul style="list-style-type: none"> <li><b>Autumn 24</b></li> <li><b>Spring 25</b></li> <li><b>Summer 25</b></li> </ul>	Govs	None		<p><b>Dec 24-</b> Play planned template created with WRAC Staff and meetings held to populate <b>Impact-</b> Organisation of WRAC consistent and a range of opportunities held for children.</p> <p><b>February 2025-</b>WRAC Play Planners completed and implemented following a 6 week programme. Sports Apprentice delivering frequent, progressive multi-skills clubs for KS1 and KS2 children at after school club.</p>

								<p><b>IMPACT-</b> Ample opportunities provided for children to remain active. New and engaging activities planned on a cyclical basis.</p> <p><b>May 24-</b> TW conducted WRAC breakfast club drop in. <b>IMPACT:</b> Provision is well organised and supportive of school values. Children are encouraged to be independent through new installation of cereal dispensers.</p> <p><b>Next Steps:</b> Next year, continue to refine and review WRAC.</p>
	TL NR	TW		<p>School Business Manager evaluate School Food:</p> <ol style="list-style-type: none"> <li>1. Review Food Policy and Update <b>Sept 24</b></li> <li>2. SBM liaise with WRAC Supervisor and set termly menus <ul style="list-style-type: none"> <li>• <b>Sept 24</b></li> <li>• <b>Dec 24</b></li> <li>• <b>Mar 25</b></li> </ul> </li> <li>3. Ensure complies with Food Standards <b>Ongoing</b></li> <li>4. Upload to the school website. <ul style="list-style-type: none"> <li>• <b>Sept 24</b></li> <li>• <b>Dec 24</b></li> <li>• <b>Mar 25</b></li> </ul> </li> <li>5. Use QR codes displayed on notice board to inform parents about menu choices.</li> <li>6. Governor for School Food to periodically check the menus and liaise with SBM. <b>Ongoing</b></li> </ol>				<p><b>Dec 24:</b></p> <ol style="list-style-type: none"> <li>1. School Food Policy Updated and approved by FGB;</li> <li>2. SBM liaised with WRAC Supervisor and set termly menus. Termly menu now available on the school website for all to see and accessible from notice board via QR code;</li> <li>3. Governors attended Monitoring Visit and sampled School Food-raised query regarding temperature of food. LB and TL liaised with provider and discussed where a solution was agreed. To be trialled and reviewed by Governors.</li> </ol> <p><b>IMPACT:</b> School Food complies with Food Standards.</p> <p><b>Jan 25:</b> WRAC Supervisor and SBM communicated Spring Menu for ASC on the school website. <a href="#">CLICK HERE</a></p> <p><b>IMPACT:</b> All stakeholders aware of meal/menu options. Healthy Schools compliant with Food Standards.</p> <p><b>Completed</b></p>

	TL	LB	Update the entrance to the school and the WRAC	<p>1. Install new fences on the school grounds to:</p> <p>a) Separate pedestrian paths from car park</p> <p>b) Provide a standing area for parents waiting to access the WRAC separate from the car park <b>Oct 24</b></p> <p>1. Create a new secure and accessible entrance to the WRAC. <b>Dec 24</b></p>	Govs	<p>£8,140</p> <p>£1,843</p> <p>£15,000 - £20,000</p>	Ensure that the provision is accessible to all throughout the school day/year.	<p><b>October 24-</b> Fence installation works have begun.</p> <p><b>Nov 24:</b></p> <ol style="list-style-type: none"> <li>1. New fenced area complete.</li> <li>2. Liaised with contractor regarding renewing and increasing car park signage and creating a new signed path for pedestrians through the school car park, to be installed Feb 25.</li> </ol> <p><b>Dec 24:</b></p> <ol style="list-style-type: none"> <li>1. New signage agreed and purchased for new fenced areas.</li> <li>2. Received quotation from contractor regarding replacing external doors, supplying a canopy, FGB approval gained at NOV 24 meeting.</li> </ol> <p><b>Impact:</b> safe waiting area fenced in car park for WRAC.</p> <p><b>Feb 25:</b> School car park and been updated to include:</p> <ol style="list-style-type: none"> <li>1. New lines for greater visibility for cars;</li> <li>2. New pedestrian pathway clearly marked providing a safer route through the car park.</li> <li>3. Relocated the Disabled space.</li> <li>4. Created a Delivery Drop Off parking space.</li> </ol> <p><b>IMPACT:</b> Front of school/car park has clear pedestrian walkway, automatic gates and clearly marked bays for staff, disabled visitors and deliveries.</p> <p><b>Completed</b></p>
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# Leadership & Management

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Continue to refine the roles and responsibilities of the SLT: <ul style="list-style-type: none"> <li>Assistant Headteacher,</li> <li>EYFS/KS1 Team Leader;</li> <li>SENDCo</li> </ul>	SLT  TW  TW  NS	LB	Allocate reviewed/expanded roles to SLT: Assistant Headteacher EYFS/KS1 Team Leader and SENDCo and ensure all understand how role supports development of school.  Monitor Senior responsibilities of the Senior Leadership Team e.g. <ol style="list-style-type: none"> <li>1. Monitoring &amp; Evaluating</li> <li>2. Coaching</li> <li>3. Leadership e.g.                             <ul style="list-style-type: none"> <li>Arts Summary</li> <li>Pupil Premium</li> <li>SIAMs</li> </ul> </li> </ol>	Through PM Agree areas of focus <b>September 24</b>  <b>Arts Summary</b> 1) Create Arts Summary 2024 - 2025 <b>July 25</b>  <b>Pupil Premium</b> 1) Create Pupil Premium 2024-2025 <b>Dec 24</b>  <b>SIAMs</b> 1) Create SIAMs 2024-2025 <b>Sept 24</b>	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	<p style="background-color: #e0ffe0;"><b>Nov 24:</b> SIAMs self evaluation completed and uploaded to the school website. <b>IMPACT:</b> School continues to ensure that it live out the vision.</p> <p style="background-color: #e0ffe0;"><b>Dec 24-</b> Pupil Premium Strategy created for 2024/25 and reviewed with governors at Governor Finance Meeting in Autumn 2. PP Report on website. <b>Impact-</b> Planned expenditure and activity outlined for current plan timeline and PP Lead to monitor termly.</p> <p style="background-color: #e0ffe0;"><b>January 2025-</b>Pupil Premium updates at Governor Meeting <b>IMPACT-</b> Governors were equipped with knowledge of current provision available for Pupil Premium children and progress they are making as a result, as well as supported to understand how to challenge PP Lead moving forward.</p> <p style="background-color: #ffe0e0;"><b>May:</b> Governors reviewed SLT structure and have identified structure for future. HR contacted to confirm. <b>IMPACT:</b> SLT suitable and adapted for future.</p> <p style="background-color: #e0ffe0;"><b>Next Steps:</b> Embed new SLT structure.</p>

	TW	LB	SLT undertake National Qualifications to further develop understanding e.g. NPQH, NPQSL	<ul style="list-style-type: none"> <li>Assistant Headteacher to complete NPQH. <b>Spring 25</b></li> <li>SENDco undertake NPQSL <b>Ongoing throughout the year</b></li> </ul>	Govs	N/A		<p><b>September 24-</b> Assistant Headteacher attended NPQH face to face day in Autumn Term. <b>Impact:</b> developed understanding of governance and school budgeting.</p> <p><b>Oct 24:</b> SENDCo enrolled on NPQSL. <b>IMPACT:</b> Ensure understands expectations of SLT.</p> <p><b>Nov 24:</b> HT begun to discuss with FGB ways to refine the SLT structure. Pending Governor discussion and approval 25. <b>IMPACT:</b> Continue to ensure the Leadership structure is adaptive and meets the needs of the school.</p> <p><b>February 24-</b> Assistant Headteacher attended NPQH face to face day in Spring Term. <b>Impact:</b> Preparing for final assessment making AHT qualified in NPQH</p> <p><b>February 2025-</b> Assistant Headteacher passed first part of NPQH assessment- <b>Impact</b> Review <b>IMPACT-</b> AHT close to being qualified in NPQH and demonstrated knowledge of role and impact had.</p> <p><b>May 24-</b> AHT completed end point Summative Assessment Task for NPQH pending grading in July 25 <b>IMPACT:</b> AHT completed NPQH pending grading.</p> <p><b>Next Steps:</b> SENDCO NPQSL Qualification to continue into next academic year. Assistant Headteachers NPQH grading pending.</p>
	IL					£1,500		
	TL			SBM to undertake Qualification <b>Ongoing</b>		£1,500		

	TW NS IL	LB	Continue to support SLT to fulfil their Safeguarding Role e.g. 1. Through Non-Contact Time be on-hand to: <ul style="list-style-type: none"> <li>Triage MyConcern</li> <li>Action/Liaise with staff to resolve</li> <li>Monitor and report</li> </ul>	Ongoing throughout the year: <ul style="list-style-type: none"> <li>Monday - NS</li> <li>Tuesday - LB</li> <li>Wednesday - LB</li> <li>Thursday - TW</li> <li>Friday - IL</li> </ul>	Govs	N/A		Dec '24 - SLT continue to fulfil their safeguarding role in school. <b>IMPACT</b> - My Concern is triaged daily, actions implemented immediately.
	TW	LB	Assistant Headteacher to fulfil role of DSCPO alongside HT e.g.	1. Review and update SCP Policy <b>Sept 24</b>		Price of £350		September 24- SCP Policy updated.
	TW			2. Contribute to Audit <b>Initially Sept 24 - ongoing through year</b>				Nov 24: Both HT and AHT attended Safeguarding Briefing. <b>IMPACT</b> : Ensures the SLT are appropriately trained as DSLs. In order to manage/fulfil role.
	TW			3. Attend Safeguarding Briefings <ul style="list-style-type: none"> <li>Nov 24</li> <li>Mar 25</li> <li>Jun 25</li> </ul>				May 24- Safeguarding Audit completed by TW and governors approved on 20.5.25, <b>IMPACT</b> : School is compliant in all areas of safeguarding and safeguarding is effective.
	TW LB			4. Embed MS Form Version of the Safeguarding Training Log and communicate to staff. <b>Sept 24</b>				<b>Completed</b>
Further enable senior and middle leaders to monitor, evaluate and measure the Impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc	TW	LB	Senior Leaders to support and monitor middle leaders as they ensure Curriculum intent and implementation are embedded consistently across through the school, through a range of monitoring activities	Work alongside all middle leaders to: 1. identify subject developments and prepare the Monitoring and Evaluation Schedule so leaders can undertake activities 2. liaise with leaders and ensure they conduct a range of monitoring activities as prescribed 3. identify support needed for their individual development and liaise with HT <b>Ongoing</b>	Govs	N/A	Middle Leaders supported, through Coaching, to further develop their understanding of their subjects and able to reflect upon actions identified and impact.	September 24: Monitoring and Evaluation Schedule completed for the Autumn Term 2024 outlining subject leader roles and responsibility for the term in line with SDP priorities. TW delivered training on new M&E Schedule and Data Analysis templates at teacher meeting on 5.9.24, <b>IMPACT</b> : Subject leaders equipped with support for their leadership and management time.  December 24: Monitoring and Evaluation Schedule completed for the Spring Term 2025 outlining subject leader roles and responsibility for the term in line with SDP priorities. <b>IMPACT</b> : School Development Priorities continue to be fulfilled.

