



**NORTH CADBURY
C OF E PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN
2025 - 2026**

‘To be the best we can be’

At North Cadbury C of E Primary School, we are proud of the journey we have been on together. In recent years, our school has celebrated many successes, from the continued appreciation of our families to a growing reputation within our local community, and recognition through respected accreditations such as Eco Schools, the British Council International School Award, Green Tree School, Music Mark and Artsmark Gold. These acknowledgements shine a light on the wonderful things already happening here. Yet, as a small but ambitious school, we know our journey is ongoing. We are committed not only to sustaining these successes but looking at our continued development, so that every member of our school community continues to flourish.

Our School Development Plan for 2025-2026 reflects this commitment to growth. It is about nurturing the potential of every child and supporting the professional aspirations of every member of staff. Together, we are creating an environment where learning is rich, engaging, and joyful, where both children and adults are encouraged

“To be the best we can be”.

This year, our shared priorities will guide and inspire everything we do:

- **Teaching and Learning:** continuing to raise academic expectations while expanding opportunities for eco learning
- **Behaviour and Attitudes and Readiness for Learning:** placing inclusion and belonging at the heart of all we do
- **Continuing Professional Development:** ensuring our staff grow in confidence and expertise to support every learner

Our vision is simple but powerful. We aim to overcome barriers, celebrate strengths, and create the conditions where all can thrive. We want every child to leave North Cadbury not only well educated, but also happy, resilient and ready to embrace the next stage of their journey with determination and joy.

CORE PRIORITY	RATIONALE	SUCCESS CRITERIA/TASKS
<p>PRIORITY 1:</p> <p>Teaching & Learning</p> <p>To continue to refine and strengthen teaching and learning throughout the school, ensuring that there is a focus on research and development of expertise, leading to even higher standards in Reading, Writing and Maths. Fully embed the improvement seen in the rates of progress across the school and continue to develop our Greater depth representation.</p>	<p>In September 2023, the school was judged to be Good in all areas, a significant milestone that reflects the dedication and collective effort of all involved.</p> <p>Since joining PPAT Education in April 2019, our journey has been shaped by the Trust’s core values of high expectations and success for every child. These principles have become deeply embedded in the culture of North Cadbury, raising standards and ensuring that all pupils receive an education that enables them to thrive.</p> <p>Our most recent SATs results exemplify this progress: over 90% of our pupils achieved the expected national standards, with a notable proportion exceeding them. These outcomes demonstrate that our staff are consistently advancing the educational development of pupils, embedding a culture of ambition and excellence across the school.</p> <p>Leaders recognise that the quality of teaching and learning is strong. At the same time, we understand the importance of sustaining a culture of</p>	<p>AUTUMN:</p> <p>A rigorous analysis of 2024/25 data has been completed to identify key priorities for intervention in the autumn term, ensuring that progress can be closely monitored and improvements can be clearly evidenced.</p> <p>Individual development priorities will be agreed with staff members, with initial actions to be undertaken through pupil progress meetings and the staff appraisal process.</p> <p>The quality of teaching and support will remain consistently strong, with clear actions in place to address any practice that falls below expected standards.</p> <p>Lesson observations will show that 100% of lessons are judged as <i>high quality</i> or better. Lessons will demonstrate that pupils are highly motivated and engaged, reflecting the imaginative strategies staff will employ, such as the use of practical resources and outdoor learning opportunities.</p> <p>Progress data will demonstrate the positive impact of targeted interventions. By December, 100% of pupils across the school will be on track to achieve at least expected progress.</p>

continuous improvement, particularly within the unique context of a small school. We also acknowledge that, even with highly effective teaching, challenges remain in overcoming the barriers some of our children face. Addressing these requires more than a focus on outcomes alone; it demands a sustained commitment to the quality of input and delivery.

To achieve this, we must prioritise individual professional growth. By ensuring that continuing professional development (CPD) and self-reflection are at the heart of our practice, we strengthen our collective capacity, enrich collaboration, and foster the sharing of best practice. In doing so, we not only enhance provision in every classroom but also secure the best possible outcomes for all children.

