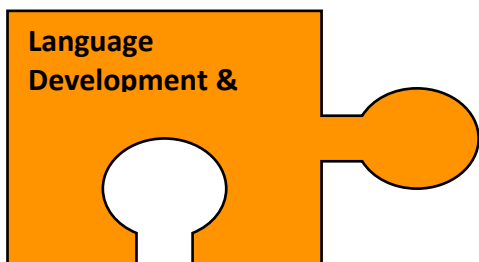




School Development Plan

2024 - 2025





Whole school Objective

The quality of education – language development and comprehension



Success criteria Inspection handbook 2024

- The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils’ work across the curriculum is consistently of a high quality.

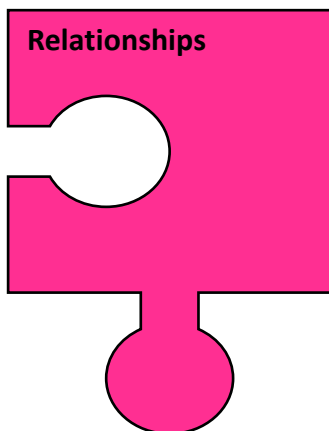
Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Language development and comprehension						
<ul style="list-style-type: none"> • To sustain the academic word spine to systematically teach children Tier 2 words they need for later academic success. 	JP	Autumn 2024			Word lists	
<ul style="list-style-type: none"> • To embed and sustain the vocabulary spine in each subject to aid progression in Tier 3 vocabulary. Add the words to termly overviews and definitions where appropriate. 	JP/ CD	Autumn 2024			Vocabulary spine	
<ul style="list-style-type: none"> • To baseline each child in EYs using WELCOMM to ensure early intervention is provided. 	CD/ GB/ AO	Autumn 2024			Wellcome records	
<ul style="list-style-type: none"> • To embed the oracy progression document showing opportunities for talk across the curriculum and year groups. 	CD/ EW					
<ul style="list-style-type: none"> • Consider support for children who 	KM and JP				Baseline assessments and intervention impact	

are struggling to meet these standards.						
English						
To conduct planning and work scrutiny of English across both schools. To complete 3 English monitoring days annually which include learning walks, 'book looks', data analysis and development plan reviews as well as a strong element of pupil voice.	CD/SLT English Team	Termly Autumn 2 Spring 2 Summer 1		Supply Cover	Samples of children's work Updated development plan	
To invite English Governors to take part in Governors' visits to monitor specific subjects or areas of subject development plan. These will usually involve watching a subject assembly, pupil interviews, lesson observation and discussion with subject leader.	CD English team	See timetable of Governors visits		Supply Cover	Governor Notes	
To have phonics and writing observations across the school to measure impact on learning.	CD and JP	Second half of autumn term			Lesson feedback, final report.	
To conduct a writing spotlight across the Trust and at KS.	Trust writing team	KS 05.06.24 BG12.11.24 RAB 15.10.24 HRS 1.5.24			Spotlight reports.	
To monitor bug club across the school.	English Team				Records	
To lead staff CPD on the teaching of spelling and expectations of application across the curriculum. Monitor medium term spelling plans to check appropriateness and progression of word lists To expand the Y2 and Y3 spelling scheme and into Y4.	CD and English Team	Autumn 2024	Staff Meeting		Staff Meeting Notes Planning	
To embed poetry spine across the school to ensure use of high quality text, breadth and progression within the genre.	English Team	Autumn 2024	Staff Meeting	Supply Cover	Whole school poetry spine established	
To hold termly moderation meetings across both schools and with other schools (focused on writing across the curriculum).	English Team	Termly	Staff Meeting		Moderated writing	

