

**School Development Plan- 2025 – 2026**

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| This School Improvement Development Plan (SIDP) is intended to give an overview of the school’s priorities for next year: 2025 - 2026We aim to be an outstanding, values-based school at the heart of our culturally diverse community, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum. **“Everyone is a learner and every experience is a learning opportunity.”**Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain. |

Headteacher: Mrs Sarah McHugh Chair of Governors: Mr. R. Boaler

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| **School Improvement Development Plan Summary**  |
| **Key Priority 1****Quality of teaching, learning and assessment**  | **Key Priority 2****Quality of teaching, learning and assessment** | **Key Priority 3****Quality of teaching, learning and assessment**  | **Key Priority 4** **Quality of teaching, learning and assessment**  | **Key Priority 5****Behaviour and Attitudes** | **Key Priority 6** **Leadership and Management** | **Key Priority 7** **Leadership and Management**  |
| **OBJECTIVE**: To enhance **oracy skills** across all phases, we will implement structured talk opportunities within the curriculum, promote collaborative learning exercises and provide targeted professional development for staff to effectively facilitate and assess pupil discussions.  | **OBJECTIVE:** Maintain, and continue to develop and build on the outstanding practice from practitioners in **Early Years** to ensure that expected progress is made in terms of achieving a Good Level of Development with a particular focus on Communication, Language and Literacy.  | **OBJECTIVE:** To empower pupils by integrating their perspectives into **book looks**, thereby utilising their insights to more accurately assess learning progress and inform improvements in teaching strategies.  | **OBJECTIVE:**To **harness AI** effectively, investigate its potential advantages in streamlining administrative processes and enhancing children’s learning experiences, while ensuring robust measures for privacy and date security.  | **OBJECTIVE:** To **enhance children's breaktime experiences**, we will develop structured approaches for TAs and midday supervisors to foster engaging and safe play environments that cater to diverse needs and promote wellbeing. | **OBJECTIVE:**Strengthen the **assessment of SEND pupils** by implementing comprehensive, personalised evaluation tools that ensure inclusive progress monitoring, informed by continuous professional development and stakeholder collaboration. | **OBJECTIVE:** Enhance pupil **attendance** by fostering an engaging and supportive school environment. Continue to strengthen communication with parents to address attendance concerns early. Targeted support and interventions will be provided for pupils with frequent absences, while monitoring / tracking attendance data consistently to identify and address patterns. By fostering a positive school culture that values regular attendance and collaborating with local agencies to support families facing changes, we can ensure improved attendance rates and overall school performance.  |
| **DESIRED OUTCOMES:** Pupils will develop improved verbal communication, critical thinking and teamwork skills, helping them to express themselves clearly and persuasively while engaging positively with peers. These skills will build their confidence, preparing them for diverse future contexts. Enhanced oracy will also lead to academic gains, as strong speaking skills support improvements across subjects, notably in literacy. It will encourage a culture of diverse expression, ensuring every pupil’s voice is heard and valued, fostering a supporting and inclusive school environment.  | **DESIRED OUTCOMES:**Practitioners will focus on creating rich, language-enhancing environments, employing evidence-based teaching strategies, and regularly assessing and adapting instruction to meet individual needs. This targeted approach aims to foster children’s confidence and proficiency in communication, laying a robust foundation for their future academic success.  | **DESIRED OUTCOMES:** The initiative aims to enhance pupil engagement and motivation by integrating their perspectives into the learning process. By doing so, it seeks to empower pupils to develop stronger self-assessment skills and articulate their learning experiences more effectively. This approach allows teachers to craft more informed teaching strategies that address the varied needs of their pupils. Furthermore, by increasing transparency in learning progress, it enables both teachers and pupils to better understand and guide future educational steps. Ultimately, this intends to foster a more inclusive and reflective learning environment, respecting and valuing pupil voices while instilling a genuine sense of ownership in their educational journeys.  | **DESIRED OUTCOMES:** By integrating AI effectively, we aim to streamline administrative tasks, freeing up more time for staff to engage directly with pupils. The primary goal is to leverage AI tools to personalise learning, tailoring educational experiences to meet each child’s unique needs and enhancing their engagement. With data-driven insights, we can refine teaching strategies to bolster pupil outcomes, fostering a culture of innovation among staff and pupils alike. Informed decision-making will be supported by real-time insights, ensuring the curriculum stays dynamic and resources and allocated wisely. Above all, enhanced safeguarding and robust privacy measures remain key priorities to protect our school community.  | **DESIRED OUTCOMES:** The development of structured breaktimes for TAs and midday supervisors aims to boost children's overall wellbeing through engaging and inclusive play environments. Desired outcomes include enhanced emotional and social wellbeing, inclusive settings where all pupils, including those with SEND, participate confidently, and a reduction in behavioural issues as energy is positively channelled. Strengthening relationships between pupils and staff will foster trust and support development. Additionally, empowering staff to lead diverse activities will promote professional satisfaction. Ultimately, this initiative aspires to cultivate creativity, social skills, and safety, thus ensuring a fulfilling and secure breaktime experience. | **DESIRED OUTCOMES:** By enhancing the assessment of SEND pupils, we aim to achieve a more nuanced understanding of individual learning profiles, allowing for tailored interventions that promote progress and engagement. Staff will be better equipped with skills and resources to accurately gauge pupil needs, resulting in a more supportive, inclusive learning environment. Additionally, consistent assessment practices foster greater collaboration with families and external professionals, ensuring a cohesive approach. Ultimately, this leads to improved academic and personal development outcomes for SEND pupils across Cale Green Primary School. | **DESIRED OUTCOMES:** We aim to increase overall attendance rates and reduced chronic absenteeism, leading to improved pupil engagement and academic performance. Enhanced communication and relationships with parents / carers will foster a supportive environment, while early identification and support for at-risk pupils will address attendance issues promptly. Building a positive school culture that values attendance, alongside strengthened collaboration with local agencies, will offer comprehensive support to families facing challenges, thereby ensuring sustained improvements in attendance and overall school success.  |