SPRING:

The quality of pupils' work will demonstrate good progression in skills and knowledge, leading to improved outcomes, driven by effective teaching. All teachers will secure high-quality learning by setting challenging tasks that are matched to pupils' specific needs, based on accurate teacher assessment.

Lessons will feature precise learning goals for all pupils, who will fully understand what they are learning and feel confident to 'have a go'. The pace and depth of learning will be maximised through teachers' responsive support during lessons.

Standards in spelling and grammar will continue to be upheld throughout the school. This will be achieved through accurate assessment and recording of performance in spellings, alongside effective teaching of strategies.

The quality of teaching and teaching support will remain consistently strong. Staff will continue to demonstrate confidence in teaching aspects of the National Curriculum and maintain high pupil outcomes. Support and CPD will be provided to all staff to ensure they uphold and share high expectations for teaching and learning.

Data will indicate rapid progress, with clear, tangible examples showing improvements compared to the previous year. All pupils will understand their targets or 'Next Steps' and know how to make improvements. Systematic Synthetic Phonics (Floppy's Phonics) will be embedded across the school from Pre-School to Lower Key Stage 2.

SUMMER:

80%+ of pupils throughout the school make at least the expected progress between Yr 2 and Yr 6.

80%+ of pupils at least make expected progress from Year 2- Year 4.

80%+ of pupils meet Age Related Expectations throughout the school (ARE).

30%+ pupils exceed National Expectations by the end of Yr 6.

The % of pupils meeting the benchmark for the Yr 1 phonics screening must be in line with and preferably considerably higher than national averages.

The % of Early Years pupils to achieve national averages in 'good level of development' GLD must be in line with and preferably considerably higher than national averages.

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
1. Review of whole school data and clear benchmarks for all staff regarding starting points for: September January April July	AT RS HW SIP Governors	September January April July	Staff Meetings Performance Management Meetings Data Returns Data on track throughout the school. Vulnerable groups identified and programmes/ specific input organised.	
2. Identification of groups at risk of underperformance. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for target teaching e.g. letter and number formation, handwriting skills and basic key word spelling.	Class Teachers AT SENCo TAs	September January April July	Performance Management Meetings Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed. Better outcomes for all pupils.	
3. Track progress of pupils eligible for ‘Pupil Premium Grant’ (PPG). Effective strategies, interventions and provision planned to accelerate progress.	Class Teachers AT SENCo	September January April July	Performance Management Meetings Termly SENCo reviews	
4. Ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non- disadvantaged pupils.	All staff AT SENCo	Termly checks and ongoing, Autumn Spring Summer	Children making good progress and where appropriate, beginning to achieve in line with their peers. Pupil Premium/SEND/ Ever 6 pupils attaining <u>higher standard</u> reading at KS 2 SATs increase. Represented in the GD %	
5. Review pupils on the SEND (Special Educational Needs and Disability) register and amend register in-line with SEND Code of Practice requirements. Apply for EHA/EHCP where appropriate. Review of SEND procedures.	SENCo Governor AT Class Teachers	September, Ongoing		

