

Westmorland Primary School – School Development Plan 2024-2026

Area	Reference	Outcomes
Quality of Education	1a	To improve standards in the teaching of science from EYFS to Year 6 through development of the curriculum
	1b	To develop reading for pleasure across the school through timetabling, activities and strategies
Behaviour and attitudes	2a	To continue to improve on Persistent absence figures. In 2023-2024 we decreased PA to 18%, we aim to below improve attendance for persistent absence children and decrease this figure to under 15%
Personal Development	3a	To improve knowledge and understanding of the RHSE curriculum for staff, parents and children
Leadership and Management	4a	To continue to develop CPD for all staff and governors for all areas, with subscription to the National College and the LA buyback courses
EYFS	5a	To implement early help for all children at the earliest opportunity, to develop progress and raise standards, in particularly, for disadvantaged and SEND children

Westmorland Primary School – School Development Plan 2024-2026

Area	Reference	Success criteria and objectives	Finance/Resources
Quality of Education	1a	To improve standards in the teaching of science from EYFS to Year 6 through development of the curriculum - Science as a focus of staff meetings in order to develop CPD in staff. (Staff meeting – at least 1 each half term) - Monitoring of science a focus of the whole year (Science monitoring – every half term. Book scrutiny, planning monitoring, lesson observations, pupil voice activities) - Science Leader appointed with TLR in order to raise (appointed for 2024 – 2025 academic year, given management time) - Science curriculum to be changed and adapted for each topic (Curriculum change – whole yearly overview completed in the Summer term 2024. Knowledge organisers to be adapted each half term for the next throughout 2024 - 2025)	
	1b	To develop reading for pleasure across the school through timetabling, activities and strategies - Adopted authors across school - Reading ambassadors - Reading for Pleasure cases/bags for home - Reading book vending machine - Poem of the week - Timetables – reading a large part of the timetable – protected story time, Reading for pleasure time, library slot, poetry in addition to English and guided reading. - High quality resources – whole class readers, year specific reader packs, use of ELS Training: - JS to attend course on RfP and the implementation within school - JS to apply for RfP QM and attend all mentoring and training sessions throughout the year - JS to continue to attend RfP termly meetings with cluster within Stockport – sharing resources and practice - JS to deliver staff meetings on RfP – pedagogy, ethos and intrinsic motivation - Monitoring:	£810 for RfPQM for the year for mentoring, training and support for the QM Staff meeting time Management English budget

Westmorland Primary School – School Development Plan 2024-2026

		• JS to monitor practice through learning walks to ensure all staff are developing a RfP culture within classrooms Changes in delivery: • School to achieve the RfP QM by the end of the year by being a RfP school • Staff and children's knowledge of children's books is increased including names of modern authors – children's book talk is enhanced • Parental involvement towards their children's reading development is increased • Children's reading stamina is increased	
Behaviour and Attitudes	2a	To continue to improve on Persistent absence figures. In 2023-2024 we decreased PA to 18%, we aim to below improve attendance for persistent absence children and decrease this figure to under 15% • Letter 1's • Letter 2 • Pre tac meetings – 3 times • Pre tac meeting arranged with safeguarding manager if a parent does not attend • Letter 3 – following the timeframes • EPN's issued • Home visits • Regular updates in newsletters termly • Regular monitoring less than 96% attendance	
Personal Development	3a	To improve knowledge and understanding of the RHSE curriculum for staff, parents and children • Staff meeting time to support planning and resourcing of RHSE using the PHSE association resources • Knowledge organisers updated making clear links to the PHSE association • PHSE newsletters for parents half termly to share what is being taught with links to resources • Further support from Tanya Cross (PSHE lead for Stockport) in to school to meet with the PHSE lead/SENCO	SENCO wage/time PHSE association subscription LA buyback to access the support of Tanya Cross

Westmorland Primary School – School Development Plan 2024-2026

		Feeding back from PHSE network meetings and any updated government documents	Management time for SENCO out of class
Leadership and Management	4a	To continue to develop CPD for all staff and governors for all areas, with subscription to the National College and the LA buyback courses - ALL teachers and TA's expected to complete a minimum amount of courses through the year and evidence this with the certificates and written on the CPD list throughout the year. This will be linked to an appraisal target to ensure CPD is at the forefront - Safeguarding courses opened to Governors and for the governor day in school they will be expected to have completed these - TA's to be given an hour each Friday afternoon to complete these online courses - Subject leaders expected to attend their subject network meetings and other courses to develop their understanding of the curriculum and leading their subject - Teachers and HLTA's to be given time in staff meetings and directed time to ensure their CPD is up to date	Finance needed to cover the cost of the courses if they are not the LA ones or National College Finance needed to cover supply costs if HLTA cannot cover Award costs need to be financed EYFS Healthy school EYFS standards award Inclusion award
EYFS	5	To implement early help for all children at the earliest opportunity, to develop progress and raise standards, in particularly, for disadvantaged and SEND children - Early intervention from SENCO/SALT and other agencies. All children to be SALT screened on arrival and interventions put in place as a result of that - Educational Psychologist/Occupational Therapist/Inclusion service booked in as soon as childrens needs have been identified in order for them to observe children and set targets - Referrals in to SALT/CDU completed by SAL therapist and SENCO as need is identified in order to ensure an early pathway - SLT liaise with other agencies to follow pathways and ensure support for children and parents - Parent workshops to ensure that all children's targets are communicated 1:1 meetings between the EYFS parents and SALT therapist to give advice support and communicate targets - Individual Therapy plans written by our Speech and Language Therapist and meetings arranged to model therapy to identified parent/child	Speech and Language therapist and assistants wage/time Parental engagement officers wage to complete workshops/meetings with parents HLTA wage and other TA wages – overstaffing EYFS

Westmorland Primary School – School Development Plan 2024-2026

		• Reading/Writing/maths workshops booked in – one per term – in order to ensure parental engagement to raise standards • SEN support plans discussed with parents in cycles and targets refreshed • 3 x afternoons per week identified children to use the resource target room, in order to have personalised learning with a very limited number of children • HLTA to work with identified groups to support personalised learning and adapt the curriculum in pod times • A higher ratio of staff in EYFS than legally required in order for all staff to ensure best outcomes for children	
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