								<p>February 24- Subject Leader Development Time facilitated in the Spring Term 1 &amp; 2. <b>Impact:</b> Subject Leaders equipped to monitor their subject. A range of monitoring opportunities have taken place this term.</p> <p>May 24- HT and AHT attended local primary school to deliver subject leader training based on the model used at our school. <b>IMPACT:</b> Demonstrating impact on local schools using successful approaches used at Barrowby.</p> <p>Completed-Ongoing</p>
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<p>Ensure Leaders engage with staff and take account of their pressures i.e. workload and developing staff wellbeing.</p>	<p style="text-align: center;">TW</p>	<p style="text-align: center;">LB</p>	<p>Facilitate non-contact time so that all leaders continue to monitor, evaluate and measure the intent, implementation and impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc</p>	<p>Devise termly Monitoring &amp; Evaluation Schedule</p> <ul style="list-style-type: none"> <li>• <b>Autumn</b></li> <li>• <b>Spring</b></li> <li>• <b>Summer</b></li> </ul> <p>Engage in Coaching/Mentoring Activities as and when applicable. <b>Ongoing</b></p>	<p style="text-align: center;">Govs</p>	<p style="text-align: center;">£26,609</p>	<p>Ensure that all teachers have the time they need to fulfil their leadership responsibilities outside of their teaching commitment within Directed Hours.</p>	<p><b>September 24:</b> Monitoring and Evaluation Schedule completed for the Autumn Term 2024 to provide weekly non-contact time for subject leaders to support managing workload. <b>IMPACT:</b> Time allocated to support subject leaders workload.</p> <p><b>December 24:</b> Monitoring and Evaluation Schedule completed for the Spring Term 2024 to provide weekly non-contact time for subject leaders to support managing workload. <b>IMPACT:</b> Time allocated to support subject leaders workload.</p> <p><b>January 25:</b> Monitoring and Evaluation Schedule completed for the Spring Term 2025 to provide weekly non-contact time for subject leaders to support managing workload. <b>IMPACT:</b> Time allocated to support subject leaders workload.</p> <p><b>April 25:</b> Monitoring and Evaluation Schedule completed for the Summer Term 2025 to provide weekly non-contact time for subject leaders to support managing workload. <b>IMPACT:</b> Time allocated to support subject leaders workload.</p> <p><b>Next Steps:</b> Next year, continue to facilitate non-contact time for all middle leaders.</p>
<p>Maintain and build on the Governors' experience and skills to utilise these for the benefit of school improvement.</p>	<p style="text-align: center;">LB</p> <p style="text-align: center;">TL</p>	<p style="text-align: center;">Govs</p>	<p>Review, refine and re-organise workload of Governors to make better use of time and effectiveness for Governors.</p>	<ul style="list-style-type: none"> <li>• Review Schedule of Governance and include:             <ol style="list-style-type: none"> <li>1. CoG/HT Meeting</li> <li>2. Safeguarding Drop Ins</li> </ol>             so that Governors can continue to effectively hold the school to account. <b>Sept 24</b> </li> <li>• Further develop the use of MS Forms for use with Governors and include links in Schedule. <b>Sept 24</b></li> </ul>	<p style="text-align: center;">Govs</p>		<p>Ensure Governors are supported to undertake their roles in a timely and effective manner.</p>	<p><b>September 24:</b> New Schedule of Governance created to support Governors, ratified in October and uploaded to the school's website. <b>IMPACT:</b> All Governors understand their role.</p> <p><b>Oct 24:</b> Schedule of Governance has been updated and all Governor Forms are now MS Forms. <b>IMPACT:</b> More efficient use of time for Governors when evaluating school. Schedule of Governance agreed and uploaded to school website and distributed to Governors.</p>

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School Development Plan Sept 2024 – July 2025

	TL			<ul style="list-style-type: none"> <li>Distribute Draft version to Governors for review and agreement. <b>Oct 24</b></li> <li>Facilitate attendance of FGB meetings for TW:               <ol style="list-style-type: none"> <li><b>1<sup>st</sup> October 24</b></li> <li><b>10<sup>th</sup> December 24</b></li> <li><b>4<sup>th</sup> February 25</b></li> <li><b>25<sup>th</sup> March 25</b></li> <li><b>20<sup>th</sup> May 25</b></li> <li><b>8<sup>th</sup> July 25</b></li> </ol> </li> </ul>				<p><b>IMPACT:</b> All Governors understand expectations and role in school</p> <p>Completed</p>
Ensure all Safeguarding documentation and procedures are up to date.	LB	LB	<ol style="list-style-type: none"> <li>Review Safeguarding and Child Protection Policy.</li> <li>Upload onto school website.</li> <li>Produce Annual Safeguarding Report and disseminate to Governors.</li> <li>Disseminate SCP Policy to staff and governors.</li> <li>Deliver Safeguarding refresher to staff.</li> </ol>	<p><b>Sept 24</b></p> <p><b>Sept 24</b> <b>October 24</b></p> <p><b>Sept 24</b></p> <p><b>4<sup>th</sup> September 24</b></p>	Govs	None	Ensure all stakeholders understand processes for Safeguarding members of the school community	<p><b>September 24:</b></p> <ul style="list-style-type: none"> <li>SCP Policy all updated and uploaded to the school website.</li> <li>School delivers updated INSET Training for all staff.</li> <li><b>IMPACT:</b> School complies with legislation.</li> </ul>
	LB TW	Govs	Further enhance Safeguarding Training Log to record checks undertaken.	<p>Review the Safeguarding Training Log</p> <ol style="list-style-type: none"> <li>Review 6 Year Pathway and plan the Safeguarding Training for 24/25 <b>Sept 24</b></li> <li>Refine the MS Form to collate all training related to the Training Log <b>Sept 24</b></li> <li>Monitor Training of staff.</li> <li>Facilitate ongoing Safeguarding checks and liaise with S Cooley Safeguarding Governor.</li> </ol>	Govs	None		<p><b>September 24:</b></p> <ul style="list-style-type: none"> <li>6 Year Pathway reviewed and updated in accordance with staff training needs.</li> <li>Reviewed MS Form and amended for use for this academic year.</li> <li><b>IMPACT:</b> All staff have planned and appropriate CPD.</li> </ul> <p><b>March 25:</b> Ongoing Safeguarding Checks undertaken: 10<sup>th</sup> March 25 and feedback to FGB.</p> <p><b>IMPACT:</b> Safeguarding continues to be effective.</p>
Ensure relevant, new staff and governors have attended training in: <ul style="list-style-type: none"> <li>Safer Recruitment,</li> <li>Safeguarding Children,</li> <li>Child Protection,</li> <li>E-safety, Outdoor Educational Visits</li> </ul>	LB TW  LB, TW, MH, AD & SCo  LB TW	Govs	Complete relevant training.	<p>DSL/DDSL complete:</p> <ul style="list-style-type: none"> <li>Safeguarding Briefings <b>Autumn 24</b> <b>Spring 25</b> <b>Summer 25</b></li> <li>Safer Recruitment - NON NHS</li> </ul>	Govs	None	All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices	Completed

*Barrowby Church of England Primary School-Striving for Excellence*  
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<ul style="list-style-type: none"> <li>• First Aid training</li> <li>• Food Hygiene</li> </ul>	NS IL			<ul style="list-style-type: none"> <li>• TAC-Questioning and Professional Curiosity-<b>TBC</b></li> <li>• TAC-Support Networks-<b>TBC</b></li> </ul> <p>All Staff:</p> <ul style="list-style-type: none"> <li>• Intro to Autism Spectrum <b>4<sup>th</sup> Sept 24</b></li> </ul> <p>E-learning:</p> <ul style="list-style-type: none"> <li>• FGM (Abuse linked to faith or belief)</li> <li>• Radicalisation or Extremism (Prevent)</li> <li>• Recognised disguised compliance and Disengagement with families</li> </ul> <p><b>Ongoing</b></p>	Govs	None		<p><b>September 24:</b> All staff completed training on 4<sup>th</sup> Sept 24.</p> <p><b>Completed</b></p>
	LB	Govs	<p>Deliver Annual Safeguarding Training to staff and governors to include:</p> <ul style="list-style-type: none"> <li>• Disseminate CP&amp;S Policy</li> <li>• Refresh KCSIE needs</li> <li>• Review of Legislation</li> <li>• Child Protection</li> <li>• Reporting a Disclosure</li> <li>• Safer Working Practice</li> </ul>	<p>Safeguarding Training</p> <ul style="list-style-type: none"> <li>• <b>4<sup>th</sup> September 2024</b></li> <li>• <b>Ongoing through meetings</b></li> </ul>	Govs	N/A		<p><b>September 24-</b> Annual safeguarding training delivered during INSET day. <b>Impact:</b> all staff refreshed on safeguarding processes.</p> <p><b>Completed</b></p>
	TAs	LB	<p>Ensure relevant members of staff have completed appropriate First Aid Training to ensure school is compliant</p>	<p>Complete Paediatric Course: Autumn</p> <ul style="list-style-type: none"> <li>• <b>J Stanley</b></li> <li>• <b>B Hart</b></li> <li>• <b>M Watson</b></li> <li>• <b>A Reed</b></li> </ul>	LB	£600	<p>Ensure school is compliant with regards to First Aid</p>	<p><b>October 24-</b> All Staff attended Paediatric First Aid Training Course. <b>Impact:</b> Staff all trained in paediatric first aid as well as first aid at work.</p> <p><b>Completed</b></p>
	All Staff	LB		<p>Complete Emergency First Aid Training</p>	LB	£500		
	TAs MSA WRAC Site	LB	<p>Ensure relevant members of staff have completed appropriate Food Hygiene Training to ensure school is compliant</p>	<p>Complete Food Hygiene Course: <b>Autumn</b></p>	LB	£500	<p>Ensure school is compliant with regards to Food Hygiene</p>	<p><b>Nov 24:</b> Food Hygiene organised for INSET 22<sup>nd</sup> April 25-all relevant staff to attend. <b>IMPACT:</b> All relevant staff have appropriate training.</p> <p><b>Completed</b></p>