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
<p>6. Effective use of assessment tools identified and discussed with colleagues across PPAT, including pupils' improved understanding of their next steps/targets. Ofsted – 2023 target.</p> <p>Effective moderation across classes and PPAT/ALP.</p>	<p>Teaching Staff SENCO AT PPAT staff</p>	<p>Ongoing</p>	<p>PPAT Moderation ALP Moderation County Moderation</p>	
<p>7. Professional Development to further develop aspects of English (e.g. spellings and grammar, GD writing) and Maths in line with NC requirements.</p> <p>Year 1/2/4/6 teachers to access support/updates for statutory assessments.</p>	<p>Teaching Staff RS HW AT ECT's</p>	<p>Autumn Term October April</p>	<p>All staff to have a strong awareness and understanding of the aspects of the English and Mathematics Curriculum for which they are responsible.</p>	
<p>8. Performance Management for all teachers based on rigorous target setting.</p> <p>Pupil Progress Meetings termly.</p>	<p>AT</p>	<p>Autumn Term April</p>	<p>All members of teaching and support staff have initial Performance Management and teachers have objectives linked to pupil performance.</p>	
<p>9. Effective teaching and expectations observed of spelling and grammar in KS1 & 2 in line with the National Expectations. Regular testing of key high frequency words.</p>	<p>SENCO Teaching Staff AT</p>	<p>October February June</p>	<p>All staff to have a strong awareness and understanding of the aspects of the Spelling and Grammar, with improved outcomes for all pupils.</p>	
<p>10. Focus on GD Writing as an area already identified as one where the children in both Years 2 & Year 6 did not achieve as highly as GD in other areas.</p> <p>Professional development/CPD</p>	<p>AT Class teachers</p>	<p>October February April</p>	<p>All staff to have a strong awareness and understanding of the aspects required to enable our children to achieve GD in writing. Closer results for GD in writing, to match those achieved in maths and reading. Moderation training for staff.</p>	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
11. Research effective teaching of vocabulary not only in English but through all subjects and activities.	All staff	Daily teaching throughout the year.	Children are confidently able to unpick words and phrases for understanding. Children can discuss topics such as e-safety and discrimination using correct vocabulary.	
12. Regular monitoring and moderation of standards in English/ Mathematics in the foundation class.	AT EYFS teacher RS	Autumn – ongoing weekly	Consistent expectations and high outcomes for all foundation pupils. Increased % of pupils achieve ‘GLD’. Early identification of any additional needs.	
13. Foundation teacher to be fully aware of Year 1 expectations and ensure that students make good progress. National Curriculum delivery for YR in the summer term.	RS AT EYFS teacher	April	Pupils ready for Year 1 (& indeed Year 2). 90%+ pass rate for PSC – Year 1	
14. Monitor the planning, teaching and outcomes of phonics in Reception, Year 1 and Year 2. Target pupils to receive specific phonics intervention. Ensure that our SSP is being utilised with vigour across all relevant year groups.	RS AT SH	Autumn Weekly Ongoing	All pupils to have a thorough knowledge and application of phonics. Daily teaching to ensure all children are confident and knowledgeable.	
15. To ensure Y4 pupils master times tables as set out in the NC and are ready for the multiplication tables check.	Teaching Staff Y4 teacher TA	Termly assessment cycle	Children in Y4 have rapid recall of times tables facts. School has IT capability for online tests.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
16. To ensure our mixed year classes making good progress and ensuring that necessary KS1/KS2 objectives are being met.	Class Teachers AT	Termly	That all learners are assessed to ensure retention of key learning outcomes and a growing subject specific knowledge is evidenced through assessment.	
17. Continue to develop children’s public speaking and oracy skills through the teaching of discrete skills with regular opportunities to speak up and speak out embedded into planning. Ensure children can give full, articulate answers in class.	All Staff	Termly	Pupils will have an increased confidence and ability to speak publicly. Ensure opportunities through church readings. Collective Worship readings and prayers. Debate competitions, children’s parliament, performances etc.	
18. Ensure children throughout KS2 use consistently joined handwriting.	AT KS2 Staff	Autumn ongoing	Children can use joined handwriting with correctly formed letters by the end of Y3.	
19. Teaching Staff to understand what constitutes outstanding teaching and learning (making use of the OFSTED evaluation schedule). Continue to adopt non-negotiables to promote successful learning principles.	All staff	September Ongoing	Staff Meeting and daily teaching throughout the year. All lessons and evidence in books are at least good and often outstanding. Teaching and Learning principles observed in action during lesson drop ins, learning walks and formal observations.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
20. Continue to develop Outdoor learning in the curriculum.	RS AT Early Years Team SH	Throughout year	Curriculum enhanced by excellent outdoor learning provision. Re-modelling of outdoor learning for EYFS following completion of building work and access to field & outdoor learning areas.	
21. Children to have developed a sense of citizenship, a respect for their locality and a tolerance of those around them. British Values to continually be upheld and disseminated.	Class Teachers AT All Staff	Throughout year	SCARF workshops Staff have continued to develop and deliver a successful PSHE education for their learners, with at least weekly lessons and wider opportunities with community links throughout the year integrated. Integral to this is giving our children ambition and the belief that they can achieve whatever they set their minds to.	
22. Ensure e-safety is embedded across the curriculum and monitored regularly. Consider further ways to enrich curriculum through new technology.	AT Teaching Staff PPAT expert practitioners	Half-termly e-safety assemblies Termly monitoring	Staff are confident to deliver an effective computing curriculum using teach computing resources to support CPD. Children have access to ICT resources/ iPads and use as a tool to enhance learning. Children are aware of how to stay safe using technology.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
23. RSE and Mental Health curriculum areas to be embedded and continually delivered by class teachers. ELSA to be implemented for additional support where appropriate.	All, learners to be engaging with this renewed area of the curriculum. SENCO AT HH	Ongoing	Children to have age and stage appropriate understanding of their RSE development, culminating with the beginning of Sex Ed in Year 6. Children demonstrate the development of skills and qualities needed to attain independence, resilience and a contentment in their mental health and wellbeing.	
24. Continue to develop Eco opportunities across the school and renew our Eco-Schools achievement.	Teaching Staff	Ongoing	Improved eco awareness for children. Children to take ownership of the challenges our world is facing, to include recycling, global warming, food and farming etc.	
25. All planning to be based on the National Curriculum expectations and enhanced curriculum provision (including Community links where possible). All teachers to use the extensive North Cadbury annual overviews and medium-term plans developed over the preceding years and ensuring coverage for all children on a two-year rolling programme.	All Staff AT	Autumn Term & ongoing	Staff meetings for specific subject areas Evidence that teachers are planning and delivering the National Curriculum 2014 and including a wider variety of activities to inspire and motivate.	