**Priority 1:**

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| **Aspect**  | **Rationale**  | **Intent (Success Criteria)**  | **Implementation**  | **Evaluation / Impact: autumn / spring / summer**  |
| Quality of EducationTo enhance oracy skills across all phases, we will implement structured talk opportunities within the curriculum, promote collaborative learning exercises and provide targeted professional development for staff to effectively facilitate and assess pupil discussions.  | Developing strong oracy skills is fundamental to children’s overall academic success and personal growth. By prioritising structured talk opportunities, we aim to strengthen our children’s communication, critical thinking and social interaction capabilities. Research shows that enhanced oracy skills positively impact reading, writing and overall cognitive development, providing a solid foundation for lifelong learning. Furthermore, fostering an environment where our pupils can confidently articulate their ideas is essential for their success in an increasingly verbal world. By equipping our staff with effective strategies for facilitating and assessing oracy, we ensure our commitment to raising educational outcomes and preparing pupils for future challenges.  | **Pupil Engagement:** Pupils actively participate in structured talk activities, demonstrating increased confidence and clarity in expressing their ideas.**Curriculum Integration**: Oracy is meaningfully embedded across all subjects, with teachers using intentional strategies to promote spoken language skills. **Staff Development:** All teaching staff attend at least one professional session on oracy strategies throughout the year and report improved proficiency in facilitating pupil dialogue. **Assessment and Feedback**: Implement a robust system to assess and provide feedback on pupils’ oracy skills and regularly disseminate findings to inform teaching practice. **Pupil Outcomes:** Improvement in pupil performance in assessments that require verbal reasoning or extended oral explanations. **Parental Engagement:** Positive feedback from parents regarding the impact of enhanced oracy skills on pupils’ confidence and communication outside school.  | **Audit and Baseline Assessment**: Begin by auditing current oracy practices and establishing a baseline assessment of pupils’ oracy skills. Identify staff training needs and align them with the School Improvement Plan. **Professional Development:** Organise regular sessions focused on oracy strategies, led by experienced practitioners and external experts. Early Years Lead to attend EEF ‘Developing Oracy in the Early Years’ (year-long) training at Alexandra Park Teaching Hub. Encourage peer observations and collaborative planning sessions to exchange successful oracy practices. **Curriculum Integration:** Develop lesson plans and resources that incorporate structured talk opportunities across subjects. Introduce talk-based learning activities and discussion-based assessments to encourage pupils to articulate their thinking. **Resource Development:** Create a library of oracy resources, including digital tools and physical materials, accessible to all staff and pupils. Develop speaking and listening frameworks that provide a clear progression of skills across year groups. **Monitoring and Assessment**: Implement regular assessment to track pupils’ progress in oracy skills and adjust teaching approaches accordingly. Encourage reflective practices among staff to share insights and refine methods. **Community Involvement:** Promote oracy by organising events, such as debates, open to the school community. Engage parents through workshops or information sessions on the importance of oracy and hot they can support at home. **Review and Reflect**: Set regular review periods to evaluate the impact of oracy initiatives and make informed adjustments. Gather pupil and staff feedback to continually enhance the programme and celebrate successes.  |  |

