STRATFORD ST MARY
PRIMARY SCHOOL

School Development & Improvement Plan
September 2024-July 2025

Priority 1: Quality of Education

*To ensure that the coherently planned and sequenced curriculum is delivered as intended and done so consistently across the school so **all** students achieve.*

Priority 2: Behaviours & Attitudes

To ensure that children continue to show positive behaviour and attitudes throughout all parts of the school day.

Priority 3: Personal Development

*To ensure that the school continues to promote the extensive personal development of **all** children.*

Priority 4 : Leadership & Management

To continue to ensure that leaders (including Governors) can account for the impact of the curriculum.

Priority 5: Early Years

To continue to ensure the Early Years Curriculum is clearly planned and delivered to meet the needs of all learners.

STRATFORD ST MARY PRIMARY SCHOOL

Priority 1: Quality of Education

*To ensure that the coherently planned and sequenced curriculum is delivered as intended and done so consistently across the school so **all** students achieve.*

1. ***Teachers undertake a self study / reflective exercise to improve engagement / outcomes for children within their class.***
2. ***To ensure that all children continue to make at least good or better progress in Reading, Writing & Maths.***
3. ***To ensure that all children have access to Forest Schools.***
4. ***To ensure that all pupils with SEND / PPG have access to the full curriculum (including extra curricular activities).***

1.1 - *Teachers undertake a self study / reflective exercise to improve engagement / outcomes for children within their class.*

Objective/Action	Success Criteria	How/When	Monitoring Questions	SEF Updated
1.1a) Teachers have access to the Walkthrus materials and are shown how to navigate the website.	Teachers will have a copy of the Walkthrus books and be familiar with the materials including the website.	Books to be given out and a session on the website delivered to teachers. PD September 2024.	1. What training has been given and why has Walkthrus been chosen as a self reflected tool? 2. Why have staff chosen the areas? 3. Has there been some impact identified by the teachers / staff working in that areas 4. Does the monitoring show the strategies being used and is there engagement within the lesson / class?	
1.1b) Teachers to reflect upon and identify an area (or 2) which they would like to work upon to improve engagement /outcomes. Read the relevant areas of the walkthrus and deliver some of the suggested strategies.	Teachers will have delivered some of the strategies based on their chosen areas. Brief notes to be kept on the impact.	End of September to identify areas. October half term to deliver the strategies and self reflect on the impact.		
1.1c) Monitoring to observe the strategies used and the impact on engagement / outcomes.	Staff will be using the suggested strategies. Children will be engaged in their learning. Improved outcomes.	Monitoring in November '24 and feedback given to staff. Use Govs / KP /RC / HT for monitoring.		

1.2 -To ensure that all children continue to make at least good or better progress in Writing, Reading & Maths.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
1.2a) To continue to ensure that the termly writing grids for each year group are used to support planning and assessing.	Writing Grids will inform planning	Staff have a copy of the writing grids and these are highlighted regularly.	1. Are staff using the grids to ensure there is coverage and to inform planning and assessments? 2. Are the Learning Intention stickers showing what is being taught in each year group, even within a mixed age class? 3. Are children on track to meet end of year expectations? 4. If not, why not and what is being done to ensure these children are making progress? 5. Have the writing assessments sheets been shared and are they being completed following half termly writing assessments? 6. Are they being used to inform future planning? 7. How / When is handwriting taught? 8. What scheme was chosen? 9. What is being done for those children who struggle with their handwriting?	
1.2b) To ensure the Learning Intention stickers indicate the skills being taught in each year group (where there is a mixed age class).	Learning Intention stickers will show different skills for different year groups.	Ongoing.		
1.2c) To ensure that the majority of children are meeting end of year expectations for their chronological year groups	Staff are aware of the end of year expectations for each year group. Children will be meeting these expectations unless they have SEND which stops this. In these cases, recognised progress will be seen.	Following assessment, staff will know where the children's starting points and through half termly assessments - plan whole class, and where necessary, interventions to ensure children stay on track / make progress. Assessments will be shared with subject leaders and data will be shared with governors.		
1.2d) To ensure half termly writing assessments are completed to inform planning.	Half termly assessments will provide accurate data which will be used to inform planning (and any support if this has been recognised).			
1.2e) To ensure that handwriting throughout the school is clear and legible for all children.	Handwriting will be clear and legible for all children.	Children will be taught handwriting throughout the school - starting with Little Wandle. A scheme will need to be agreed for handwriting once children are ready to move onto pre-cursive / cursive. Scheme to be agreed by the end of September.		
1.2f) To ensure that children continue to receive daily phonics / spelling lessons from Year R - Year 3 and that they receive 3 x reading sessions per week (either on phonics or fluency books).	Children will receive phonics / spelling and reading lessons daily or 3 times per week by a trained member of staff.	Ongoing. Recruit another TA. Train an existing member or new member of staff on Little Wandle phonics / fluency.	1. Are all staff who are delivering sessions fully trained? 2. How many groups are there for reading / spellings / intervention and how were these decided? 3. How are these managed so children are not missing other parts of the curriculum?	
1.2h) To ensure that children in Years 4-6 who are not 'fluent				