CORE PRIORITY	RATIONALE	SUCCESS CRITERIA/TASKS
<p>PRIORITY 2:</p> <p>Behaviour & Attitudes/ Readiness for Learning (with inclusion at heart)</p> <p>To continue to support the development/expectation of ‘outstanding’ behaviour and attitudes to learning at North Cadbury.</p> <p>For some this will include understanding and addressing some barriers, continually strengthening our practice and refining approaches where needed for children with additional or complex needs.</p>	<p>At North Cadbury, our children already demonstrate a wonderful attitude to learning, and we are excited to see this continue to flourish. Our ambition is for every child to enjoy an outstanding education, rich and varied opportunities, and the chance to shape bright and fulfilling futures, whatever their starting point.</p> <p>To make this vision a reality, it is essential that all children, especially those who face additional challenges, attend school regularly so they can benefit fully from all we offer. We are committed to supporting families and removing barriers, ensuring every child feels welcomed, valued and ready to thrive.</p> <p>We recognise that our pupils come from a wide range of backgrounds and bring with them unique strengths and needs. Rather than allowing these differences to limit potential, we view them as a chance to inspire resilience, ambition and a shared</p>	<p>AUTUMN:</p> <ul style="list-style-type: none"> • Rigorous analysis of 24/25 behaviour to identify key areas/children/times when behaviour/development/ attitudes to learning have required additional support. Pupil Progress Meetings. Attendance monitoring. • All staff to have a solid understanding of the expectations of the behaviour policy and procedures. • Staff management of behaviour consistently in line with policy & procedures with any inconsistencies quickly identified & supported. • Lesson observations - Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning etc. • Personal development/PSHE/career opportunities planned out to enable all to access aspiration – Thales, Leonardo, Police etc

