Picknalls First School Development Plan 2024-26

Link to Trust Priority	
Trust Priority 5: High quality and inclusive education	Linked to Trust priorities: • Deliver a comprehensive, challenging, and inclusive curriculum that equips pupils with the knowledge, skills, and attributes necessary for success in a rapidly changing world. • Maintain a relentless focus on delivering exceptional teaching and learning, ensuring high levels of attainment, progress, personal development, and well-being for all pupils. • Strengthen the Trust's capacity to provide targeted support for vulnerable pupils, working in collaboration with external agencies and partners. • Set ambitious targets for pupil outcomes and work tirelessly to narrow the attainment gap between disadvantaged pupils and their peers.
The Quality of Education	
Priority 1:	To implement, continually monitor and review the curriculum to ensure pupils skills and knowledge build as they move through our 3-18 curriculum by reviewing: • The whole school writing curriculum so that more pupils reach greater depth. • The KS2 reading curriculum so that pupils enhance early reading strategies to become skillful and fluent readers with a passion for reading for pleasure. • Refine foundation subjects (history, geography, art, DT) to ensure substantive concepts, knowledge and skills are well thought out and progressively sequenced. Develop and implement the computing, music and MFL curriculum.
Behaviour and Attitudes	
Priority 2:	• To monitor and improve the attendance of our EHCP children as this was the only area above National for attendance (ASP 22/23).
Personal Development	
Priority 3:	• To develop the impact of pupil voice and leadership roles through school council, pupil well-being, eco committee, sports council, ICT buddies and librarians.
Leadership and Management	
Priority 4:	To develop the role of subject/middle leaders across the school by: • Ensuring clear roles, responsibilities and expectations by devising a subject leadership job description. • Ensure all subject leaders have a clear subject folder. • Collaboratively work across ULT to develop and promote subjects. All leaders trained on: • How to develop their role as a subject leader. • How to observe and provide feedback to teachers. • How to conduct, monitor and measure impact of monitor, evaluate and review self-review aspects.
EYFS	
Priority 5:	• Create and embed a detailed, research-based **curriculum** scope and sequence document that maps out the progression of skills and concepts across the early years program.

What will we do? *Planned actions*	Who is leading this?	When will it be done?	Success Criteria/ Impact measures: What are we doing to achieve our target?	Method of Monitoring: *What/Who/When/ How?*	Resources: *What will it cost? (Money time, etc)*	RAG *Aut 2024*	RAG *Spr 2025*	RAG *Sum 2025*
Priority 1: To implement, continually monitor and review the curriculum to ensure pupils skills and knowledge build as they move through our 3-18 curriculum by reviewing: • The whole school writing curriculum so that more pupils reach greater depth. • The KS2 reading curriculum so that pupils enhance early reading strategies to become skillful and fluent readers with a passion for reading for pleasure. • Refine foundation subjects (history, geography, art, DT) to ensure substantive concepts, knowledge and skills are well thought out and progressively sequenced. Develop and implement the computing, music and MFL curriculum.								
Writing Leader to review <u>writing</u> curriculum in order that more children achieve greater depth.	Writing leader	Autumn 2024	**Greater Depth in Writing.** - Progressive writing curriculum established with clear goals for each year group. - Explore current criteria used by ULT and wider to assess greater depth writing. - Ensure there is consistency in the criteria used for identifying greater depth in writing, such as creativity, originality, complexity, coherence, accuracy, and fluency. - Developing staff knowledge in standards expected at the end of each key stage/year group for greater depth. - Moderate year 2 pupils across the ULT to ensure accuracy and consistency of teacher assessment at greater depth. - Moderation activities to be carried out at least half termly in key stage meetings. **Accuracy in teacher assessment and moderation.** - Writing leader trained to be a KS2 moderator. - Set up schedule for robust moderation for key year 2 to take place in July 25. - Writing leader to provide professional development on writing expectations in each year group, highlighting the key skills and knowledge required for each level of attainment. - Develop and contribute to a clear writing assessment framework that ensures clear progression for each year group from reception through to year 11.	Monitored by writing leader and senior leaders Book scrutiny Moderation Learning walks Pupil learning conversation Monitoring self-review schedule	Writing leader time Staff training time			

