

NETHER STOWEY SCHOOL DEVELOPMENT PLAN 2024-2025

SCHOOL CONTEXT					
Number of pupils on roll	157	Number of pupils eligible for pupil premium	23	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	14 children 4 EHCP
Percentage of pupils with English as an additional language (EAL)	1%	Most recent OFSTED grade	2	Overall absence (23-24) Persistent absence (23-24)	5.4% 8%
Key Ofsted actions from last report	On some occasions, teachers' expectations of what pupils can learn are not high enough. Pupils are not challenged to deepen or extend their thinking as much as they could do. Leaders need to ensure that teachers take into account what pupils can already do and extend their thinking further				

INTENTIONS FOR 2024- 2025	
INTENT 1	To raise standards in English and Maths.
INTENT 2	To ensure all curriculum progress mapping is robust and enables mastery/stretch and challenge, including strengthening the Christian distinctiveness aspects of the school.
INTENT 3	To develop effective learning behaviors for pupils to achieve.

INTENT 1: To raise standards in English and Maths.

ACTION	IMPLEMENTATION TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING	IMPACT SUCCESS CRITERIA
<p>To further improve writing outcomes for all and promote the use of vocabulary in pupils' dialogue and writing.</p> <p>Raising teachers' expectations of pupils' handwriting and presentation.</p>	<p>Embed whole school planning frame for the teaching of writing across the school.</p> <p>Whole school writing weeks Term 1, 3, 6 (WBD FAIRY TALES).</p> <p>Meet with teachers individually to review progress - Terms 2,4,6.</p>	<p>CD, CH, Link Governor</p>		<ul style="list-style-type: none"> • CH • SLT half termly • Education Committee • Governor monitoring reports • Leader notes of practice and coaching sessions • Pupil Progress minutes • Lesson observations • Planning and book scrutiny 	<ul style="list-style-type: none"> • At least 80% are ARE at the end of each academic year. • Yr R, 2 and 6 in line with national average for expected for writing. Greater than 60%. • GD writing to be at least in line with national average for Year 6. • Planning shows consistent approach and sequential learning builds on previous knowledge. Pitch and expectation is clear. • Presentation in books is in line with school policy.

INTENT 1: To raise standards in English and Maths.

<p>To embed our approach to the teaching of spelling and grammar (SPaG).</p>	<p>Progression of skills introduced for SPaG to ensure consistency across the school.</p> <p>SPaG overview for each group to show coverage and curriculum content.</p> <p>A weekly SPaG lesson is taught as a discrete lesson.</p> <p>Little Wandle 'Bridge to spelling' year 2 spelling, Spelling units.</p>	<p>CD, PL, CH, Link Governor</p>	<p>£750</p>	<ul style="list-style-type: none"> • SLT half termly • Education committee • Governor monitoring reports • Leader notes of practice and coaching sessions • Pupil Progress minutes • Lesson observations • Planning and book scrutiny 	<ul style="list-style-type: none"> • Grammar and key skills taught consistently across the school to raise standards of written work. • Regular assessment and re-grouping of pupils to enable them to be placed in their appropriate stage of spelling development. Children show progress being made at each assessment.
<p>Raise the standard of teaching times tables.</p>	<p>Embed Times Tables Rock Stars in Years 2-4</p> <p>Time table intervention group</p>	<p>TL, PL, MB, LB, JM, Link Governor</p> <p>TL, PL, MB, LB, JM, Link Governor</p>	<p>£139</p>	<ul style="list-style-type: none"> • JM • Lesson observations of timestable teaching • Tracking of heat maps on time table rock stars • Assessment of times tables 	<ul style="list-style-type: none"> • To maintain the average multiplication score inline with national (20) (2024 result 18.3) • Increased speed of recall for times table facts. • Teaching of timestables is consistent and inline with the maths policy.

INTENT 1: To raise standards in English and Maths.

<p>To ensure that teachers take into account what pupils can already do and extend their thinking further.</p> <p>To improve outcomes by embedding and ensuring stretch and challenge - rethink differentiation.</p>	<p>Challenging the most able pupils to attain even higher standards by monitoring the variability in teaching and learning of the most able pupils in the school.</p> <p>Planning takes into account pre and post knowledge of children and demonstrates stretch for great depth.</p> <p>Higher fluency reading books to challenge.</p>	<p>ALL</p>		<ul style="list-style-type: none"> • CH • Governors termly ed comm • Weekly planning and planning scrutiny • Subject Leader's monitoring and evaluation records • Monitoring and evaluation records • FGB meeting minutes 	<ul style="list-style-type: none"> • Children feel challenged in their lessons. • Children's understanding deepens % of GD children increases in reading, writing and maths. • Children's fluency and challenge deepens reading with higher fluency books.
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INTENT 2: To ensure all curriculum progress mapping is robust and enables mastery/stretch and challenge, including strengthening the Christian distinctiveness aspects of the school.