<p>Ensure Leaders engage with staff and take account of their pressures i.e. workload and developing staff wellbeing.</p>	<p>LB TW</p>	<p>Govs</p>	<p>Continue to look for ways to reduce workload for staff and the members of the school family</p>	<p>Review, evaluate and refine processes and introduce MS Forms to reduce workload for:</p> <p>Teachers/Leaders to:</p> <ol style="list-style-type: none"> <li>Complete CPD Evaluations</li> <li>Lesson Drop-Ins</li> <li>Work Scrutiny</li> <li>Pupil Voice</li> <li>Pupil Progress &amp; Standards Meeting Prep <b>Sept 24</b></li> </ol> <p>Admin Team to:</p> <ol style="list-style-type: none"> <li>Update Parental Contact Information <b>Oct 24</b></li> <li>Reception Intake 2025 <b>June 25</b></li> </ol> <p>Parents to:</p> <ol style="list-style-type: none"> <li>Request Absence from School <b>Oct 24</b></li> <li>Administer medication <b>Nov 24</b></li> <li>Cycle Permit <b>Dec 24</b></li> <li>Permission to Walk to and from school <b>Apr 25</b></li> </ol> <p>Pupils to:</p> <ol style="list-style-type: none"> <li>Gather Pupil Voice <b>Sept 24</b></li> </ol>	<p>LB</p>	<p>N/A</p>	<p>Continue to refine processes and workload so staff/parent/pupil wellbeing are high.</p>	<p><b>Nov 24:</b> HT, AHT, SENDCo and SBM created MS forms for:</p> <ul style="list-style-type: none"> <li>Complete CPD Evaluations</li> <li>Lesson Drop-Ins</li> <li>Work Scrutiny</li> <li>Pupil Voice</li> <li>Pupil Progress &amp; Standards</li> <li>SEND Pupil Voice</li> </ul> <p>SBM liaised with ARK to explore how to establish a flow for new Parental Forms. <b>Ongoing</b></p> <p><b>February 2025</b>-New Pupil Progress form introduced to provide a more streamlined and effective method of analysing pupil data on a termly basis <b>IMPACT</b>- form is more efficient and streamlined reducing workload. New template is more effective in tracking pupil outcomes identifying barriers and monitors progress across the whole year, rather than just termly.</p> <p><b>Next Steps:</b> Continue to migrate forms to MS Forms for ease of use by parents.</p>
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# Evaluating the Quality of the early years provision

Development Priorities	Staff	Account to	Task/Training/Resources	Timeline/Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To further develop EYFS practitioner knowledge of the Prime Areas of Learning and how to support child development in these areas, through the use of purposeful play.	NS SB	LB	<b>EYFS Training</b> - Delivered by NS The power of play. How do we make play purposeful? Developmental play Communication and Language development. <b>Monitoring</b> - EYFS lead continue to monitor the use of continuous provision, enhanced provision, resourcing, EFYS curriculum and the role of adults in play.	Staff meetings/Key stage meetings/Inset days.  <b>Ongoing throughout the year</b>	ongoing	N/A	All EYFS practitioners will develop their understanding of purposeful play in the EYFS.  All EYFS practitioners will know how to move children on in their play schemas.	<b>14<sup>th</sup> October 2024 - EYFS Initial Data Analysis</b> <b>IMPACT</b> - awareness of children's starting points, modify continuous provision and teaching accordingly.  <b>18<sup>th</sup> November 2024 - NS researched new Reception Baseline for 2025. Currently awaiting access to the 'try it' section of the DFE site.</b> <b>IMPACT</b> - NS will have trialled the RBA, given feedback on finding and ensured that IT provision supports the administration of the RBA.
To further enhance outdoor provision by reviewing and purchasing additional storage solutions to enable wider selection of resources to be used/stored externally.	NS/SB	LB	Further develop the resources available within the extended outdoor learning environment, e.g. Maths resource shed, writing resource shed that children can access independently.	Install new wooden storage sheds with build in covers, once they have been purchased/arrived.  Resource the new storage sheds with high quality resources stored in clearly labelled boxes for ease.  Further develop the mud kitchen with a selection of cooking utensils and new storage shelves.	Govs	£2000	Children will be able to access the EYFS curriculum in an environment that fosters rich learning opportunities.  Children will be able to access resources independently to further enhance the opportunity to develop our school's core values.  Children will have access to high quality resources that can be used to support purposeful play within the EYFS>	<b>November 2024 - New storage sheds have been built and secured. IMPACT</b> - Further storage for easy access to resources when using the bottom part of the Outdoor Classroom.  <b>March 2025 - NS/SB collated resources needed to resource the new storage sheds, complete with costs. NS/SB created a plan for the upper part of the Outdoor Classroom to further enhance and provide an enhanced mud kitchen with easier access. NS/SB/LB met to discuss resources and plan for created for the Outdoor classroom IMPACT</b> - Future planning for the Outdoor Provision to further enhance and refine. <b>Next Steps:</b> Await new resources to add to continuous provision for both indoor and outdoor.

# Subject Leader Action Plan: English

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Evaluate make modifications to the Reading Curriculum ensuring progression through the stepping stones documents.	TW  (NS/IL)	LB	New Subject Lead to familiarise self with Curriculum. Review the Reading Stepping Stones documents with a focus on: <ul style="list-style-type: none"> <li>Appropriate use of whole class text choices to advance reading</li> <li>Progression in Stepping Stones to achieve high standards for all</li> <li>Evaluate opportunities to read with an adult (once every 3 weeks with the class teacher)</li> </ul>	Throughout the year review and monitor curriculum documents: <ul style="list-style-type: none"> <li>Autumn</li> <li>Spring</li> <li>Summer</li> </ul>	2024/25	n/a	Reading curriculum to support pupil's spoken language. Pupils have access to a range of different text types through their reading lessons Reading skills explicitly taught progressively across the school.	Nov 24 - Ofsted led a deep dive in Early reading and phonics. <b>IMPACT:</b> The English Curriculum is Outstanding, but refinements still need to be made.
Review opportunities for Spoken Language and development of reading fluency through accurate assessment of ability, appropriate intervention and supportive resources.	TW  (NS/IL)	LB	New subject lead to monitor and review: <ul style="list-style-type: none"> <li>Allocated library book bands to ensure reading material is refreshed and children have access to modern texts and authors with varying themes and backgrounds.</li> <li>Subject lead to monitor reading folders and ensure children are allocated an appropriate book band to their reading age.</li> <li>Spoken language curriculum to be developed</li> </ul>	Throughout the year review and monitor Reading through: <ul style="list-style-type: none"> <li>Data Analysis of reading results</li> <li>Reviewing book band allocation following YORK Reading Assessments</li> <li>Hearing a range of children read across the school</li> <li>Monitoring choices of class texts ensuring children explore texts from a variety of authors and themes.</li> <li>Work scrutiny and pupil interviews</li> </ul>	2024/25	£600 on new library books in Pink and Cream (higher level UKS2 readers) Book Fair fund to be used.	Reading interventions identified and supported: <ul style="list-style-type: none"> <li>Nessy Reading</li> <li>Daily Reading</li> <li>Frequent Reading</li> <li>Paired Reading</li> </ul>	September 24- New cream library books ordered and placed in the library to support more able and advanced readers with modern texts and promote a love for reading.  Dec 24- Reading Lead attended online webinar regarding Junior Librarian to explore library developments <b>Impact-</b> Throughout academic year- library to be updated.  February 2025-Library Developments: Subject leaders given leadership time to research new books for the library <b>IMPACT-</b> Library books will be purchased to reflect current curriculum and enhance a love for reading about topics studied.
Evaluate and make modifications to the Writing Curriculum ensuring progression through the stepping stones documents.	IL  (TW/NS)	LB	New Subject Lead to familiarise self with Curriculum. Review the Reading Stepping Stones documents with a focus on: <ul style="list-style-type: none"> <li>Progression through Writing units ensuring Grammar objectives link with the intended outcome.</li> <li>A range of writing opportunities built in throughout the writing curriculum</li> </ul>	Throughout the year review and monitor Writing through: <ul style="list-style-type: none"> <li>Data Analysis of Writing results</li> <li>Work scrutiny and pupil interviews</li> <li>Whole School Writing Moderation</li> <li>GRACE School's Cluster Writing Moderation</li> </ul>	2024/25		Writing curriculum will support high expectations and improved writing outcomes across the school.  Explicit teaching of grammar objectives	September 24- EVFS Team met with SLT to begin to refine and develop the writing curriculum beginning with reception. <b>Impact:</b> Steps broken down further and matched with the phonics curriculum.  February 2025-Writing moderation training for Y2, Y4 and Y6 hosted by Barrowby Primary School

				<ul style="list-style-type: none"> <li>Moderation training opportunities</li> </ul>				<p><b>IMPACT-</b> teachers in Y2, 4 and 6 received validation for their moderation assessments on pieces of writing from the Autumn term.</p> <p><b>May 25-</b> Year 6 writing curriculum shared with SLT and agreed to be the new format. <b>IMPACT</b> On next Twilight training, IL to give teacher chance to contribute to the writing curriculum with their own year group expertise.</p> <p><b>June 25-</b> Year R,1,3 and 5 went to GRACE schools writing moderation. <b>IMPACT</b> Teachers compare their writing assessments with teachers from other schools to ensure consistency in standards.</p> <p>Next steps: Autumn Term stepping stones have been re-written by teacher during Twilight session. In autumn, teacher to re-write spring steps.</p>
Evaluate and make modifications to the Spelling Curriculum, ensuring progression through curriculum.	NS (TW/IL)	LB	<p>New Subject Lead to familiarise self with Spelling Curriculum with a focus on:</p> <ul style="list-style-type: none"> <li>Progression in Spelling across the curriculum.</li> <li>Evaluating the spelling curriculum to ensure opportunities to practise and apply spellings from the Year Group word lists.</li> </ul>	<p>Throughout the year review and monitor spelling data through:</p> <ul style="list-style-type: none"> <li>Data Analysis of SPAG results.</li> <li>Work scrutiny and pupil interviews</li> <li>Whole School Writing scrutiny with a focus on spelling</li> <li>Monitor spelling lessons.</li> </ul>	2024/25	n/a	<p>Spelling curriculum will support high expectations and improve spelling across the school.</p> <p>Explicit teaching of Year group word lists.</p> <p>Progression in spelling will be clear.</p>	<p><b>16.9.24 -</b> SPAG Summer data analysis completed to <b>IMPACT</b> - Modifications to the spelling curriculum will be supported by data across the school.</p> <p><b>13<sup>th</sup> January 2025</b> - Spelling lead has started to enquire into Essential Spelling, a spelling programme designed to follow on from ELS (our phonics programme). <b>IMPACT</b> - Our spelling lessons will follow on from ELS, a more robust spelling overview from Years 2 - 6, which enables each part of the spelling curriculum to be delivered. It will lighten the cognitive overload for pupils, as well as reducing teacher workload.</p> <p><b>24<sup>th</sup> February</b> - ELS Spelling curriculum has been purchased.</p>