readers' are read with at least 3 x per week.			4. What is the impact of these sessions? 5. How often are children reassessed? 6. Are children making progress?	
1.2i) To ensure there is clear tracking of all readers to ensure that they are making at least good / better progress.	Children will continue to make at least good or better progress in their reading.	Highlighting reading grids to ensure there is coverage of the teaching of reading skills. Ensure that whole class reading sessions are delivered at least 3 x per week. Careful and clear tracking of Accelerated Reader books / quizzes / Star reader tests. Careful tracking of summative assessments and gaps analysis, where required.	1. Are the reading grids being updated regularly? 2. Is the class teacher / subject leader aware of the 'data'? 3. What is in place to support those children who may not be on the trajectory to make at least good or better progress?	
1.2j) To ensure that maths lessons in all classes and year groups are being delivered as intended and to support and challenge accordingly.	All maths lessons will be delivered as intended with all learners achieving. Support / challenge to be given where appropriate.	Fluent in 5s available during the lesson All resources are accessible to the children. Challenges are readily available to the children which support the maths learning taking place at that particular time.	1. How do we know that maths lessons are being delivered as intended? 2. Where are the challenges and how do the children access these? 3. Do children know where the resources / manipulatives are if needed?	
1.2k) To ensure there is clear tracking of all readers to ensure that they are making at least good or better progress.	Children will continue to make at least good or better progress in their maths.	Fluent in 5. Maths book marking and support available where necessary following lessons End of unit Power Maths assessments, with gap analysis completed and interventions arranged if necessary	1. Is the class teacher / subject leader aware of the 'data'? 2. What is in place to support those children who may not be on the trajectory to make at least good or better progress?	
1.2l) To ensure children from Years 2-6 are regularly completing the TT Rockstars weekly classroom and homework sessions	Children will complete the work both in class and at home.	3 x per week in class and homework sessions. Children stay in at breaktime if tasks are not completed. Teachers upload the homework sessions. Teachers monitor the heatmaps each half term to check progress.	1. What is the impact of the TT Rockstars sessions? 2. Are the sessions suited to all? 3. How are they adapted for all learners? 4. Are children making progress?	

1.3 To ensure that all children have access to Forest Schools.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
1.3a) To ensure that all classes in the school have access to Forest School Sessions throughout the year.	All classes in the school will have access to Forest School sessions.	Yr R & 1 = 1 afternoon per week all year. Yr 2 - 6 = 1 afternoon per week for 2 half terms per year.	1. Do the Forest School sessions have a clear and intended focus for Forest schools plus the other curriculum area? 2. Are all the KOs and assessments completed?	
1.3b) To ensure that the Knowledge Organisers and assessments (for the curriculum area being covered in Forest Schools) are completed in line with those subjects being delivered within the classroom.	All KO and assessments will be completed in line with the subjects being taught in class.	Sharing of topics/ intended outcomes with the Forest School lead so these can be incorporated into the Forest school sessions.		
1.4 To ensure that all pupils with SEND / PPG have access to the full curriculum (including extra curricular activities).				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
1.4a) To ensure the curriculum is ambitious for ALL learners regardless of barriers.	The curriculum/lessons will be planned so it is ambitious for all learners.	Ongoing New SENCO will provide training on support plans to ensure they are relevant, SMART and fit for purpose. School to undertake 'V SEND' training Monitoring through book looks, learning walks and pupil voice. Monitoring individual support plans to ensure that targets are relevant, specific and that the plans are correctly completed and up to date.	1. Does the curriculum suit the needs of all learners? How? 2. Do staff understand the needs and barriers to learning for individual students and recognise the need to adapt their practise accordingly? 3. How are staff planning and delivering activities and making the necessary adaptations to ensure all children have access to the full curriculum alongside their peers? 4. Can all children succeed independently? 5. Are support plans up to date and relevant?	
1.4b) To ensure that staff understand the needs of individuals and adapt their practices to ensure inclusivity (without heavy scaffolding).	Staff will understand the needs of all learners, barriers to learning and will ***adapt*** their practices accordingly to meet the needs of these learners without it being (overly) scaffolded or supported. Support Plans will show the necessary SMART targets.			
1.4c) To ensure that staff make the necessary adaptations to the curriculum whilst ensuring every child has the 'full offer' in line with their peers / year group.	Staff will deliver lessons which support the needs of learners making the necessary adaptations needed to ensure all children receive the curriculum offer, in line with the peers, and can succeed.			

