



OBJECTIVES FOR 2024-2025

Achievement gap issues	Gender gap – boys outperforming girls across subjects, particularly mathematics. Number of children achieving greater depth is lower than targeted.
Objective 1	Ensure opportunities for mastery are embedded into mathematics curriculum. Ensure more girls have the opportunity to feel confident and achieve greater depth in mathematics.
Objective 2	Embed the school policy for behaviour regulation. Achieve the ADHD Friendly Schools Award.
Objective 3	Improve the playtime and lunchtime experience for all children.
Objective 4	Develop phase leadership to ensure improvements linked to priorities one and two are embedded and evaluated at phase level and that the school is fully prepared for SIAMs inspection in 2025-2026.
Objective 5	Develop outdoor provision in EYFS. Achieve ELKLAN accreditation as Communication Friendly School.



QUALITY OF EDUCATION

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)
<p>Ensure opportunities for mastery are embedded into mathematics curriculum.</p>	<p>September 2024 inset day:</p> <ul style="list-style-type: none"> Identify target groups with potential for greater depth. Map out opportunities for mastery (open-ended questions, problem solving, reasoning). Map out the curriculum - plan when things will be taught. Consider lesson structures and reflect on effective pedagogical strategies for developing able pupils. Discuss appropriate use of worksheets and expectations of work in books. <p>Clear targets set for all children that teachers are fully aware of.</p> <p>Arrange opportunities through the maths learning hub to visit other successful Maths Mastery schools using White Rose Maths as a core curriculum, supplemented with additional resources. Share learning back in school. Plan - trial - evaluate.</p> <p>Maths learning walk Autumn 2.</p>	<p>Increased number of children achieve greater depth in mathematics across year groups</p> <p>Maths books demonstrate opportunity for mastery.</p> <p>Maths books show appropriate level of challenge through adaptive teaching techniques.</p> <p>Pupil voice demonstrates that pupils are engaged, excited and challenged in maths lessons.</p>	<p>Maths leads – lead September inset, maths learning walks and book looks and sharing best practice from other schools.</p> <p>Phase leads – ensuring mastery approach and careful monitoring of targets is embedded at phase level.</p> <p>Head teacher – overall data analysis and ensuring targets are met.</p>	<p>July 2025</p>	<p>Inset day September 2024</p> <p>Time for maths learning walks/ observations – release time needed for maths leads (2 days' supply).</p> <p>Release time for maths leads to complete book looks (2 days' supply split over Autumn and Spring terms).</p> <p>Opportunity to visit schools from out of MAT – release time and associated supply costs as opportunity arises.</p> <p>SYMAT maths lead meetings/ Phase meetings to check progress once a half term/ full staff meetings once a term.</p>



School Development Plan 2024-25



	<p>Maths book looks – Autumn 2 and Spring 2.</p> <p>Half termly phase meetings and termly staff meetings reviewing progress/ sharing successes/ problem solving.</p>				
<p>Ensure more girls have the opportunity to feel confident and achieve greater depth in mathematics.</p>	<p>Investigate more broadly, the perception of girls in relation to teaching and learning in mathematics to inform development steps – gather pupil voice.</p> <p>Support girls to have the confidence to articulate their knowledge and engage in mathematical discussion – actions based on investigation.</p> <p>Provide opportunity for single sex activities if this comes out as an area girls feel would be of benefit to them.</p> <p>Ensure teachers are actively considering the experience of girls in their classroom.</p>	<p>Increased number of girls achieving greater depth in maths.</p> <p>Gender gap between boys and girls narrows in maths.</p> <p>Pupil voice demonstrates that girls feel increasingly confident/ advocated for.</p>	<p>Head teacher.</p> <p>Phase leads – ensure girls performance monitored at phase level and that the experience of girls in each phase is considered when planning activities and learning.</p>	<p>July 2025</p>	<p>Phase meetings to check progress once a half term/ full staff meetings once a term.</p>



BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	KEY PERFORMANC E INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)
<p>Embed the school policy for behaviour regulation.</p>	<p>Identify training needs related to chd with more complex needs/ adaptive teaching – take advantage of Haxby Road ERP training we now have access to.</p> <p>Organise Team teach training for all staff who have not had it recently.</p> <p>Apply for Belonging and Behaviour Leadership Course</p> <p>Continue to build toolkit for supporting behaviour regulation of all children.</p> <p>ELKLAN training for EYFS lead and SENCO to secure accreditation to become a communication friendly setting.</p> <p>Organise visits to other schools to see how needs to children demonstrating more challenging behaviour are met.</p> <p>Engagement with parents – headteacher presentation at all welcome meetings/ organise a parent body with a representative on each year group that meets once a term, ensure staff</p>	<p>Behaviour review shows progress since Easter.</p> <p>Staff and pupil voice agree that the behaviour regulation policy meets the needs of all children within the school.</p> <p>Parental support of behaviour regulation policy.</p> <p>Achieve communication friendly setting accreditation.</p>	<p>Headteacher SENCO Phase leaders – ensuring embedded at phase level.</p>	<p>July 2025</p>	<p>Team teach training – related training and supply costs (may need to train staff in several cohorts across the year).</p> <p>Relevant training/ opportunities for CPD identified in appraisal – release time for staff to visit other schools/ attend training and related supply costs.</p> <p>Possible cost of Belonging and Behaviour Leadership Course for headteacher to attend.</p> <p>Release time for SENCO and EYFS lead to complete ELKLAN training.</p> <p>Termly staff meeting to review progress and identify next steps. Headteacher presence at welcome meetings.</p>