# Subject Action Plan: Mathematics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To evaluate the teaching and learning of maths now that the Essential Maths learning sequences have been embedded and are in their third successful year of use.	DO	LB TW	<p>Be supported by the AHT to Monitor and evaluate the use of the learning sequences and destination question through:</p> <ul style="list-style-type: none"> <li>• Learning Walks / Drop ins</li> <li>• Lesson visits</li> <li>• Coaching and Mentoring</li> <li>• Pupil Interviews</li> <li>• Work Scrutiny</li> </ul>	<p>As part of monitoring and evaluation schedule <b>termly</b> undertake monitoring activities to determine the impact of maths teaching on children's progress:</p> <ol style="list-style-type: none"> <li>1. Use of the teaching sequence steps</li> <li>2. Opportunities for problem solving and application</li> <li>3. Quality of work</li> <li>4. Evidence of calculation policy being followed</li> <li>5. Appropriate feedback to move learning forward</li> <li>6. Attainment targets being met and progress evidenced in work and assessments</li> <li>7. Use of concrete resources</li> <li>8. Use of destination questions</li> </ol>	2024/25		<p>Successfulness of Maths curriculum to be monitored and staff to be supported to achieve high outcomes for all.</p> <p>Destination questions will show clear end points for children and be an AFL opportunity.</p>	<p><b>October 24-</b> New Maths Lead visited EYFS to develop understanding of the early years teaching and learning of maths <b>Impact:</b> understanding developed of starting points in Maths and reviewed resources being used.</p> <p><b>November 24-</b> DO conducted book scrutiny with TW to ensure steps are being followed and children are challenged. <b>Impact:</b> A developing understanding of what maths looks like at Barrowby and the impact of delivering maths to split year groups.</p> <p><b>January 2025-</b> Maths work scrutiny completed for KS1 <b>IMPACT-</b> Reviewed consistency in maths and provided suggestions for pictorial representations</p> <p><b>January 2025-</b> Maths drop ins by Maths Lead and AHT to review maths teaching single year group structure in KS1 <b>IMPACT-</b> Observed strong single-year group practice taking place and more targeted and focussed approaches to teaching age-related maths content.</p> <p><b>May 2025-</b> Maths drop in into Y1/2 to review the new format of delivering maths in single year groups Maths Lead also did a book scrutiny to look at the content of what was being produced. <b>Impact:</b> Maths lead observed good practice across year 1 and 2. Content in books were more targeted and appropriate for each specific age group. There</p>

								<p>was a clear difference between year 1 and year 2 content.</p> <p>Next steps: Autumn Term stepping stones for year 1 and 2 planning have been created by DO. In autumn, DO to create spring steps.</p>
<p>To develop the use of interventions in maths to support struggling mathematicians.</p>	<p>DO</p>	<p>LB TW</p>	<p>Deliver training to staff on Maths interventions – SNAP Maths and Nessy Numbers</p> <p>Through Data Analysis, Maths Subject Lead to identify children to be assessed on SNAP Maths and complete a series of short, targeted interventions. Success of intervention to be monitored on SEND Intervention Trackers.</p>	<p>Throughout the year complete data analysis for PUMA assessments in</p> <ul style="list-style-type: none"> <li>• Autumn</li> <li>• Spring</li> <li>• Summer</li> </ul> <p>Throughout the year, collate SNAP Maths Assess and Review information for children on the intervention and evaluate impact.</p> <ul style="list-style-type: none"> <li>• Autumn</li> <li>• Spring</li> <li>• Summer</li> </ul>	<p>2024/25</p>	<p>£325 – SNAP Maths Subscription</p> <p>£450-Nessy Numbers</p>	<p>Assessments will identify specific barriers to maths learning and interventions will be used to support these children by closing the gap and providing targeted practice</p>	<p><b>Summer Term 2024-</b> Maths Lead delivered training on SNAP maths to all staff. Users were allocated and SNAP Maths interventions have started in the Autumn Term 24 using the new iPads purchased. <b>IMPACT:</b> Intervention to be monitored this term and reviewed.</p> <p><b>October 24-</b> Maths lead reviewing new maths intervention to support UKS2 children.</p> <p><b>January 2025 -</b> Subject Data Analysis completed</p> <p><b>IMPACT-</b> Standards reviewed and lowest 20% identified as focus for work scrutiny in Spring Term.</p> <p><b>June 2025-</b> Maths Lead delivered training on snap maths to all staff. Users were reminded on how to use snap maths and how to implement it. DO to speak to LB about accruing new IPADS so that KS1 can also access this intervention strategy.</p> <p><b>IMPACT-</b> Look at the possibility of IPADS for KS1</p> <p><b>Next steps:</b> Continue to monitor intervention for the next academic year. Ensure teachers are familiar with the format of LBQ as an intervention tool for KS2.</p>

<p>To review newly released Herts for Learning Maths Sequences for Year 1 and 2 planning and explore use to support teaching and learning of maths in a split year group class.</p>	<p>DO</p>	<p>LB TW</p>	<p>Review example materials from Herts for Learning Training</p> <p>Review curriculum planning documents alongside currently curriculum stepping stones and work with class teachers to evaluate effectiveness.</p> <p>Make decisions on the implementation of new sequences based on potential impact on pupil progress.</p>	<p>Throughout the Autumn Term</p>	<p>2024/25</p>	<p>Potential cost implication of £300 for new sequence packs</p>	<p>New planning support may link the Year 1 and 2 maths curriculum more closely, supporting whole class teaching of split year groups.</p>	<p><b>October 24-</b> Experimenting with delivery of maths in KS1 classes to ensure consistency and progression across. New HfL sequences to be used accordingly. <b>IMPACT:</b> Appropriate planning materials available to support teachers.</p> <p><b>February 2025-</b> Single-year group planning materials for Maths reviewed and shared with KS1 staff <b>IMPACT-</b> Potential to roll out after Easter.</p> <p><b>May 2025-</b> DO has reviewed the Year 1/2 planning and compared it to the individual year group planning. There will be no roll out at Easter as the planning for Year 1/2 doesn't match up with the individual year group planning for terms 4, 5 and 6. This will ensure that gaps aren't created and will be rolled out in the new academic year instead. <b>IMPACT:</b> Gaps won't occur and teachers will finish the mixed year group sequence. Come September, the individual year group planning will enable more targeted/specific support for pupils.</p> <p><b>June 2024:</b> Maths lead has created a new Year 1 and Year 2 Long term plan overview for each respective year group. Maths lead to complete the maths subject curriculum ready for the website. <b>IMPACT:</b> Maths Curriculum document ready to be implemented for the new academic year for year 1 and 2.</p> <p><b>Next steps:</b> To monitor the impact of Herts for learning planning (specifically for year 1 and 2) through lesson drop ins, book scrutiny, pupil questionnaire and data analysis.</p>
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# Subject Action Plan: Science

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
<p>Continue to monitor science assessments in line with work completed last year (scientific enquiry and knowledge)</p> <p>Focus on monitoring consistency between Y1 children in KS1 classes.</p>	ST	LB	Book scrutiny- are children evidencing the AF in their books, do they understand what their enquiry is? Does this match the LO and follow the stepping stones document?	End of each term	24/25	N/A	Ensure standards are consistent and progress throughout the school.	<p><b>September 24-</b> Data analysed from previous year; <b>Impact: outcomes are high.</b></p> <p>Book scrutiny (KS1 &amp; KS2) with regards to assessments, vocabulary and consistency between Y1 classes; <b>Impact: Continue to monitor consistency between Y1 classes and differentiation between Y1 &amp; Y2 children.</b></p> <p><b>January 2025-</b> Subject Data Analysis completed <b>IMPACT-</b> Standards reviewed and lowest 20% identified as focus for work scrutiny in Spring Term.</p> <p><b>April 2025-</b> Subject Data Analysis completed <b>IMPACT-</b> Standards reviewed and lowest 20% identified</p>

<p>Use of scientific vocabulary by the children in their lessons and in books during work scrutiny.</p> <p>Focus on monitoring consistency between Y1 children in KS1 classes.</p>	ST	LB	Book scrutiny- are children evidencing use and understanding of relevant, subject specific vocabulary?	End of each term	24 / 25	N/A	Ensure standards are consistent and progress throughout the school.	<p>As above</p> <p>Resource audit - new electricity equipment ordered for KS2</p>
<p>Monitor schemes of work. Make sure scientific vocabulary in planning matches what is evidenced in books.</p>	ST	LB	Planning monitoring- are teachers evidencing use of relevant vocabulary to inform their lessons?	End of each term	24 / 25	N/A	Planning is robust shows clear progression throughout the school.	<p>Schemes of work checked and KS1 schemes organised in subject leader folder on Teams</p> <p>Impact: Clarity for Y1/Y2 classes</p> <p>Library development - compiled science book lists for future replenishment.</p>

## Subject Action Plan: RE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To further develop the opportunities for children to visit places of worship and meet people of faith.	NS	LB	<p>School office to annually book annually the following visits to further support and enhance the RE curriculum -</p> <p><b>Year 3</b> - The Mandir, through the St Philips Centre.  <b>Year 4</b> - Sunita (in school - Hinduism experience)  <b>Year 5</b> - Mosque, through the St Philip's Centre.  <b>Year 6</b> - An Imam from the Islamic faith.</p> <p>Children in EYFS, KS1 will continue to use Barrowby All Saints Church to support their understanding of Christianity.</p> <p>Explore opportunities for KS1 pupils to meet people from other faiths.</p>	Booked by September 2024	24/25	N/A	<p>All children will go on an educational visit for RE in KS1, Lower KS2 and Upper KS2.</p> <p>Over the course of a year, there will be opportunities for children to learn from visitors in school.</p>	<p><b>16th September 2024</b>  Y3 Mandir visit booked and confirmed for Autumn '24  Y5 Mosque visit booked and confirmed for February 2025  A Hindu Experience has been booked for the Spring Term.  <b>IMPACT</b> - Support the Intent for RE by providing a balanced RE curriculum.</p> <p><b>18th Nov 2024</b>  KS2 work scrutiny  <b>IMPACT</b> - NS has identified next steps in RE. Feedback and how to further embed the use of 'Big questions in RE</p> <p><b>8.1.25</b>- Final arrangements for Sunita Patel. There is now a timetable to enable all Year groups to revisit different elements of the experience each academic year. <b>IMPACT</b>: All pupils will have a regular opportunity to deepen their understanding about Hinduism through 1<sup>st</sup> hand contact.</p> <p><b>KS1 work scrutiny</b> - see Microsoft Form  <b>IMPACT</b> - From previous conversations there is an improvement in the difference in outcomes between Year 1 and Year 2 pupils. NEXT Steps have been identified.</p> <p><b>2nd June 2025</b> - NS liaised with MH to start to book RE education visits for school year 2025 - 2026.</p>