<p>This will include careful monitoring of children in receipt of PP Grant funding, however this may be to ensure those children achieve GD where able, not simply assume ARE is their limit.</p>	<p>determination to achieve. By nurturing positive behaviour and a love of learning, we empower every child to believe in themselves and aspire to the very best for their future.</p> <p>We want to ensure that our staff team is fully supported and equipped to inspire every child with the ambition and determination to follow whatever career or life opportunities they choose. By nurturing high expectations and a culture of encouragement, we aim to help each child develop the confidence and skills to shape a successful and fulfilling future.</p> <p>This commitment enables our teachers to focus on delivering the highest quality learning experiences, while ensuring that children attend regularly, feel happy and secure at school, and achieve success in all areas. We want to see every pupil demonstrating outstanding behaviour and a</p>	<p>SPRING:</p> <p>Analysis of behaviour and attitudes to learning across the school show a positive impact of targeted support work. All children engaging with learning, to include extra-curricular opportunities, homework etc.</p> <p>To continue to support the development/expectation of ‘outstanding’ behaviour and attitudes to learning at North Cadbury.</p> <p>For some this will include understanding and addressing some barriers, continually strengthening our practice and refining approaches, where needed, for children with additional or complex needs.</p> <p>Staff management of behaviour appears consistent across the school and exemplary practice is frequently observed. This is to include breaktimes and lunchtime, and children must be seen to observe the NC expectations regardless of which adult is directly supervising them.</p>
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	positive attitude to learning, creating a vibrant and aspirational atmosphere throughout our school.	<p>SUMMER:</p> <p>Analysis of behaviour, pupil progress for children with additional needs, and attitudes to learning show clear tangible improvements, related to areas for development, compared to 24/25. Attendance will be a continued focus.</p> <p>Where required, staff practice has developed significantly and there is demonstrable growth in the confidence and ability of the management of pupils with more complex needs leading to fewer negative behaviour incidents.</p> <ul style="list-style-type: none"> • Staff management of behaviour is always consistent and often exemplary.
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SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
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PLEASE NOTE: All of the actions outlined in Priority 1 will also apply for Priority 2 to ensure that all our children achieve their best. Therefore these actions are those that are specific to improved outcomes in order to enable and support the development/expectation of ‘outstanding’ behaviour and attitudes to learning at North Cadbury in our most vulnerable children.

1. Review of whole school data for all children, focusing on children with PPG, SEND, Attendance issues etc. but also highlighting children not achieving what they could/should.	SENCO AT Teachers SIP Governors	September January April July	Staff Meetings Performance Management Meetings Pupil progress Data Returns	
2. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for targeted teaching	Class Teachers AT SENCo TA's	Ongoing	Performance Management Meetings Pupil progress meetings Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed.	

			Better outcomes for all pupils.	
3. Track progress of pupils eligible for ‘Pupil Premium Grant’ (PPG), SEND, LTP (Lowest 20%) and any other vulnerable groups identified in 1. Effective strategies, interventions and provision planned to accelerate progress.	Class Teachers AT SENCo	September January April July	Performance Management Meetings Termly SENCo reviews Pupil Progress meetings Termly checks analysing achievement, attendance and needs.	
4.To ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non- disadvantaged pupils. To ensure that PP children are attaining equally high levels to nonPP.	All staff AT	Termly checks and ongoing, Autumn Spring Summer	More disadvantaged children beginning to exceed and in line with their peers. Pupil Premium/SEND/ Ever 6 pupils attaining <u>higher standard</u> reading at KS 2 SATs.	
SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
5. Focus on GD Writing as an area already identified as one where the children in both Years 2 & Year 6 did not achieve as highly as GD in other areas. Professional development/CPD/Moderation	AT Class teachers	October February April	Higher percentages of children achieving GD rates in writing that are in line with their achievements in both reading and maths.	
6. Attendance Monitoring for all children, but particularly those with additional needs such as SEND/PP/Ever 6	AT SENCo ELSA PFSA	October February April	Close monitoring of absence Discussions with parents/families where absence is exceeding 10% Identify any work that ELSA or PFSA may be best suited to support.	
7. Link attendance figures to underperformance and arrange meetings with parents of identified pupils.	Class teachers AT	On-going	Raise concerns at TAS Breakfast club placements to encourage vulnerable non-attenders 90+% attendance for all pupils. Regular meetings with key parents to support their needs. PFSA if suitable.	