To embed the tiered report for supporting the priority 20 – intensive support and reading champion in KS2.	English Team	Half termly			MAPP	
To continue phonics practice for KS2.	English Team	Fortnightly			Meeting notes	
To implement monthly TA training on key areas e.g. phonics, partnered reading especially new Tas and reading champion.	Maths team	From autumn 2024			Meeting notes/ powerpoints	
Mathematics						
To continue support members of staff with planning, resourcing and teaching mathematics mastery curriculums – new teachers to the school and teachers teaching in new year groups.	Maths team	Ongoing			Planning	
To ensure all members of staff are using the Katherine Semar School mathematics mastery planning document and support staff to do so where required.	Maths team	Ongoing			Planning	
To conduct mathematics monitoring days where mathematics leaders can work to monitor children’s progress and evaluate their action plan. <ul style="list-style-type: none"> - Learning walk of both schools - Reviewing mathematics data - Book monitoring - Planning review Discussing next steps to support mathematics teaching and learning	Maths team	Ongoing (termly)	Cover –		Monitor planning, teaching, books, data using mastery approach and write a report detailing findings.	
To invite maths Governors to take part in Governors’ visits to monitor maths. These will usually involve watching a subject assembly, pupil interviews, lesson observation and discussion with subject leader.	Mathematics Leads Governor	See governor timetable			Mathematics team to lead and organise.	
To continue to raise the profile of times tables (with particular focus in years three and four) including times table club and weekly focus in assembly.	Teaching Staff	Ongoing			TT Rockstars Assemblies Times tables club led by LSA	
To conduct mathematics parent workshops.	AH/ RA	Autumn Term			Powerpoints	

To ensure each classroom has a mathematics learning wall/ set of concrete apparatus which is positively used to affect learning.	Maths team	Ongoing			Displays	
Subject leader to team plan / teach with other teaching staff to support the development of mastery within their own classroom. Allow teachers to understand how to effectively support and deepen learning with their own children.	Maths team	Ongoing			Notes	
MM to complete mathematics mastery specialist programme.	MM	Completed this academic year.			Course notes and evaluation	
AF to complete NVQ in maths leadership.	AF	From February 2024.			Course notes	
To introduce number sense into Y2 and Y3 following success in Y1 and EYs 9and Y5 intervention)	MM	From autumn 2024			Planning	
To look at mastering number and whether we should use this in KS2.	Maths team	Fro autumn 2024			Course materials	
To investigate the range of interventions put into place for Y6 and use most effective to improve SAT maths results.	AH/ JP	From spring 2024			MAPP data	
To implement monthly TA training on key areas e.g. number sense.	Maths team	From autumn 2024			Meeting notes/ powerpoints	
To have mathematics observations across the school to measure impact on learning.	CD and JP	Second half of autumn term			Lesson feedback, final report.	
Science						
To take part in science spotlights to share and understand best practice across the Trust.	JH/ AB	JH/ AB KS 10.10.24 BG 30.01.25 RAB 17.06.25 HRS 07.11.24			Reports	
To ensure all teachers have vocabulary displays for science learning.	JH/ AB	Ongoing			Training notes	
To attend and implement the FOCUS4TAPS training and pilot focusing on quality CPD for science lead and Y5 teacher.	JH/ GB	1/10/24 5/2/25, 24/4/25			Training notes and pilot research paper	
Other foundation subjects						
To plan joint Governor visits which look at						

<p>the strengths and areas for development in each subject and include subject assemblies, leader discussion, lesson observations and pupil interviews. To attend and action the subject conferences from SAT</p> <p>Music</p> <p>PE</p> <p>MFL</p>	<p>RA</p> <p>JS/ LF</p> <p>TG</p> <p>AH</p>	<p>22.10.24</p> <p>11.02.25</p> <p>19.11.24</p> <p>27.2.25</p> <p>5.12.24</p> <p>13.3.25</p>		<p>Supply cover</p>	<p>Visit notes</p>	
<p>To take part in PSHE spotlight with other Trust schools to establish best practice teaching computing.</p>	<p>JHull</p>	<p>KS 23.01.25 BG</p> <p>06.03.25 RAB</p> <p>04.02.25 HRS</p> <p>01.05.25</p>		<p>Supply cover</p>		
<p>To establish role of EAL co-ordinator and streamline systems of identification and support.</p> <p>Establish a TA with responsibility of supporting EAL children (new to English)</p>	<p>GS</p> <p>DA</p>	<p>Staff meeting 24.9.24</p> <p>Ongoing</p>		<p>TA costs</p>		
<p>To embed the French scheme and workbooks with a renewed focus on phonics and enjoyment.</p> <p>To evaluate the French residential and conduct a Y6 residential if enough interest.</p>	<p>AH/ JP</p> <p>AH/ DP/ KB/ JP</p>					