								<p><b>IMPACT</b> - All children will continue to receive education visit, linked to their learning in RE.</p> <p><b>7<sup>th</sup> July</b> - Dates for RE visits in Year 3 and Year 5 have been organised and agreed for the next academic year.</p> <p><b>IMPACT</b> - All children will continue to receive education visit, linked to their learning in RE.</p> <p><b>Next Steps:</b> - NS to ensure that RE visits link to the new syllabus. Where appropriate, research and organise additional visits, e.g. synagogue.</p>
To further enhance staff knowledge about how to provide a balanced approach to RE.			<p><b>Staff training</b> - NS to deliver and disseminate RE training:</p> <ul style="list-style-type: none"> <li>Revisit Understanding Christianity.</li> <li>Explore a balanced approach to RE</li> <li>Explore the difference between substantive and disciplinary knowledge in RE&gt;</li> </ul>	Autumn 2024		N/A	<p>Teaching staff will understand the importance of teaching RE lessons that include the following:</p> <ul style="list-style-type: none"> <li>-Understanding the Text (Believing),</li> <li>-Understanding the Impact (Living)</li> <li>- Making Connections (Thinking).</li> </ul> <p>All staff will ensure that they are teaching at least one of the different types of knowledge throughout an RE lesson.</p> <p>Staff will know the difference between disciplinary and substantive knowledge.</p>	<p><b>16.9.24</b> - NS developed RE training for staff meeting for the 19.9.24.</p> <p><b>IMPACT</b> - Teaching staff will understand the importance of delivering a balanced approach to teaching RE and will know the difference between disciplinary and Substantive knowledge.</p> <p><b>Next Steps:</b> NS to deliver RE training next academic year to introduce the new RE syllabus.</p>
To keep abreast of updates in RE, particularly in line with the new Syllabus for RE in Lincolnshire.	NS	LB	<p>NS to attend meetings with the Working Party about the new Lincolnshire Agreed Syllabus.</p> <p>NS to maintain membership of NATRE.</p> <p>NS to continue to lead and develop the RE Cluster within the GRACE Schools.</p> <p>NS to continue to attend the RE Clusters for Lincolnshire provided by the Diocese.</p>	Ongoing	24/25	<p>N/A</p> <p>£90</p> <p>N/A</p> <p>Free to attend</p>	<p>NS will know be up to date with the new syllabus, such as content, dates, etc and be part of the working party.</p> <p>NS will be able to access most recent research and reports in RE.</p> <p>NS will continue to lead a cluster group for RE and attend the cluster led by the diocese to remain knowledgeable about RE to further support role as Associate RE Advisor for the Diocese.</p>	<p><b>October</b> - NS attended New Syllabus Working Party to support the mixed planning aspect of the new Agreed Lincolnshire Syllabus for RE.</p> <p><b>IMPACT</b> - RE Lead is up to date with developments in RE across the Diocese.</p> <p><b>November</b> - NS attended 2<sup>nd</sup> meeting of Syllabus Working Party to support the mixed planning aspect of the new Agreed Lincolnshire Syllabus for RE. Wendy Harrison shared a draft copy and subject content from REC - Y6.</p> <p><b>IMPACT</b> - NS can begin to consider what the implementation of the RE syllabus will look like and how the Stepping Stones document can be adapted.</p>

								<p><b>26<sup>th</sup> November-</b> NS attended Working party meeting with Wendy Harrison. NS supported the discussion about mixed classes and how to ensure outcomes for Year 1s and Years 2 are different, despite a cycle curriculum.</p> <p><b>IMPACT -</b> NS has had an insight into the process for writing an RE syllabus, supported other colleagues and worked closely with the RE advisor and Lead.</p> <p><b>March 31<sup>st</sup> -</b> NS has liaised with Wendy Harrison regarding training for the implementation of the new RE syllabus. NS will attend training on the 14<sup>th</sup> July 2025 and 16<sup>th</sup> September 2025</p> <p><b>IMPACT -</b> NS will receive training on the implementation of the new syllabus and disseminate to staff.</p> <p><b>23<sup>rd</sup> June -</b> NS attended Zoom meeting with Wendy Harrison. NS to support WH on the RE syllabus training Day on the 14<sup>th</sup> July. NS to offer support to colleagues with regards to their LTP for RE.</p> <p><b>IMPACT -</b> NS will have an opportunity to meet other RE leads, be known to them as a point of support within the Diocese.</p> <p><b>Next Steps:</b> To reinstate RE cluster groups to support schools in the area as they introduce the new RE syllabus.</p>
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# Subject Action Plan: Computing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To greater develop assessment in computing.	SC	LB and SLT	<p>-In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and understand how to assess and what they are looking for. Ensure assessments are completed accurately and rigorously.</p> <p>-Supporting staff with CPD</p> <p>- Resources staff with expectations using hardware and software.</p>	End of each term.	24/25	N/A	The assessment reflects correct/accurate understanding and knowledge	<p><b>December 24</b> – Devise assessment end of unit quizzes to help support Teacher assessment/judgements</p> <p><b>IMPACT:</b> Create more in-depth and evidential assessments.</p> <p><b>Next Steps:</b> Support staff with good models and examples of standards in computing for referencing when assessing.</p>
<p>To ensure that teachers and support staff are correctly resourced and equipped to correctly deliver curriculum.</p> <ul style="list-style-type: none"> <li>- To fully equip teaching using new resources</li> <li>- To encourage whole class delivery to further extend learning.</li> </ul>	SC	LB	<p>Assess what is needed term by term to fulfil resources and ensure the curriculum can be taught to its full potential.</p> <p>Continually support staff with new apps and updates to support classroom use.</p> <p>CPD to support staff on the use of software and hardware.</p>	Termly	24/25	N/A	Ensure that resources support and extend pupil knowledge.	<p><b>September 24</b>-New class set of iPad for Year 3and 4; and Year 5 and 6 purchased and distributed. Plus new class set of laptops <b>Impact:</b> Modern equipment available to support learning =.</p> <p><b>December 24</b> – Teacher CPD – Support of new websites and apps to use in the classroom</p> <p><b>IMPACT:</b> Support children when working.</p> <p><b>January 25</b> – Update all children's logins and access/location to laptops and Ipads.</p> <p><b>IMPACT</b> – All children will be able to access their own files and be competent using the computers. Teachers will have more access to computing devices during their lessons.</p>

								<p>January 2025- All children in KS2 received their own iPads</p> <p>IMPACT- Staff trained on how to effectively use these to support across the whole curriculum, not just computing</p> <p>Next Steps: to further improve units and support staff in being prepared to teach computing</p>
<p>To support Junior Online Safety Officers to support and improve the knowledge of online safety throughout the school.</p> <p>Junior Online Safety Officers to support peers and staff during computing lessons.</p>	SC	LB	<p>Creating 'Junior Online Safety officers' to support staff, children and parents across the school with keeping safe online.</p> <p>JOSO to support and manage hardware throughout the school, supporting staff when using during computing lessons.</p>	Ongoing throughout the year.	24/25	N/A	Improved understanding of online safety.	<p>September 24- New JOSOs elected in Year 4, 5 and 6. Impact: Two children in KS2 classes with leadership opportunities and supporting their peers.</p> <p>February 2025-E-Safety workshop delivered to parents</p> <p>IMPACT- Parents that attended equipped with information on how to support children when using devices to keep them safe. Also uploaded to school website for those that could not attend.</p> <p>Next Steps: Continue to support JOSO in the role around schools - how can JOSO be more effective.</p>

## Action Plan SEND

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure subject leaders assess SEND children in a variety of ways in order to show progress.	IL	LB	Ensure SEND children are making relevant progress and are supported in doing this. Ensure SEND action plans are relevant, achievable and personalised. Ensure assessment opportunities are varied and children are supported to complete these.	Throughout new academic year.	24/25	N/A	Class teachers will be more aware of the needs of their SEND children and support accordingly.	<p><b>September 24- KS1</b> learning Walk conducted. <b>IMPACT</b> advised LB that Y1/2 class needs more support- redrafted timetables.</p> <p><b>May 25- KS1 and KS2</b> learning walk conducted. <b>IMPACT:</b> provision across the school is generally consistent, with some areas that need improvement. Teachers being supported by SLT.</p> <p>Next steps: continue to monitor provision of SEND across the school.</p>
I	IL	LB	SENCo to ensure that enhanced monitoring is planned into the monitoring and evaluation schedule and fed back to SLT.  SENCo to ensure class teachers are following timetables provided to them to support children with EHCP's.  Ensure new member of staff is supported.	Ongoing	24/25	N/A	SENCo to ensure children with EHCPs/ Significant need are supported well.	<p><b>November 24- IL</b> conducted EHCP reviews which resulted in the reduction of hours. <b>IMPACT</b> more flexibility with TA deployment, and IL redraft EHCP timetables.</p> <p><b>February 2025-</b> SENCo delivered training on De-escalation plans and sensory spaces during INSET training.</p>

								<p><b>IMPACT-</b> Staff equipped to support all children ensuring dignity is maintained and consistency in approaches.</p> <p>Next steps: continue to adapt and refine de-escalation plans to ensure they are child centric.</p>
SENCO monitoring SEND provision across school	IL	LB	SENCO regularly monitors through 'drop ins' and book scrutinises the provision on SEND support plans matches the provision given in classrooms regularly. SENCO regularly monitors SEND intervention trackers.	Ongoing	24/25	N/A	SENCO can ensure all SEND children are making progress, and the support is being offered where needed.	<p><b>October 24-</b> Devised de-escalation plan <b>IMPACT</b> identified children to write de-escalation plans for. This will support them to be removed from the classroom for the least amount of time possible.</p> <p><b>October 24-</b> Devised Sensory Den Flowchart. <b>IMPACT</b> Will be shared with key adults at the next training opportunity to teach them how to de-escalate a neuro diverse child.</p> <p><b>October 24-</b> Edited and updated SEND and Behaviour Policy in school. <b>IMPACT</b> The policy was edited to illustrate that some of our neurodiverse pupils may need reasonable adjustments to the behaviour system.</p> <p><b>November 24-</b> Completed SEND Pupil Voice survey <b>IMPACT</b> Most pupils</p>

								<p>feel well supported in school and are happy most of the time.</p> <p><b>February 2025-</b> Individual support provided to class teachers through drop-ins <b>IMPACT-</b> Personalised approaches explored, SENDCo ensured children receiving any necessary support.</p> <p><b>February 2025-</b> Creation of 'Soft Spaces' to support children to de-escalate: KS1 Sensory Den, The Hub and The Snug. New resources ordered to create these spaces. <b>IMPACT-</b> Age appropriate sensory spaces created to support children to regulate following the school's de-escalation Plan</p> <p><b>May 2025-</b> Pupil by pupil data analysis completed. <b>IMPACT:</b> IL and SLT have a clear measure of the small steps of progress children with SEND have in the school.</p> <p>Next steps: continue to monitor provision of SEND across the school.</p>
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# Subject Action Plan: History