**Priority 2:**

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| **Aspect**  | **Rationale**  | **Intent (Success Criteria)**  | **Implementation**  | **Evaluation / Impact: autumn / spring / summer** |
| Quality of EducationMaintain, and continue to develop and build on the outstanding practice from practitioners in Early Years to ensure that expected progress is made in terms of achieving a Good Level of Development with a particular focus on Communication, Language and Literacy. | EYFS summary data and analysis Continue to focus on pedagogy and approaches (supported by evidence) to ensure that leadership, staff deployment and development, and resources provide children with a high quality and well-rounded grounding in early literacy, language and communication | Increase the numbers of children achieving a Good Level of Development (GLD) at the end of Reception. Increase the numbers of children with EAL achieving ELG’s in Reading and WritingClose gaps between disadvantaged and non-disadvantaged cohorts. Year-on - year gap in achieving GLD existsTo maintain attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%. | To employ the 7 Recommendations in PREPARING FOR LITERACY Improving communication, language and literacy in the early years To use Approaches and practices to support communication and language development in the early years (EEF EY Evidence Store) as a basis for ensuring the best practice in EY.To ensure staff are suitably trained and access up-to-date CPD to support the needs of the children in their care.To continue to refine and embed the use of NCTEM Mastering Number resources into daily Maths lessons.To assess all children using the WELLCOMM Language Screen Assessments, to identify children most in need of C&L/Lit support and to carry out interventions as soon as is practicable.To ensure summative assessment materials and tracking is concise, meaningful and effective, and is shared with all those working directly with the children.Sustain partnerships with parents / carers to actively involve them in supporting their children’s learning and development. |  |

**Priority 3:**

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| **Aspect**  | **Rationale**  | **Intent (Success Criteria)**  | **Implementation**  | **Evaluation / Impact: autumn / spring / summer** |
| Quality of Education To empower pupils by integrating their perspectives into book looks, thereby utilising their insights to more accurately assess learning progress and inform improvements in teaching strategies. | The rationale for this initiative is deeply rooted in recognising the importance of pupil voice in shaping effective educational experiences. By valuing pupils’ perspectives, we create an environment where their insights drive engagement, making learning more relevant to their needs and interests. This approach helps to develop a deeper sense of ownership and responsibility for their learning, which in turn fosters elf-motivation and improved educational outcomes. Moreover, understanding pupils’ views provides crucial insights that enable teachers to adapt and refine their strategies, thus delivering a more personalised and impactful education experiences. By promoting transparency and inclusivity, we aim to cultivate a school culture where each pupil feels seen, heard and empowered – crucial elements for lifelong learning and success. This alignment not only enhances educational practices but also bolsters pupils’ confidence and agency in their own learning journeys.  | **Enhanced Engagement:** Increased pupil engagement and motivation, as their perspectives become a valued component of the learning process. **Improved Teaching Strategies**: More informed teaching strategies that better meet pupils’ needs, based on insights gathered froom their input during book looks. **Greater Self-Assessment Skills:** Empowered pupils with strengthened ability to self-assess and articulate their learning experiences and outcomes. **Increased learning Transparency:** Improved transparency in learning progress, aiding both teachers and pupils in understanding and guiding future steps. **Inclusive Learning Environment**: A more inclusive and reflective learning environment that respects and values pupil voice, fostering a sense of ownership over their own learning journey.  | Incorporating Alex Bedford’s ‘Pupil Book Study’ into our practice will offer a structured approach to using pupil voice for evaluating and enhancing teaching and learning. **Focus on children’s books:** The approach emphasises looking at pupils’ books to understand directly from the learners’ perspective how the curriculum is delivered and retained over time. **Evidence of progression**: Teachers are encouraged to use books to track progression and consistency across subjects, ensuring that the learning objectives are being met and improved upon at each key stage. **Pupil Interviews:** Engaging in conversations with pupils about their work allows teachers to probe understanding, clarify misconceptions and better appreciate the pupils’ learning experiences. **Cross-Referencing Curriculum Intent**: Helps ensure that what is planned (curriculum intent) aligns with what is observed in pupils’ books, creating coherence between curriculum planning and delivery. **Supporting Reflective Practice**: Opportunities for educators to reflect on their teaching strategies based on pupil work, considering effectiveness and areas for improvement. **Informing Professional Development**: Identifies common themes or challenges that could be addressed through targeted professional development sessions. **Empowerment through Feedback:** Encourages collaborative discussions around feedback and actions that can enhance teaching practices and meet pupil needs.  |  |