8. Monitoring and observing the use of individual SEND learning plans and strategies recommended by professionals.	Class teachers AT/SENCo SEND & PPG/ Safeguarding Governors	Autumn Term Pupil Progress Meetings ADPR's	Disadvantaged/SEND/PPG pupils achieving well across the school, and making appropriate progress including achieving GD where appropriate.	
9. Continue to develop additional support for children with greater/more complex needs or circumstances. Thus enabling them to access school more easily/readily, and to recognise the role that school plays in furthering/enabling better life opportunities.	AT SENCo All Staff	On-going	Emotion Coaching Mental Health Champions PFSA Worker TAS Transform	
10. Family Support to enable our families to access the help they need to support better attendance, improved mental health and wellbeing, family stability and financial security.	All Staff SENCo Mental Health Champion PFSA ELSA	Ongoing	Wrap Around Care PFSA Links to agencies such as SIDAS TAS/TAF	

CORE PRIORITY	RATIONALE	SUCCESS CRITERIA/TASKS
<p>PRIORITY 3:</p> <p>Continuing Professional Development</p> <p>To embed and further develop the skills and qualifications of the North Cadbury team.</p> <p>This will enable us to keep abreast of children’s educational and SEMH needs when they join us mid schooling, and we therefore haven’t had time to develop relationships.</p> <p>It will enable our subject champions to take pride in their subject and the depth and breadth of coverage they are ensuring for our children.</p>	<p>Whilst many of our teachers and support staff are experienced, they are also dedicated and committed to further continuing professional development and always want to be the best they can be.</p> <p>Because of the changing nature of our classes, teachers are always kept on their toes with new dynamics within their class and are therefore always updating their professional practice accordingly.</p> <p>We also want to further develop the skills of our support staff to ensure that they are always best placed to meet the ever-changing needs of our learners.</p> <p>We are thrilled to also welcome Early Career teachers to our teaching staff team this year and newly qualified Teaching Assistants. Newly qualified teachers bring fresh energy, innovative ideas, and up-to-date knowledge of teaching practices that can enrich the school community and inspire both students and colleagues. While they offer enthusiasm and a willingness to contribute, they are at the beginning of their professional journey and will benefit greatly from careful nurturing, mentoring, and ongoing support to</p>	<p>AUTUMN:</p> <ul style="list-style-type: none"> • Continue weekly staff meetings. Agree areas of responsibility for staff & subject champions. Ensure appropriate CPD is in place to support staff, e.g. PPAT, ALP, LA. • Continue weekly support staff CPD and wellbeing sessions to enable appropriate support and identify areas of need. • Performance management. Use performance management to lead to professional development that encourages, challenges and supports teachers’ improvement. Provide the support staff with performance management through observation and review by the SENCO. This will allow operational perspective where the SENCo can offer support and advice for specific needs. • Learning Walks for subject leads/staff body. • Teachers feel supported in developing their professional skills. • Continue to create a climate in which teachers are motivated to take risks and innovate to improve learning for their pupils. • Use pupil, parent and staff questionnaires to understand the effectiveness of the school (Autumn Term Parents meeting). • Leaders and governors will understand the school’s effectiveness and recognise areas for development. • Fundamental British values underpin the work of the school and are shared in assemblies, circle time and PSHE lessons.