			6. Do all children and staff (working with specific children) understand their targets and how they can support them?	
1.4d) To ensure that children who are on the SEND / PPG register have full access to clubs / responsibilities / tournaments and festivals.	All children will have equal access to clubs / responsibilities / tournaments and festivals.	Half Termly tracking of clubs / responsibilities / tournaments and festivals. Ensure that any patterns are identified and actioned.	1. Do children on the PPG /SEND register access clubs in line with their peers? 2. If not, why not and what is being done to allow this access?	

Priority 2: Behaviours & Attitudes

To ensure that children continue to show positive behaviour and attitudes throughout all parts of the school day.

1. ***To ensure that pupils continue to display positive behaviours in school and when representing the school off site.***
2. ***To ensure children can show respect for others.***
3. ***To ensure that attendance continues to remain 'stable' (above 95% or better).***

2.1 - To ensure that pupils continue to display positive behaviours in school and when representing the school off site.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
2.1a) To continue to ensure that children behave well both in school and when representing the school off site.	Children will continue to behave well in school - during lessons, breaktimes, transition times and when coming in and leaving school.	Ongoing. Reminders and consistent expectations given by ALL staff working in the school. Training to be given regarding strategies to use to 'de-escalate'. To be proactive in addressing issues when outside (walkie talkies for additional assistance when required). Dojos to be restarted for all classes with shared 'tags'. Shared expectations given on the PD Day and in staff minutes regarding the amount of Dojos to be given etc.	• Are children engaged in their learning? • Do they appear motivated to learn? • How is behaviour during transitional periods? • Do children behave in the same manner out of school, like they do in school? • Are adults available for children who may need support? • Are these interactions supportive and positive? • Are Dojos being used fairly across the school?	***'November 24***
2.2 - To ensure children can show respect for others.				

Objective/Action	Success Criteria	How/When	Monitoring Questions	SEF Updated
2.2a) To ensure children can understand, articulate and demonstrate their own positive & respectful behaviours and explain and understand this may be different to others.	Children will show respect to others and will understand, articulate and display behaviours which are respectful towards others.	Ongoing - reminders given by staff / assemblies / PSHE sessions. Link in with Personal Development regarding difference / hidden disabilities. Assemblies / sessions / activities during Anti-Bullying Week.	● How do children demonstrate positive behaviour? ● Can they articulate how their behaviour might have a positive or negative impact on others. ● Can they talk about their own and the wellbeing of others and how their behaviours might affect this?	
2.3 -To ensure that attendance continues to remain 'stable' (above 95% or better).				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
2.3a) To continue to monitor attendance on a fortnightly and action any relevant points	Attendance will continue to be above 95%. Those children where attendance/lates are consistently reported - swift action will be taken.	Fortnightly Termly EWO meetings Termly reports to Governors including any patterns of absence. New attendance policy (in accordance with Dfe Aug 2024 guidance) will be shared with parents and fully actioned regarding absences.	● What is the attendance figure? ● Are there patterns to any absents/lates? ● What swift action is being taken with regards to persistent absentees / lates? ● Has attendance /punctuality improved as a result of swift action?	***November '24***

Priority 3: Personal Development

*To ensure that the school continues to promote the extensive personal development of **all** children.*

1. ***To continue to improve the pupils' cultural capital in relation to music and the arts.***
2. ***To continue to provide opportunities for pupils to (age appropriately) understand protected characteristics and British Values.***
3. ***To provide opportunities for children to nurture, develop and stretch their talents.***
4. ***To ensure children have the opportunity to express their feelings in the school day.***

3.1 -To continue to improve the pupils' cultural capital in relation to music and the arts.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
3.1a) To provide opportunities for children to learn about different musicians / composers and artists.	Children will be able to talk about musicians, composers and artists giving some facts and their preferences.	Ongoing - Through thinking starters and assemblies and more explicit links to these in lessons across the curriculum. Display in the hall.	1. Can children articulate the different musicians, composers and artists? 2. Can they give their preferences over the work of one artist / composer compared to others?	***November '24***
3.2 - To continue to provide opportunities for pupils to (age appropriately) understand protected characteristics and British Values.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
2.1a) To continue to provide opportunities for children to learn about Protected and Characteristics and British Values.	Children will be able to articulate the protected characteristics and British Values.	Ongoing - Through thinking starters and assemblies and more explicit links to these in lessons across the curriculum.	1. Can children talk (age appropriately) about protected characteristics and give examples?	***November '24***