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure that the stepping stones document is being used appropriately and lessons match the stepping stones.	IL/SW	LB	In-year moderation of planning, cross-checked with stepping stones document.	Termly	24/25	N/A	Evidence of stepping stones document being used. Evidence of children making progress in History.	September 24-New History lead began familiarisation with subject.
Greater develop consistency in History lessons and progression across KS1 classes.	IL/SW	LB	Regular book scrutinises completed to ensure consistency across four classes.  KS1 lead to ensure termly planners align and lessons are pitched correctly across all four classes.	Termly	24/25	N/A	All KS1 classes' books will be consistent and all KS1 children will make significant progress.	<p>January 2025-History work scrutiny completed for KS1  <b>IMPACT</b>- Reviewed that stepping stones document is being followed consistently and children showed a range of learning styles</p> <p>January 2025-Subject Data Analysis completed  <b>IMPACT</b>- Standards reviewed and lowest 20% identified as focus for work scrutiny in Spring Term.</p> <p>Spring 2025 - History work scrutiny completed for both KS1 and KS2.  <b>Impact</b> - Stepping stones are being followed consistently. A good variety of ways they have met the learning objective.</p> <p>March 2025 -SW has conducted a research into non-fiction texts to buy to support the History curriculum for Rec - Yr6.</p> <p>July 2025 - Next steps: to ensure all year groups are recording their Assessment outcomes in</p>

								their History books. Monitor through work scrutiny. Encourage scaffolding questions to be added in their books to extend the children's knowledge.
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# Subject Action Plan: Geography

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To support staff in implementation of curriculum.	KG		Support individual staffing groups (particularly at KS2) to use Digimaps as highlighted in their Schemes of Work. Monitor outcomes with pupils.  Ensure Digimaps subscription is renewed.  Arrange meeting with KS2 (small groups) to support and deliver further training. Include reference to mapping progression.  KS1 Meeting - how can we use Digi-maps to support our topics.  February 2025 - work scrutiny with pupils and possibly time in class to discuss with pupils where and how they are using Digi-maps.	Whole staff meeting-mapping progression dissemination. Autumn 1-24  Ensure Digimaps subscription is renewed.  Arrange meeting with KS2 (small groups) to support and deliver further training. Include reference to mapping progression.  KS1 Meeting - how can we use Digi-maps to support our topics.  February 2025 - work scrutiny with pupils and possibly time in class to discuss with pupils where and how they are using Digi-maps.	24/25	Digi-maps Fee  £120	Scrutiny of books show use of Digi-maps.  Children demonstrate confidence using the website.	<p><b>September 24-</b> Data analysed from previous year. <b>Impact: outcomes are high.</b></p> <p><b>November 24:</b> Digimaps subscription renewed. Digimaps training planned to be delivered in Spring 1</p> <p><b>January 2025-</b> Digimaps training delivered to all staff at a staff meeting <b>IMPACT-</b> Staff have log ins and understanding how digimaps could enhance their Geography curriculum and be used effectively on new iPads.</p> <p>July 2025-Next steps. To monitor use of Digimaps in class from whole class and individual work perspective. Are children using class Ipads to access Digimaps.</p>
2. To evaluate impact of the new curriculum and teaching/learning of the subject across the school, with a goal of raising standards in the subject.	KG		Collect samples of lesson planning and books; scrutinise for depth of coverage, lesson delivery etc. What is being recoded for each enquiry question? Is map work following the progression? How is work being presented?	Spring 2025  Work Scrutiny Autumn 2 Work Scrutiny Spring 2	24/25	N/A	Variety of work recorded that follows the SOW.  Enquiry questions are recorded.  Map work progression is being followed and children's map presentation follows the conventions as illustrated in the progression.	<p><b>Dec 24:</b> Autumn work scrutiny shows a range of activities for each step. Steps are being covered and delivered in sequence. Enquiry questions used as 'objective' for all but one class. <b>Staff feedback for Spring Term.</b></p> <p><b>January 2025-</b> Subject Data Analysis completed <b>IMPACT-</b> Standards reviewed and lowest 20%</p>

			<p>Monitor use of school grounds and how locality is being used with the fieldwork progression. What fieldwork opportunities are children having? Is the fieldwork progression appropriate and working for class teachers?</p>	<p>Summer 2025</p> <p>Lesson visit/drop in where possible.</p>			<p>Children are using outdoor areas and can explain where/when they have carried out fieldwork.</p> <p>Staff are clear where the outdoor areas/locality can be used to teach the steps.</p> <p>Fieldwork skills and experiences are varied and support the overall enquiry question.</p>	<p>identified as focus for work scrutiny in Spring Term.</p> <p>July 2025 - Next steps. Continue monitoring of books. Is there evidence of vocabulary being taught used in books?</p> <p>March 2025 Work Scrutiny for Year 1 shows general coverage to be the same with some individual variations in interpretation but standards consistent. To discuss future planning in KS1 meeting.</p> <p>March 2025 Digimaps, and additional fieldwork opportunities highlighted in planning. Multiple opportunities for school ground use and immediate locality. Children are using local area in lessons.</p> <p>Fieldwork opportunities highlighted on the curriculum document. IMPACT-Staff are clear where fieldwork can support each step.</p> <p>July 2025 - Next steps. Monitor teaching and learning around Fieldwork opportunities. What does this look like in practice?</p>
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# Subject Action Plan: Art & Design

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
CPD for staff following the school curriculum skills progression document.	SB	LB	Teacher Meeting practical session	By end of Spring Term	24/25	N/A Teacher Meeting time	Teachers will be well equipped to confidently teach art and design skills and follow progression throughout the year groups.	<p>Year 1/2 Teachers – recapped this term's stepping stones document re confirming the progression of skills to create a finished piece of art work.</p> <p>Y5 – supported new T with this term's Art and Design Sculpture steps and Painting steps, guiding on skills progression and supportive materials including video from a wire sculptor.</p> <p><b>IMPACT</b> Teachers will follow the stepping stones document teaching skills to a high level and promoting creativity and independence in art and design work.</p> <p>Amended Year 1 and 2 SoW to include the Year 2 step progression, sent teachers artwork examples and given advise on more appropriate materials to use for children's finished artwork production. Highlighted the difference between Year 1 and Year 2 work and expectation of high quality work.</p> <p>Example art work created for Year 4 Spring Term printing project. Photographs taken of each step and PowerPoint presentation completed with extra inspiration photos - saved to Teams Scheme of Work Folder</p> <p>Example art work created for Year 3 Spring Term paint/collage project. Photographs taken of each step and PowerPoint presentation completed with extra inspiration photos - saved to Teams Scheme of Work Folder</p> <p><b>IMPACT</b> Teachers will be more equipped to teach steps to a high standard.</p> <p>Beginning to collate examples for art work and explanation of Summer Term skills progression for Year 1 and 2 classes. Observational drawing minibeasts (Y1) and still life (y2).</p> <p>Year 1 and 2 teachers provided with a variety of examples and explanations of Year 2 art work to inspire this term's body of work centred around drawing and painting.</p> <p><b>IMPACT</b> children will follow progressive 'stepping stones' to build on drawing and painting skills to end project with a finished piece of art work.</p>

<p>Work scrutiny of Art sketch books, working with staff to plan ambitious lessons with high level art outcomes by the end of each topic and promoting personalisation in children's sketch books.</p>	<p>SB</p>	<p>LB</p>	<p>Work scrutiny to ensure teachers are confident to deliver high quality art lessons building on last year's feedback.</p>	<p>Each Term</p>	<p>24/25</p>	<p>N/A</p>	<p>Art vocabulary progression clearly evidenced in sketch books and verbally with children throughout the year groups. Evidence of personalisation in sketch books and use of previous year's skills to allow children to constantly practise and build on previous steps.</p>	<p>- Begun planning an exemplar skills progression sheet to illustrate what children can do in drawing to support teachers to further develop understanding of art skills.  <b>IMPACT</b> : adults will have an understanding of art and design work expectations          -OFSTED deep dive showed exemplary progression of skills from EYFS to Y6. A wide and varied offer regarding great artists, craft makers and designers ensuring children understand the historical and cultural development of their art forms and a well-resourced curriculum that is ambitious purposeful utilising technology and our outdoor environment.          - Work Scrutiny carried out for each class - curriculum steps are being followed with a few improvements suggested - feedback to be given in a Teacher Meeting. Art Sketchbooks show a high quality of Art is being achieved across all year groups and individuality is beginning to be clear in each child's sketchbook. Evaluations are appropriately more detailed from Year 1 to Year 6.  <b>IMPACT</b> strong evidence on children's continued progression in skills. Stepping stones document is beginning to be followed more successfully.  <b>Data Analysis completed for Autumn Term</b>  <b>IMPACT</b> children on track and achieve well and to a high standard in Art and Design.          Coaching and mentoring for Spring Term's topics given to Year 1 and 2, 3, 4 and 6          Drawing samples requested for each year group following Autumn and Spring art work. Reception, Year 1, Year 2 and Year 6 Summer art work to follow.          Drawing samples taken and scrutiny completed, Teachers to plan in finished art pieces outside of sketch books so art is given a high profile. Children will be able to have a finished piece of art that could be displayed or taken home. A photograph/photocopy of art work is to be kept in sketch books. Teacher meeting regarding finished pieces of work          - no context stickers needed and do not evaluate on top of finished work</p>
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								<p><b>IMPACT</b> Children will take pride in their art work and work will be able to be showcased around the school and then at home.</p> <p>SB to order more paper/card supplies for finished art work</p> <p>Data Analysis completed for the Spring Term</p> <p>IMPACT: whole school achieving highly In PE with 91% of pupils achieving EXS and only 9% (18 pupils) pupils working at WTS</p>
Review art supplies and resources termly in line with the stepping stones document.	SB	LB	Evaluate art resources and replenish supplies if/when needed.	Termly	24/25	£200 termly approx.	Art lessons will be well resourced and organised for each year group.	<p>- Tidied Art cupboard, finalised labelling of resources for ease of use.</p> <p>- Ordered new paint supplies and wire sculpture supplies.</p> <p>- liaised with site manager regarding wooden sculpture bases.</p> <p>- ordered sugar paper</p> <p>IMPACT Art is well organised and resourced</p> <p>- ordered embroidery thread, needles, printing blocks. Organised in labelled boxes and prepared card thread holders to avoid tangling.</p> <p>IMPACT A well organised and well stocked art cupboard will provide teacher and pupils with the supplies they need for high standard art.</p> <p>Teacher meeting discussion held on equipment expectations and returning supplies clean and ready for the next class to use.</p> <p>IMPACT: When resources are well-organised, children can begin creative tasks promptly, stay focused, and fully engage in their artistic expression. This approach not only supports high-quality learning but also teaches children valuable life skills such as responsibility, respect for shared materials, and pride in their environment. Creativity can then flourish.</p>