	<p>presence at the beginning and the end of the day.</p> <p>Ask CEO/ PSIL to complete a follow up behavior review to see what progress has been made.</p>				<p>Headteacher and member of SLT presence at parent body termly meetings.</p>
<p>Achieve the ADHD Friendly Schools Award.</p>	<p>Compile evidence for the award – 5 pledges need to be evidenced – we have already evidenced the first one to provide training to staff team:</p> <ul style="list-style-type: none"> • Ensure all learners with ADHD have access to physical activity and exercise throughout the day (would like this to be available to all learners). • For all learners with ADHD to learn self-calming strategies such as breathing, mindfulness or progressive muscle relaxation (would like this to be available for all learners) • To provide tactile resources in every classroom. • To create a display and hold at least one assembly celebrating the achievements of people with ADHD. • To provide information and support to parents and carers of children with ADHD. <p>Phase lead oversight of provision in each phase.</p> <p>Engage parents and press to celebrate gaining award.</p>	<p>Accreditation achieved.</p> <p>Staff voice shows increased confidence in meeting the needs of children with neurodiversity.</p> <p>Pupil voice shows children feel that there is support for all children to regulate their behaviour and learn within the classroom.</p>	<p>Headteacher SENCO</p> <p>Phase leaders – ensure it is embedded at phase level.</p> <p>Class teachers and support staff- embedding principles in classroom and through interactions with children.</p>	<p>November 2024.</p>	<p>Resource costs e.g. tactile resources, creation of the Hub area and relocation of the library.</p> <p>Release time for SENCO to create display.</p> <p>Termly staff meetings and half termly phase meetings to review progress and identify next steps.</p>



	<p>Create universal provision offer that can benefit all e.g., whole class movement breaks used effectively and efficiently, benefitting all children.</p>				
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PERSONAL DEVELOPMENT

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)
<p>Improve the playtime and lunchtime experience for all children.</p>	<p>Research – Creating excellence in primary school playtimes.</p> <p>Visit schools that use OPAL and meet advocates.</p> <p>Share principles with staff and create working party to develop action plan.</p>	<p>Staff and pupil voice shows improved wellbeing and improved perception of playtime.</p> <p>Cpoms monitoring – less behaviour incidents at playtimes.</p> <p>School grounds are used effectively.</p>	<p>Headteacher</p>	<p>July 2025</p>	<p>Release time and related supply costs to visit other schools.</p> <p>Staff meeting time/ make use of time for disaggregated inset days for additional training.</p> <p>Possible OPAL costs</p>



LEADERSHIP AND MANAGEMENT					
TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)
<p>Develop phase leadership to ensure improvements linked to priorities one and two are embedded and evaluated at phase level and that the school is fully prepared for SIAMS inspection in 2025-2026.</p>	<p>Monitoring timetable for phase leaders.</p> <p>More focused used of phase meeting time to ensure actions decided in staff CPD meetings are embedded and linked to SDP.</p> <p>Sharing of best practice amongst phase leaders.</p>	<p>Maintained focus on SDP priorities within phases – clear minuted phase meetings with action points and next steps.</p> <p>Continued work and development on areas identified in SIAMS ongoing SEF.</p>	<p>SLT</p> <p>Headteacher through appraisal</p>	<p>July 2025</p>	<p>SLT meeting time</p> <p>Phase meeting time – to be timetabled at start of the year.</p> <p>Additional release time for SLT covered by headteacher if required.</p> <p>Termly staff meeting linked to SIAMS priorities.</p>



EARLY YEARS					
TARGET	ACTIONS	KEY PERFORMANC E INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)
Develop outdoor provision in EYFS.	<p>Visits to other schools in MAT.</p> <p>Audit resources.</p> <p>Consider how to replicate learning indoor and outdoor.</p> <p>Ensure space is used through the year to support regulation and wellbeing of children.</p>	<p>Reduced instances of dysregulated behaviour recorded on Cpoms.</p> <p>Space is fully utilised throughout the year.</p>	<p>EYFS lead.</p> <p>EYFS team.</p>	<p>July 2024</p>	<p>Release time to visit other schools/ attend training as required.</p> <p>Time to attend SYMAT EYFS meetings.</p> <p>Resource costs as appropriate.</p>