		Display in the hall (Display board of QE2 taken down and replaced with a permanent protected characteristics display. Completed by Half Term '24.	2. Can children talk (age appropriately) about British Values and give examples?	
3.3 - To provide opportunities for children to nurture, develop and stretch their talents.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
3.3a) To ensure that there are a range of extra curricular clubs both at lunch and after school.	Children will have the opportunity to take part in a range of extra curricular clubs.	Each half term a range of extra curricular clubs will be offered and run by staff / external providers. Monitor and track participation and investigate any patterns / gaps for non participation.	1. What clubs are on offer? By whom? 2. Why have these clubs been chosen? 3. What are the participation numbers and are they representative of all groups? 4. Are there plans for further opportunities?	***November '24***
3.3b) To ensure that children have the opportunity to take part in a range of activities within and outside of the school day.	Children will have the opportunity to take part in a range of activities.	Sporting tournaments, festivals and concerts, councils. Signposting to opportunities outside school through assemblies, flyers and links on the website.	1. What additional opportunities are available to the children? 2. How are these opportunities tracked? 3. Are they representative of all groups? 4. Are there links between home and school and how are achievements out of school celebrated in school?	***November '24***
3.4 - To ensure children have the opportunity to express their feelings in the school day.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
3.4a) To ensure children understand different emotions	Children will understand there are a range of emotions and will be able to link this emotion to a colour.	SENCO delivered a training session in Summer Term 2024. New resources - books, colour monster cuddlies, counter and tubes purchased. Introductory session to children from Years R-5 to be delivered by Week 2 (Autumn 1).	1. Can children articulate the different emotions and the colours attached to these emotions? 2. Are the children given the opportunity to express their feelings each day? 3. What is the impact of this? 4. How are emotions/feelings explored further when required? What is the impact of the follow up?	

3.4b) To ensure children are given the opportunity to express their feelings during the school day.	Children will be able to express their feelings during the school day.	Every day in Years R-5. Begin by the end of week 3. Children in Year 6 to be introduced to the Worry Box.		

Priority 4 : Leadership & Management

To continue to ensure that leaders (including Governors) can account for the impact of the curriculum.

1. ***Subject leaders will take responsibility and be accountable for their curriculum areas.***
2. ***Governors' will have a deep and accurate understanding of the school's effectiveness and use this to help inform future decisions.***
3. ***Leaders and Governors will continue to ensure there are strong and effective safeguarding procedures in place.***
4. ***Leaders will continue to ensure that effective and meaningful engagement takes place with staff; any issues identified are dealt with (including issues relating to workload).***

4.1 Subject leaders will take responsibility and be accountable for their curriculum areas.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
4.1a) To ensure subject leaders take full responsibility for their curriculum areas.	Subject Leaders will be fully responsible and accountable for their curriculum areas.	Staff will continue to receive training on leading subjects (KB / KP) in Autumn 1. Following the subject leader monitoring pro forma sheet, subject leaders will organise their time / schedule to ensure that monitoring is conducted across the term (in accordance with the monitoring timetable - see separate plans) Subject release time to be timetabled by KB.	1. Have action plans been written and is the subject SEF up todate? 2. How have priorities been identified? 3. What initiatives have been included in the action plan? 4. What is the impact of actions on provision for children? 5. What is the progress on the initiative? 6. Have the initiatives been successful?	**January 2025**
4.2 - Governors' will demonstrate a deep and accurate understanding of the school's effectiveness.				