# Subject Action Plan: Physical Education

Development Priorities	Staff	Account to	Task/Training/Resources	Timeline/Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Continue to keep resources stocked for each term. Work with PE apprentices and Sport Committee to ensure equipment is fit for purpose.	SB	LB	Evaluate PE resources and replenish resources if/when needed.	Termly	Monitor with teaching staff	Sports Premium	PE lessons will be well resourced.	<ul style="list-style-type: none"> <li>- ordered new hula hoops £63.70</li> <li>- applied to the Inspire+ competition 'Pitch 2 Play' by creating a video pitch with the Sports Committee with the idea of ordering Ball rebounders to improve sending and receiving skills.</li> <li>Won Pitch 2 Play – received £200 to be spent on ball rebounders</li> <li>- Ordered ball rebounders and new tennis balls</li> </ul> <p>IMPACT: Children have resources readily available to them for lessons and skills progression.</p>
Continue to promote Physical Literacy, Skills based curriculum with transferable skills into different sports and intra and inter school competition throughout the year and update the Sports Premium Report to reflect the high-quality PE and PA offer and improvement under the 5 key indicators.	SB	LB	<ul style="list-style-type: none"> <li>- Continue to liaise with Inspire + about next year's offer</li> <li>- Make improvement and input weekly/termly updates into each of the 5 key indicators:</li> </ul> <ol style="list-style-type: none"> <li>1. Engagement of all pupils in regular physical activity</li> <li>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.</li> <li>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>4. Broader experience of a range of sports and physical activities offered to all pupils.</li> <li>5. Increased participation in competitive sport.</li> </ol> <ul style="list-style-type: none"> <li>- Meet with school business manager termly to ensure sports premium fund updated on Sports Premium Report throughout the year.</li> </ul>	Weekly/Termly	Monitor with teaching staff	Sports Premium	PE and PA will have improved pupil's engagement in regular PA, have a high profile across the school, staff will be given opportunities to take part in good quality CPD improving confidence and skills and pupils will have taken part in a wide range of sporting activities some of which will be competitive.	<ul style="list-style-type: none"> <li>-SB+LB attended Inspire+ Conference gaining insight into new initiatives and Inspire+ offer for this academic year.</li> <li>- Exciting opportunity to work with the ROH and continue to build on our dance curriculum provision and staff CPD.</li> <li>-written questionnaire to survey parent/carers regarding out of school club links and chief medical advisors recommends 60 active minutes (30 minutes out of school).</li> <li>IMPACT Questionnaire completed and analysed by T Liddiard. Results show that, out of the 144 responses, the majority of children are accessing the 30:30 minutes government expectation of activity each day. Parents have recommended sporting clubs and these will be looked in to with a view to update our website page 'links to other clubs'</li> <li>IMPACT OFSTED pupil interviews showed children understood where their next steps in learning were, enjoyed PE and our School Sport offer and understood that our skills based curriculum enabled them to transfer their skills into a variety of sports and other areas of the curriculum as well as their lives (Social, physical, health and fitness, cognitive, creative).</li> <li>- Sports Committee meetings: <ul style="list-style-type: none"> <li>- What is a leader?</li> <li>- Virtual Training - Inspire+ Legacy Tour, YA's award and whole school display</li> <li>- Begun planning Christmas House Tournament</li> <li>- Introducing Jonathan Broom Edwards to whole school.</li> </ul> </li> </ul>

								<ul style="list-style-type: none"> <li>- Introducing Freya Colbert to whole school</li> <li>- Sports Committee Display planning and creating content together.</li> <li>- Christmas House Tournament Planning meetings x2</li> <li>- Christmas House Tournament PowerPoint presentation and demonstration practised and Collective Worship led to inspire children before the event.</li> <li>- Children lead the whole day event supported by PE apprentice.</li> <li>- Legacy Tour Assembly practise x3 and assembly completed</li> <li>- Discuss our Pitch 2 Play ideas. - what is missing from our equipment offer?</li> <li>- Film Pitch 2 Play pitch highlighting need to improve ball skills and pitching for a ball rebounder</li> <li>- Set up new Ball Rebounders</li> </ul> <p>IMPACT PE and PA have a high profile in school supporting children's leadership skills and PA offer is wide and appealing to all year groups.</p> <ul style="list-style-type: none"> <li>- Jonathan Broom Edwards assembly <a href="#">click here for Newsletter article</a>.</li> <li>- organised Y6 Talented Athlete Programme</li> <li>- organised Y3 and 4 Talented Athlete Programme - letter to follow - liaised with admin</li> <li>- Y3 and 4 TAP organised.</li> <li>- Researched digital reporting of the sports premium spending report - will be available in Summer Term</li> <li>- Discussed Microsoft form for sporting fixture results for team leads to update after competitions</li> <li>-formulated Microsoft Forms for Sporting Fixtures</li> <li>- Freya Colbert assembly <a href="#">click here for Newsletter article</a></li> <li>- Dai Greene assembly</li> </ul> <p>IMPACT Children inspired by sporting elite and activities provided giving them a sense of ambition and encouraging an ethos of active for life.</p> <p>Attended the third Young Ambassador Twilight with Young Ambassadors - practised this year's Legacy Tour assembly with a view to practise with Sports Committee.</p> <p>IMPACT Further developing children's leadership skills and transition into Secondary School through meeting and working with children from other schools</p> <p>Organised Y6, Y5 and Y3+4 swim trial letter invites.</p>
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								<p>Infant House Tournament 1<sup>st</sup> Armstrong 2<sup>nd</sup> Scott 3<sup>rd</sup> Chichester</p> <p>Junior House Tournament 1<sup>st</sup> Scott 2<sup>nd</sup> Armstrong 3<sup>rd</sup> Chichester</p> <p><b>Summer Inter Competition:</b> <b>Y3/4 Cross Country 1 girl = 3<sup>rd</sup> place.</b> <b>Boys Team: 6<sup>th</sup> Place</b> <b>Girls Team: 3<sup>rd</sup> Place</b> <b>Overall position: 2<sup>nd</sup> place</b> IMPACT Successful year of sport, school achieving highly and teams are well supported by a wide variety of staff members. Organised International skipping day promotion - photographs taken for realPE competition. Organised new coaching afterschool clubs for Summer Term - Rounders and Athletics. IMPACT Further extending out PA offer</p>
<p>Provide CPD for all staff to refresh how we, as a school, are teaching Physical Literacy, and have a skills-based curriculum with transferable skills that we can use for different sports. We also have a 'road to competition' through training our children before inter competition</p>	SB	LB	Staff CPD recapping Physical Literacy and skills-based curriculum	Spring Term	Monitor with teaching staff	N/A	<p>Teachers will understand the value of our skills-based curriculum and know that we are providing our children with a wide range of physical opportunities to ensure that they are physically literate for life.</p>	<p>- Planned CPD for T Meeting regarding our skills-based curriculum and encouraging Physical Literacy. Delivered training to Teachers IMPACT Teachers understand the progression of the stepping stones document, with the focus on skills that are transferable into a wide variety of sports and other areas of the curriculum. - prepared planning and assessment objectives in dance for meeting with Hayley Ryan from the Royal Ballet and Opera House - 19.11.24 Meeting with Hayley Ryan from the Royal Ballet and Opera House regarding Dance CPD in April and potentially taking part in a research project using 5 Creative Habits to enhance children's dance and writing. -prepared notes to feed back to SLT regarding Barrowby taking part in RBOH research project. IMPACT Exciting opportunity for the school to have links with RBOH and be part of planning a national dance planning proforma. Dates organised for RBOH research project working alongside Year 5 - 5 week block. IMPACT Year 5 able to complete a 5 week programme of dance and be part of research project focusing on planning progression and assessment. Year 2 Talented Athlete Programme organised - 4 children selected and letter sent out to parents. Year 3 and 4 Talented Athlete Programme organised - 4 children selected and letter sent out to parents. Year 6 Talented Athlete Programme organised -1 child selected and letter sent out to parents.</p>

								<p><b>IMPACT</b> Talented Children in PE and Sport are given an opportunity to extend their skills and meet children from other schools with similar talent level.</p> <p><b>SB asked to take part in focus group to create a national roll out for the end of the RBOH 5 week block of dance training.</b></p> <p><b>Data Analysis completed for the Spring Term</b></p> <p>IMPACT whole school achieving highly in PE with 97% of pupils achieving EXS or above and only 3% (7 pupils) pupils working at WTS</p>
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# Subject Action Plan: Music

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
New subject lead to familiarise self with Music curriculum and Curriculum Documents.  Subject Lead to monitor effectiveness of curriculum	JL	TW  LB	Monitoring of planning across the year.  Review stepping stones documents and ensure they are progressive and clear.  Ensure consistency across Key Stage 1 classes through work scrutinise.	End of each full term  End of year	2024/25	N/A	Timetable of performance opportunities for each year group across the year to also feature in arts summary.	<b>September 24</b> -New subject lead familiarisation with music curriculum <b>Impact:</b> greater knowledge of stepping stones plus end point expectations  <b>September 24</b> -School received Music Mark award <b>Impact:</b> recognition of music success in school  <b>January 2025</b> -Subject Data Analysis completed <b>IMPACT-</b> Standards reviewed and lowest 20% identified as focus for work scrutiny in Spring Term
To refine performance opportunities for children across the school and ensure curriculum is supportive in developing the necessary skills required to perform.	JL	TW  LB	Subject lead to create a 'Performance Calendar' to view the different opportunities to perform and be creative.  Subject lead to ensure opportunities are clear on the stepping stones documents and ensure skills are developed and progress.	Throughout the Autumn Term Performance opportunities to be updated regularly.	2024/2025	N/A	Opportunities to perform and be creative are identified and adapted as necessary.	
To audit and organise music resources to support the curriculum delivery.	JL	TW  LB	Review music resources and instruments in line with the curriculum and extra-curricular club opportunities.  Re-organise resources into a central place for easy access and promoted pupil independence.	Throughout the Autumn Term	2024/25		Music resources will be clearly organised to support the curriculum delivery	<b>Dec 24-</b> Music instruments audited <b>Impact-</b> Subject lead familiarisation and knowledge of future ordering requirements