**Priority 4:**

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| **Aspect**  | **Rationale**  | **Intent** | **Implementation**  | **Evaluation / Impact: autumn / spring / summer** |
| To harness AI effectively, investigate its potential advantages in streamlining administrative processes and enhancing children’s learning experiences, while ensuring robust measures for privacy and date security. | The rationale for integrating AI stems from the desire to create a more efficient and personalised learning environment. AI can significantly reduce the administrative burden on teachers, allowing them to devote more time to pupil interactions and instructional activities. By personalised learning experiences, A helps cater to each pupil’s unique needs and learning styles, which can enhance engagement and attainment. Additionally, AI tools offer data-driven insights that can inform evidence-based teaching practices, fostering continuous improvement.Embracing AI reflects a commitment to innovation and modernising education, equipping both pupils and staff with critical skills for the future. Importantly, the rationale also underscores the necessity of maintaining high standards of safeguarding and data privacy, creating a safe, secure and forward-thinking educational setting.  | **Enhance Teacher Efficiency**: Streamline admin tasks so teachers can focus more on pupil interaction and support. **Personalise Learning**: Tailor educational experiences to individual needs, boosting engagement and achievement. **Data-Drive Insights**: Use AI to inform evidence-based teaching practices, leading to continuous improvement. **Prepare for the Future**: Equip pupils and staff with critical digital skills for a modern world. **Foster Innovation:** Create a culture of curiosity, innovation and resilience across the school. **Prioritise Safeguarding:** Maintain high standards of security and privacy for the school community.  | **Data Protection Policies**: Develop rigorous data protection guidelines that comply with GDPR regulations, specifying what data can be collected and how it is stored.**Staff Training on Privacy**: Equip staff with training on data privacy best practices, including recognising potential breaches and understanding the importance of secure data handling.**Secure Infrastructure**: Invest in robust cyber-security measures including firewalls, encryption, and secure networks to protect school data systems.**Regular Audits and Monitoring:** Implement continuous monitoring and regular audits of AI systems to quickly detect and resolve any security vulnerabilities.**Access Control Measures**: Establish strict access controls so that only authorised personnel can access sensitive data, and incorporate user authentication protocols.**Transparency with Stakeholders**: Maintain clear communication with parents, pupils, and staff about data use policies, providing transparency on how data is used and protected.**Incident Response Plan**: Develop and regularly update an incident response plan to address data breaches effectively if they occur.**Third-Party Vetting**: Carefully vet any third-party AI tools or services to ensure they adhere to high standards of data protection and privacy. |  |

**Priority 5:**

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| **Aspect**  | **Rationale**  | **Intent (Success Criteria)**  | **Implementation**  | **Evaluation / Impact: autumn / spring / summer** |
| To enhance children's breaktime experiences, we will develop structured approaches for TAs and midday supervisors to foster engaging and safe play environments that cater to diverse needs and promote wellbeing. | Breaktimes play a crucial role in a child's overall development, providing vital opportunities for physical exercise, social interaction, and emotional release, which are essential for maintaining concentration and academic performance.By structuring these periods with skilled TAs and midday supervisors, we can create enriching environments where children gain necessary skills, including teamwork, communication, and conflict resolution. Furthermore, addressing individual needs fosters inclusivity, ensuring every pupil enjoys equal play opportunities. Empowering staff enhances their professional growth and contributes to a positive school culture. Ultimately, well-organised breaktimes support holistic education and pupil wellbeing. | **Enhanced Wellbeing**: Improved physical, social, and emotional wellbeing for children as they engage in purposeful and enjoyable play activities.**Inclusive Play:** More inclusive breaktime environments where all children, including those with SEND, can participate comfortably and confidently.**Positive Behaviour:** Reduction in behavioural issues as structured breaks help channel energy and teach conflict resolution through facilitated activities.**Stronger Relationships:** Strengthened relationships between pupils and staff, fostering a sense of trust and connection through regular positive interactions.**Staff Empowerment:** Empowered TAs and midday supervisors with the skills and confidence to lead diverse play activities, enhancing their professional satisfaction and involvement.**Creative and Social Development**: Opportunities for children to develop creativity and social skills through varied and imaginative play options.**Safer Environment**: A reduction in accidents and injuries as staff manage and monitor play more effectively, ensuring a secure environment for all children. | **Training and Development**: Start with specific training sessions for TAs and midday supervisors, focusing on facilitating structured, inclusive, and engaging play activities. Use EEF resources to support effective role understanding and collaboration.**Clear Role Definition:** Establish clear roles and responsibilities for TAs and midday supervisors to ensure they understand their impact during breaktimes. This clarity will help harness their skills effectively.**Inclusive Play Strategies**: Equip staff with strategies to foster inclusive environments. This ensures all children participate actively and feel valued, aligning with the principle of adaptive teaching from the EEF guidance.**Feedback and Reflection**: Encourage regular reflection and feedback sessions, allowing TAs and midday supervisors to share insights and experiences to continually refine practices.**Collaboration with Teachers**: Foster regular communication between TAs and teachers to align on pupil support needs, enhancing consistent experiences across both classroom and breaktime settings.**Monitor and Support:** Regularly monitor the impact of breaktime activities and provide ongoing support and professional development informed by EEF guidelines. |  |