Whole school Objective

Behaviour and attitudes – relationships

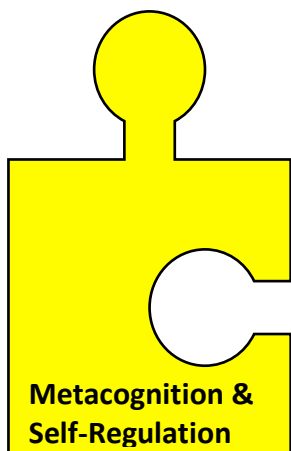


Success criteria inspection handbook 2024

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
To check the new PSHE jigsaw curriculum with a focus on relationships and ensure progression across the school.	Jhull/ RA/ JP	Autumn 2024			PSHE books	
		Autumn			Behaviour policy and	

Embed behaviour policy which puts respectful relationships at the heart	RA	2024			records	
Shared understanding of individual needs – priority 20, pupil progress meetings, student conferences, pupil champions	AH/ JP/ KM	Ongoing			TPP powerpoints	
Attend Trust training on SEND focusing on ordinarily available for all staff.	KMc	17.10.24 25.3.25			Pupil progress meetings	
Develop the role of the school council to include new projects including eco-schools.	EW/ BA	Monthly meetings			Meeting notes	
To use the characters of our core values to embed the core values in both schools especially the infant school in EYs at beginning of term class assemblies.	JP	Weekly assembly			SOW certificates	



Whole school Objective

Metacognition and Personal development –Self-Regulation

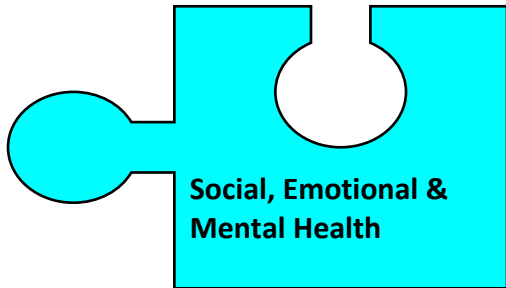


Success criteria Inspection handbook 2024

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils(including those with SEND), consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer.
- The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Metacognition						
<ul style="list-style-type: none"> • To analyse pupil survey and initiate actions to make sure all subjects are equally enjoyed and accessed. • To allocate learning mentors and champions to any child identified as potentially underperforming. • To embed the PSHE (remapped curriculum) to teach a more progressive curriculum in the zones of regulation. • To revise the KS charter of opportunities the children will have in our school. • To use the children’s engagement 	AH	September 2024			Notes and actions from meetings	
	JP/ KM				Survey analysis	
	JH/ JP	Ongoing			Learning mentor / safeguarding notes	
					PSHE books/ planning	
	AH/ JP	Autumn 2024			KS charter	

<p>module to MAPP to monitor children's achievements and allow them to experience success and celebration.</p> <ul style="list-style-type: none">• To conduct a pupil book study including pupil interviews into all subjects.	<p>AH</p> <p>JP and subject leads</p>	<p>Autumn 2024</p> <p>MER timetable</p>			<p>MAPP module</p> <p>Book study excel spreadsheets</p>	
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Whole school Objective



Leadership and management – social, emotional and mental health

Success criteria School handbook 2024

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Engagement of families including improving attendance						
<ul style="list-style-type: none"> • To have monthly meetings with our family engagement champion to monitor attendance closely and support families whose children are persistently late or whose absence is below our minimum expectation of 96 per cent. • To revise the attendance policy in light of new national guidance. • To provide support for children experience trauma. • To provide support for children who need additional social, emotional and mental health support. 	LQ/ JP/ AH	Monthly			Absence rates reduce and everyone is punctual to school	
	AH	Autumn 2024				
	KM/ PT	Ongoing			Intervention list/ MAPP	
	KM/ jp	Ongoing			Learning mentor/ play therapist notes	

Well-being						
<ul style="list-style-type: none"> Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly 	CDo	Ongoing			Meeting notes	
Continuing professional development						
<ul style="list-style-type: none"> Leaders ensure that teachers receive focused and highly effective professional development Opportunities for ECF teachers to have first class professional development Tas to have a thorough induction and monthly meetings thereafter focused on whole school CPD. 	SLT KM/ RA Various – see timetable	See staff meeting timetable ECT CPD programme Monthly			Staff meeting notes ECF plans Portfolios See timetable.	