# Action Plan -Phonics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To further embed and develop the use of ELS interventions to support children in 'keeping up', rather than 'catching up'.	NS	LB	NS to deliver ELS intervention training to all members of EYFS/KS1 team with a focus on supporting the Year 1s who did not pass the screener and those in Reception who did not achieve Expected in Reading.	ELS training -	LB	n/a	All children in Year 2 who resit the screener will pass and be able to use decoding as a strategy for reading.	<b>16.9.24</b> - NS delivered ELS intervention training to A.Reed who will be a delivering ELS interventions across Reception and KS1. <b>IMPACT</b> - A specialist TA to deliver high quality interventions for ELS.
			NS to track the progress of the Year 1 children who did not pass the screener/ did not achieve Expected in Reading in Reception through monitoring activities, such as <ul style="list-style-type: none"> <li>• observing ELS intervention as part of mentoring and coaching.</li> <li>• Gathering termly assessment data for Year 1 children who did not pass the screener in Year 1 and Reception children.</li> <li>• Monitoring the phonics books that are sent home.</li> <li>• Reading with a selection of children each term.</li> <li>• Analysing data each half term, using the Week 5 assessment</li> </ul>	Half - termly/termly	LB	N/a	All children in Year 1 who did not achieve Expected in reading at the end of Reception will be in receipt of an ELS intervention and will make accelerated progress.	<b>16.9.24</b> - Phonic Lead used Summer data analysis and pupil attainment to determine children who need ELS intervention. <b>IMPACT</b> - Phonics Lead has a good knowledge of the children not in track for phonics.  <b>25/12/24</b> - Trained new ELS TA to deliver ELS interventions. <b>IMPACT</b> - An additional specialist TA will be able to deliver high quality interventions for ELS.  <b>2/12/24</b> - Met with ELS TA to analyse assessment data for children in receipt of ELS interventions <b>IMPACT</b> - ELS TA and Phonics lead understand the level of need across Year 1 and Year 2.  <b>9/9/23</b> - Phonics Lead - collected all Reception and Year 1 phonic assessments for Aut 2, Wk 5 and analysed them. All class teachers have completed the

								<p>assessments/phonics tracker</p> <p><b>IMPACT</b> - Phonics lead has analysed data and updated the ELS intervention list. NS has fed back to individual teachers about children who need further support.</p> <p><b>24/2/245</b> - Met with ELS TA to analyse assessment data for children in receipt of ELS interventions</p> <p><b>IMPACT</b> - ELS TA and Phonics lead understand the level of need across Year 1 and Year 2. ELS interventions adjusted accordingly.</p> <p><b>21.5.25</b> - Phonics lead collected all Reception and Year 1 phonic assessments for Summer 1, Wk 5 and analysed them. All class teachers have completed the assessments/phonics tracker.</p> <p><b>IMPACT</b> - Phonics Lead has a good knowledge of the children not in track for phonics.</p> <p><b>2<sup>nd</sup> June 2025</b> -Phonics lead downloaded/read ARA ahead of Phonics Screener Check Week. Phonics Lead to administer Phonics Screener to all Year 1 children and Year 2 children who did not pass.</p> <p><b>IMPACT</b> - Ensure administration is the same for each child.</p> <p><b>7<sup>th</sup> July 2025</b> All year 1 children sat the Phonics Screening check - 88% of the cohort (30/34) children passed the screener.</p> <p><b>IMPACT</b> - Phonic interventions have had a positive impact on the individuals who have had</p>
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									<p>access to them. See data analysis for a more in depth understanding.</p> <p><b>Next Steps:</b> Continue to analysis phonics data every half term and re-evaluate the phonics interventions needed.</p>
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# Subject Action Plan: Design & Technology

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure the school is correctly resourced and equipped to deliver the DT curriculum.	JL	LB	Assess what will be needed each term. Keep track of resources in school and order resources when required.  Audit current materials in the Autumn Term and support staff to order required materials for curriculum coverage.  Audit and organise woodwork materials.	Autumn Term Review in Spring Term	24/25	Variable	Resources are readily available to support pupil's skill development.	<b>January 2025</b> -DT resources audited and ordered for the Spring Term <b>IMPACT</b> - Children will have the necessary resources to develop their DT skills in various curriculum areas this term.
Review curriculum stepping stones documents to ensure clear progression in skills and content, with a focus on food technology.	JL	LB	Review stepping stones documents and ensure skills in cooking progress each year.  Plan in Roots to Food opportunities for year groups 2-6 and liaise effectively with external provider on skills coverage	Autumn Term review  Termly.	24/25	Cost of Roots to Food enrichment experience	Ensure progression is evident across the school. This will be seen in DT books as evidence of the skills and vocabulary being used.	<b>January 2025</b> -Subject Data Analysis completed <b>IMPACT</b> - Standards reviewed and lowest 20% identified as focus for work scrutiny in Spring Term.  <b>February 2025</b> - Reviewed curriculum stepping stones.  <b>IMPACT</b> - skills and content made clearer in food technology.
Monitor consistency and use of Design Portfolios across the school.	JL	TW	Review and adapt 'Subject Front Covers' for DT Portfolios and ensure consistency in approach and progression in language.  Monitor Design Portfolios through work scrutinise on a termly basis and monitor ways to support the first 20%.	Ensure available for all year groups in: <b>Autumn</b> <b>Spring</b> <b>Summer</b> .	24/25	N/A	Design Portfolios will be of a high standard and reflect the curriculum being covered.	<b>September 24</b> -Front covers reviewed and vocabulary updated <b>Impact</b> : consistency in design portfolios

# Subject Action Plan: MfL

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
<p>To continue to support the embedding of the new SoW and resources and ensure these are being used correctly across the school.</p> <p>To maintain consistency in learning, evidence and assessments throughout the school.</p>	SC	LB and SLT	<p>In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.</p>	Termly	24/25	N/A	<p>Ensure staff feel confident to deliver and assess MfL</p> <p>Staff to feel confident in assessing MFL</p>	<p><b>November: Support new staff with implementation of scheme, delivery and assessment</b></p> <p><b>IMPACT: Create consistency of teacher throughout the schools.</b></p> <p><b>January 2025-Subject Data Analysis completed</b> <b>IMPACT- Standards reviewed and lowest 20% identified as focus for work scrutiny in Spring Term.</b></p> <p>Next Step: Continue to support and develop staff delivery of the scheme</p>
			<p>Pupil interviews to gain their understanding and ensure correct vocab is being taught and to progress their learning.</p>					<p>March 25: Work scrutiny Focus on written and progress of writing through KS2</p> <p><b>IMPACT: Language Angels scheme supporting the progress in writing and length of writing has improved across the school.</b></p> <p>Next Step: Target completed</p>
<p>To develop the oral and written skills in French throughout ks2 - Giving children adequate opportunities to practice these skills.</p>	SC	LB and SLT	<p>In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and are following the planning fully to allow for these written opportunities.</p>	Termly through work scrutinies.	24/25	N/A	<p>Ensure standards are consistent</p>	<p>December: Plan a French culture day.</p> <p><b>IMPACT:</b></p> <p><b>February 2025-Language and culture day planned at KS Meeting</b> <b>IMPACT- KS2 teachers to plan a carousel of activities to develop children's understanding of French/ France culture.- to take place at end of March</b></p>
<p>To embed a 'love for languages' across the school, create a community culture to support everyone's background.</p>	SC	LB and SLT	<p>Language/culture days</p> <p>Worships to broaden peoples' ideas of different cultures.</p> <p>Encourage parents feel a part of the community.</p>	By the end of the academic year.	24/25	N/A	<p>Children will be encouraged to be open and proud of their backgrounds,</p>	<p>December: Plan a French culture day.</p> <p><b>IMPACT:</b></p> <p><b>February 2025-Language and culture day planned at KS Meeting</b> <b>IMPACT- KS2 teachers to plan a carousel of activities to develop children's understanding of French/ France culture.- to take place at end of March</b></p>

								Next Steps: Delivery French day/create a wider understanding of MFL and culture in school.
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## Subject Action Plan: PSHE/RSE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
<p>Work Scrutiny to check that stepping stones document is being followed and that included assessments are being carried out each term.</p> <p>Focus on Y1 children across KS1 classes.</p>	ST	LB	Subject leadership time	Termly	24/25	N/A	Ensure standards are consistent and progress throughout the school.	<p>September 24-Data analysed from previous year. <b>Impact:</b> outcomes are high</p> <p>Book scrutiny (KS1 &amp; KS2) with regards to assessments and consistency between Y1 classes. <b>Impact:</b></p> <p>Continue to monitor consistency between Y1 classes and differentiation between Y1 &amp; Y2 children.</p> <p>April 2025-Subject Data Analysis completed</p> <p><b>IMPACT-</b> Standards reviewed and lowest 20% identified</p> <p>Library development - compiled science book lists for future replenishment.</p>
<p>Information Evening for Y5 / 6 parents to discuss the resources to be used for teaching aspects of RSE in relation to the Science Curriculum</p> <p>Meeting at the start of the Spring Term 2025 (also provided on website)</p> <p>Review to check if any new additions need to be made.</p>	ST	LB	Resources and detailed plans of lessons to be taught completed prior to this evening, so that all staff are fully prepared / informed to answer any questions raised sensitively.	tbc	Govs	N/A	Ensure stakeholders are supported to develop understanding of new RSE curriculum	Workshop already available and on website from last academic year.

Include references to community cohesion within scheme of work.	ST	LB	Subject leadership time	Christmas 2024	24/25	N/A		<b>September 24</b> -Symbols placed on stepping stones documents to link to areas of Protected Characteristics <b>Impact:</b> Clear progression and coverage ensured.  RSHE policy updated.
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# Action Plan: Wellbeing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To continue to hold Wellbeing Committee meetings with the children.	IL	LB	Encourage children to become wellbeing ambassadors in school.	Ongoing	24/25	NA	To further the Wellbeing agenda	<p><b>September 24</b>- Wellbeing committee Pupil leadership groups elected <b>Impact:</b> Wellbeing representatives across the school.</p> <p>May 25- IL met with wellbeing committee to discuss priorities for summer term. <b>IMPACT</b> Wellbeing committee are running clubs that support children's wellbeing eg- mindful colouring, yoga.</p> <p>Next steps: Wellbeing committee representatives will be re-elected in Autumn Term 2025.</p>
To raise the profile of wellbeing in school.	IL	LB	Ensure all children are familiar with the '5 ways to wellbeing', and class teachers are using them regularly, both in class and collective worship.	Ongoing	24/25	NA	To highlight the importance and prominence of wellbeing in the school.	<p><b>October 24</b>- Pupil wellbeing and staff wellbeing a success identified by OFSTED <b>Impact:</b> Evidence of high profile in school</p> <p><b>November 24</b>- Pupil wellbeing survey completed with SEND children <b>Impact:</b> Children felt happy and safe in school most of the time.</p> <p><b>February 2025</b>-Picture News Live Assembly on Children's Mental Health Week watched by whole school. <b>IMPACT</b>- Importance of wellbeing promoted to</p>

								<p>children and strategies explored to support ourselves.</p> <p>Next steps: Plan in termly wellbeing collective worships focusing on young mental health.</p>
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