ACTION	IMPLEMENTATION TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING	IMPACT SUCCESS CRITERIA
<p>To ensure all curriculum progress mapping is robust and enables mastery/stretch and challenge.</p> <p>To enhance enrichment opportunities and experiences linked to curriculum delivery.</p>	<p>Challenging the most able pupils to attain even higher standards by monitoring the variability in teaching and learning of the most able pupils in the school.</p> <p>Lessons build on children’s prior knowledge.</p> <p>Pre and post data in place.</p> <p>Subject leaders to lead CPD sessions at designated staff meetings. – Terms 1,2,3,4,5,6.</p> <p>Subject leaders to monitoring and provide feedback on the implementation and teaching of their subject across all relevant year groups – Terms 1, 2, 3 & 4.</p>	<p>ALL</p>		<ul style="list-style-type: none"> • CH • Governors • Curriculum overviews • Weekly planning • FGB meeting minutes 	<ul style="list-style-type: none"> • The curriculum will have a clear end point enabling children to build their knowledge and skills towards the agreed end point. • Children feel challenged in the wider curriculum. • The wider curriculum enables pupils to be stretched in their areas of strength. • CPD opportunities enhance the Teachers’ knowledge and understanding of each subject. • Pupils talk about their learning and the knowledge they have acquired

INTENT 2: To ensure all curriculum progress mapping is robust and enables mastery/stretch and challenge, including strengthening the Christian distinctiveness aspects of the school.

<p>Gather the pupil and parent voice in relation to the Church School distinctiveness inform areas for development.</p> <p>To raise the profile of different world faiths and cultures.</p> <p>To embed our school values and identify our foundation for growth.</p>	<p>Ethos committee term to meet and discuss the school's distinctiveness 1,2,3,4,5,6.</p> <p>Embed the deeply rooted theological foundation with a Flourish day Autumn 1.</p> <p>Church visits to enhance the children's understanding of Christianity.</p> <p>Collective worships to explore faiths.</p> <p>RE taught in every year group regularly ensuring children have their entitlement as part of being a church school.</p> <p>Cultures and festivals and other religions are explored in a variety of ways through curriculum planning, workshops, assemblies.</p> <p>Invite visitors in from other faiths and cultures.</p>	<p>CH Ethos committee</p>	<p>£300 Course for Understanding Christianity</p>	<ul style="list-style-type: none"> • FGB • CH • Collective worship • Book looks • RE rolling programme • Pupil voice • Parent voice 	<ul style="list-style-type: none"> • Teaching of RE is consistent across the school following AMV units and Understanding Christianity of the World. • Teachers demonstrate good subject knowledge of RE. • There is a strong Church School distinctiveness ethos. • Children can recall the school values and The Good Samaritan story and discuss how this can influence their own lives and practices. • Children have a good understanding of different world faiths and cultures.
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INTENT 3: To develop effective learning behaviors for pupils to achieve.

ACTION	IMPLEMENTATION TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	MONITORING	IMPACT SUCCESS CRITERIA
<p>To implement effective learning behaviors.</p> <p>To ensure that teachers take into account what pupils can already do and extend their thinking further.</p>	<p>Challenging the most able pupils to attain even higher standards by monitoring the variability in teaching and learning of the most able pupils in the school.</p> <p>To find evidence-based teaching strategies that will engage our learners. - Present a range of evidence-based strategies to our teachers. Select what evidence-based strategies we will use across school to ensure children are engaged in learning.</p>	<p>ALL</p>		<ul style="list-style-type: none"> • CH • Lesson observations • Pupil voice • Pupil progress meetings • FGB 	<ul style="list-style-type: none"> • Effective learning behaviors are introduced. Children show greater resilience to learning and show case their learning behaviors for how to make improvements in their learning. • All teachers will use an evidence-based approach to delivering an engaging curriculum.

INTENT 3: To develop effective learning behaviors for pupils to achieve.

<p>Vulnerable groups: Accelerate progress for pupils with SEND/PP.</p> <p>Ensure that every pupil with SEND/PP or other need is appropriately supported in school and/or by other agencies if appropriate.</p>	<p>Develop effective interventions to close the gaps and accelerate progress of pupils</p> <p>Teachers to seek advice from SENCO relating to any specific concerns related to specific SEND pupils.</p> <p>SEN Governor to shadow visits to classes.</p>	<p>ALL TL CH Link governor</p>		<ul style="list-style-type: none"> • TL • Lesson observations • Pupil voice • Intervention review • Pupil progress meetings • Ed com 	<ul style="list-style-type: none"> • Staff and Governors will have full awareness and understanding of the mainstream core standards and how to implement these. • Staff meeting schedule includes one SEND meeting. • SEN governor is fully informed on teaching and learning of SEND. • Pupil Progress committee have a good understanding of SEND data.
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