**Priority 6:**

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| **Aspect**  | **Rationale**  | **Intent (Success Criteria)**  | **Implementation**  | **Evaluation / Impact: autumn / spring / summer** |
| Strengthen the assessment of SEND pupils by implementing comprehensive, personalised evaluation tools that ensure inclusive progress monitoring, informed by continuous professional development and stakeholder collaboration. | Improving SEND assessment is crucial for ensuring all pupils receive the support they need to thrive. Effective assessments allow for a deep understanding of each pupil's unique strengths, challenges, and needs, leading to bespoke, impactful interventions. This approach not only helps in meeting individual learning goals but also promotes inclusion, allowing every pupil to engage meaningfully with the curriculum. Furthermore, consistent and effective assessment practices empower staff, enhance partnerships with families, and align school efforts with external professionals, ensuring a comprehensive support network for each child. | **Understanding and Interventions**: Gain a nuanced understanding of individual SEND learning profiles. Provide tailored interventions to promote progress and engagement.**Staff Development:** Equip staff with skills and resources for accurate assessment.**Inclusive Environment:** Foster a supportive and inclusive learning environment.**Collaborative Approach**: Enhance collaboration with families and external professionals. Establish consistent practices for cohesive approaches.**Pupil Outcomes**: Improve academic and personal development outcomes for SEND pupils  | **Staff Training and Development**: Arrange professional development sessions focused on effective assessment techniques and tools. Share best practices and case studies among staff to build collective expertise.**Develop Tailored Assessment Tools**: Create or select assessment tools that are adaptable to diverse learning profiles. Incorporate regular reviews to ensure tools remain effective and relevant over time.**Foster Collaborative Practice**: Establish regular meetings with SEND coordinators, teachers, and support staff to discuss pupil progress and strategies.Encourage collaboration with external agencies, such as educational psychologists, for specialised guidance.**Engage Families**: Set up workshops or information sessions for parents to understand assessment processes and outcomes. Develop clear channels of communication for sharing assessment results and next steps with families.**Monitor and Review**: Implement a system for ongoing monitoring of assessment effectiveness and pupil outcomes. Regularly review the overall SEND provision and make adjustments as needed.**Build an Inclusive Culture**: Promote an ethos of inclusion across the school, valuing diversity and supporting all pupils to reach their potential.**Evaluate and Adapt**: Collect feedback from staff, pupils, and families to continually refine assessment practices |  |

**Priority 7:**

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| Aspect  | Rationale  | Intent | Implementation  | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Leadership and Management  | Our objective is to enhance pupil attendance by fostering an engaging and supportive school environment. We aim to continue to strengthen communication with parents / carers to address attendance concerns early. Targeted support and interventions will be provided for pupils with frequent absences, while monitoring and tracking attendance data consistently to identify and address patterns. By fostering a positive school culture that values regular attendance and collaborating with local agencies to support families facing changes, we can ensure improved attendance rates and overall school performance. | Our aim is to create a holistic and supportive approach to improvising pupil attendance. By fostering an engaging school environment, we aim to motivate pupils to attend regularly. Introducing positive incentives and recognition programmes will reinforce the importance of consistent attendance, while strengthened communication with parents / carers will enable early intervention. Providing targeted support for pupils with frequent absences and closely monitoring attendance data will help identify and address any issues promptly. Collaborating with local agencies will offer additional resources to families facing challenges, ultimately leading to improved attendance rates and enhanced overall school performance.  | **Curriculum Integration:** Embed engaging and interactive activities within the curriculum to continue to make learning more appealing.**Parental Engagement**: Implement regular, proactive communication strategies with parents / carers, including meetings, newsletters and digital messages. **Early Intervention**: Establish a system for early identification and support for pupils exhibiting attendance issues, with tailored intervention plans. **Data-Driven Decision Making**: Utilise attendance tracking software to monitor patters, enabling data-drive interventions. **School Culture Development**: Initiate campaigns and programmes that promote the value of regular attendance through positive reinforcement and role modelling. **Community Partnerships**: Forge partnerships with local agencies to provide holistic support for families addressing barriers to regular attendance.  |  |