Objective/Action	Success Criteria	How/When	Monitoring Questions	SEF Updated
4.2a) To ensure Governors understand their roles and how they can strategically and effectively monitor priorities.	Governors will understand their roles and how to strategically and effectively monitor.	New Governors to undertake LA 1, 2 3 training asap. Governor training to be completed by the end of September (KP) and an agreed monitoring format to be agreed. KP to observe the FGB meeting (in November) and provide feedback. Points noted from this feedback will be actioned in future monitoring / meetings.	1. Are governors clear on their roles and responsibilities? 2. Has an agreed monitoring schedule and format been agreed? 3. Have governors monitored and completed the agreed monitoring form. 4. Has monitoring been uploaded to Google Drive and shared. 5. Have feedback points from the FGB meeting observations been understood and actioned in future monitoring / meetings?	
4.2b) To ensure Governors are monitoring regularly and sharing findings / impact with the Full Governing Body.	Governors will monitor regularly and share findings / impacts with others.	Monitoring will be completed in accordance with the agreed schedule and format. LA SEP / KP / HT will undertake joint monitoring visits with governors. Monitoring forms will be uploaded to Google Drive (training needs identified and actioned, where necessary) to be shared with all.		
4.3 - Leaders and Governors will continue to ensure there are strong and effective safeguarding procedures in place.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
4.3a) To continue to ensure there are robust and effective safeguarding procedures in place.	There are robust and effective safeguarding procedures in place to ensure all children and staff are safe in school.	New safeguarding governor (Allie Manley) to undertake training. Half termly update of the 41 point safeguarding review / Half termly check in with AM / KB re safeguarding (or more regularly if required). Termly reports produced and presented at the FGB meetings.	1. What procedures are in place to ensure any appointments (paid or voluntary) are subject to robust and vigorous checks? 2. What procedures are in place to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation?	***January 2025***

		CPoms (online safeguarding and incident reporting system) has been purchased. This still needs to be set up (by Oct half term). Children's details to be uploaded onto the CPoms system and training to be given. System to be used fully by Autumn2 (November 2024 onwards).	3. How often is the Single Central Record checked and by whom? 4. Have all staff been trained on the CPoms system? 5. Is CPoms fully in use from November 2024? 6. What training is planned? 7. Are all staff up to date on their relevant training? 8. How / where are training records kept?	
4.4 Leaders will continue to ensure that effective and meaningful engagement takes place with staff; any issues identified are dealt with (including issues relating to workload).				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**Evaluation**
1.5a) To ensure that staff well-being is looked after.		Termly opportunities for staff check ins Well being action point for every staff meetings. Displays and resources in the school staff room. LA wellbeing survey to be conducted in Summer 2.	1. Do staff know who to speak to in terms of workload? 2. When do staff get the opportunity to speak about well-being? 3. When does effective and meaningful engagement with staff take place? 4. How do we know that staff well-being is looked after? 5. What support is available for well- being issues? 6. What are the main pressures on staff?	***December 2024***

Priority 5: **To continue to ensure the Early Year Curriculum is clearly planned and delivered to meet the needs of all learners.**
1. ***To continue to ensure that all activities, including continuous provision, are deliberate, have an intended purpose and all staff working with the children understand their roles.*** 2. ***To ensure children are well equipped for the next stage of their learning.***

5.1 - To continue to ensure that all activities, including continuous provision, are deliberate, have an intended purpose and all staff working with the children understand their roles.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	**SEF Updated**
5.1a) To continue to ensure that the weekly adult led activities are purposefully planned, using assessment knowledge and will link to the relevant topics.	All activities, including Forest Schools will be purposely planned around relevant topics and all activities and intended outcomes. Communication between all staff working with EYFS children will know	Ongoing. Weekly Planning will cross reference against the EYFS (inc. Forest School) progression document. Planning will be shared with all staff and this includes Forest School lead so there is a reciprocal understanding of all learning	1. Do all staff know where the learning has come from and where it is going in all areas of learning? 2. How do these planning documents support / challenge children? 3. How is the planning shared?	**Jan '25**

*5.1b) To continue to ensure the continuous provision (CP) activities are **deliberate** and have an intended purpose.*	what the planned activities are and which children may need further focus or direction. The activities provided for children will be deliberate and they have an intended purpose. All adults are aware of the planning.	and activities (inc CP) for the week, including those children who may need further focus.	4. How are all staff aware of the intended outcomes? 5. Are there any challenges for staff working with the EYFS children? 6. Is it obvious what the intended activities are. Are they ***deliberate*** for the children? 7. Does the continuous provision ensure there are a range of activities planned throughout the week? 8. Are the activities linked to the whole topic? 9. Do all staff understand the rationale of continuous provision and the importance of questioning and moving learning on? ● Do all staff know the needs / targets of individual children? What activities can be provided to support their learning / needs?	
5.2 To ensure children are well equipped for the next stage of their learning.				
Objective/Action	**Success Criteria**	**How/When**	**Monitoring Questions**	
5.2a) To ensure children are well equipped for the next stage of their learning.	Children will be sufficiently prepared to move to Year 1 and beyond.	Transition activities, such as rainbow challenges and a more structured element to lessons (as the year progresses) will provide transitional opportunities from Yr R - Yr 1.	● What transitional activities are provided for the children? ● Are they well prepared for Year 1 and beyond? How do we know?	