<p>It will also ensure that all stakeholders play an active part in implementing/ challenging the school leadership to ensure high expectations, high quality leadership and high standards remain consistent throughout.</p> <p>This will particularly continue to develop and expect high levels of governance, providing appropriate support and challenge where required.</p>	<p>develop their skills and confidence fully. With the right guidance, they have the potential to make a lasting positive impact on the school.</p>	<p>SPRING:</p> <ul style="list-style-type: none"> • To continue to implement rigorous systems that are used to inform the school’s self-evaluation and identification of future areas of development. • To further develop distributed leadership to ensure continuing high expectations, high quality leadership and high standards. • To continue to develop high levels of governance to provide appropriate support and challenge. • Staff will understand how to recognise pupils who are at risk and how to help them. • All pupils will feel part of an inclusive community and will continue to respect and appreciate diversity in society. • Pupils will recognise the importance of democracy, following rules, respect and tolerance. • The school will be a harmonious and safe community.
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<p>Succession planning is also a key part of this priority, to ensure that both NC and PPAT continue to nurture, develop and enable staff to achieve their own ambitions.</p>		<p>SUMMER:</p> <ul style="list-style-type: none"> • There will be high levels of governance which provide appropriate support and challenge. • Governors will feel confident that they have an accurate understanding of the school's work. • Governors will be able to challenge school leaders to ensure provision for pupils is at least good. • Governors will have a good understanding of how funding such as PPG and Sports premium is spent. • School's self-evaluation and future development plan will be based on sound observations and data. • There will be high quality leadership and management across the school. • There will be rigorous systems that are used to inform the school's self-evaluation and which identify future areas of development. • All stakeholders will be involved in the distributed leadership to ensure high expectations, high quality leadership and high standards throughout the school. <p>The impact and growth of our Early Career Teachers can be measured by their increasing effectiveness in supporting student learning, their ability to implement feedback and adapt teaching strategies, and their growing contribution to the wider school community, whilst ensuring they achieve job satisfaction and a healthy work life balance.</p>
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SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
1. PM for all staff ensuring that succession planning and distributed leadership are established and skill development is supported.	AT	Nov – Dec April July	All staff are provided with good continuing professional development and opportunities.	
2. Roles & responsibilities are reviewed for all staff.	AT Governors	Autumn Ongoing	More effective school ensuring better outcomes for staff and pupils. Job satisfaction and opportunity. Work life balance ratio. A conducive learning environment and an engaging, warm and welcoming work environment.	
3. Subject Champions to monitor and maintain standards and ensure adherence to curriculum provision across the school. Subject Champions to regularly inform staff and governors of updates in their subject areas. Subject files to be reviewed.	All Staff	November February June	Subject champion fully aware of the progression of their subject across the primary class and sufficient evidence is available. Children further engaged as staff are more knowledgeable and passionate about their subject areas.	
4. Develop collaborative learning across the trust to ensure best practice and seek out opportunities for further leadership experiences.	AT Staff Team	Ongoing	Best practice in terms of leadership is shared across the trust to ensure continuing CPD and succession planning for both school and PPAT.	

5. Performance Management for all staff ensuring that succession planning and distributed leadership are established and skills development is supported.	AT	Oct/Nov – Dec April July	All staff are provided with good continuing professional development and opportunities.	
SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
6. Keep Governors abreast of developments and ensure they feel confident that they have an accurate understanding of the school's work. Ensure they are able to challenge school leaders and ensure provision for ALL pupils is at least good.	AT SA Chair of Governors	Termly	Some new Governors – develop and use their expertise and skill sets. Set key Governor roles (Autumn 24) Governors will feel confident that they have an accurate understanding of the school's work.	
7. Ongoing CPD/Development for key staff across the school.	AT RS HW	Ongoing	KN & ES – ECT LD– Staff development of skills – Newly qualified TA and continued career development All staff are provided with good quality continuing professional development and opportunities.	

<p>8. To embed rigorous systems that are used to inform the school's SENCo about existing and emerging needs amongst our children with SEND. To involve all stakeholders in implementing the SEND Code of Practice</p>	<p>SENCo SEND Governor All Staff</p>	<p>Ongoing Termly Reviews Governor Meetings PPAT HT Meetings Staff Meetings</p>	<p>Termly Reviews Pupil Progress Meetings Termly teacher meetings to update/analyse provision Maps for children with SEND. For the best provision for all children with SEND. Improved outcomes Good rates of progress Governors will feel confident that they have an accurate understanding of the school's work for children with SEND.</p>	
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