1

Reading Leader to establish a clear monitoring, evaluating and reviewing cycle (MER) ensuring clear reading priorities.	Reading Leader	Implement Autumn 24 and review impact half termly	- Reading leader to establish the MER monitoring cycle. - Purchase resources/books and scheme of work to support teacher implementation. - Training needs identified and planned by end of September 2024. - Priority areas identified by end of September 2024.	Half termly schedule of monitoring established self-review Red subject folders established and monitored by reading leader/Head Learning walks Pupil learning conversations Moderation	VIPERS scheme Training costs Reading leader time			
Refine **foundation subjects** (history, geography, art, DT) to ensure substantive concepts, knowledge and skills are well thought out and progressively sequenced. Develop and implement the computing, music and MFL curriculum.	Subject leaders	Summer 2025	-Engage with ULT leadership team and curriculum leads, developing a clear foundation framework that ensures clear progression for each year group from reception through to year 11.	Half termly schedule of monitoring established self-review Red subject folders established and monitored by subject leaders Learning walks Pupil learning conversations Moderation	Leaders release time Resources for revised curriculum areas			
Priority 2: To monitor and improve the attendance of our EHCP children as this was the only area above National for attendance (ASP 22/23).								
To monitor and improve the attendance of our EHCP children as this was the only area above National for attendance (ASP 22/23).	HT, JS, PP, EWO, SENDCo	Half termly	-Attendance officer and EWO to create spreadsheet to monitor this group. -Compare data to ASP 22/23 (N 9.9%, PFS 14.8%, 4.9% above) -Update the HT each half term of the % for this group compared to whole school. -SLT to devise procedures to improve attendance if continues to be an issue. -HT to update Govs and SLT on progress with this target.	Half termly spreadsheet SLT/Gov discussions to monitor and improve if required Work closely with EWO	EWO SLA			
Priority 3: To develop the impact of pupil voice and leadership roles through school council, pupil well-being, eco committee, sports council, ICT buddies and librarians.								
Establish the above committees, assigning key staff to lead. Each group			-Committees up and running by October 24. - Democracy as focus for the voting in of pupils.	Minutes from meetings held Governor pupil learning conversations	Staff time to run aspects			

to determine their key focus and devise an action plan to develop the impact of **pupil voice** for the year.	HT, CT, AK, PJ, GC, SW	October 24	- Pupils to contribute to the development of specific areas across the whole school. - Pupils to feel valued, listened to and that they are making a positive contribution.	Pupil questionnaires	Purchase of hats and badges Resources identified at meetings			

Priority 4: To develop the role of subject/middle leaders across the school by:
- Ensuring clear roles and responsibilities by devising a subject leadership role and responsibilities description so that leaders are aware of the expectations linked to leading a subject.
- Ensure all subject leaders have a clear subject folder.
- Collaboratively work across ULT to develop and promote subjects.

All leaders trained on:
- How to develop their role as a subject leader.
- How to observe and provide feedback to teachers.
- How to conduct, monitor and measure impact of monitor, evaluate and review self-review aspects.

Subject leaders know and understand their roles and responsibilities.	SLT	October 2024	- Training delivered by ULT for Geography, History, Science and Writing leads across MAT. - Art and DT leads to work with curriculum consultant to begin to reshape ULT curriculum, including developing progressive approach. - SLT set clear expectations of the role of subject leaders by October 2024. - All staff aware of the roles and responsibilities of subject leaders by October 2024.	School visits with subject leaders Leadership discussions School reviews Self-review activities	Supply costs for teaching time Release time for curriculum development			
Subject leaders' half termly update at WSC meetings: Subject knowledge Quality of teaching Outcomes from pupils learning conversations (are pupils remembering and knowing more) Are pupils in line with expectations PP/SEND pupils Next steps	SLT	Half termly	- Updates and minutes demonstrate impact. - Subject knowledge is secure. - Majority of pupils are working in line with the expected standard. - Pupil learning conversations identifies that pupils are remembering what has been taught over time and can recall knowledge. - PP/SEND pupils are making rapid gains in line with peers and National.	SLT to monitor reports/minutes Discussion with subject leads Pupil learning conversations	Staff meeting time ULT training days/CPD updates			
Subject leaders are trained on: How to develop their role as a subject leader. How to observe and provide feedback to teachers.	SLT CEO	Summer 2025	- Identified leads carry out self-review activities and identify strengths and developments needed. - Self-review and support schedule devised and shared with staff. - Leaders attend training on how to observe and give feedback. - Leaders give effective feedback.	Book scrutiny Pupil learning conversations Termly lesson observations	Staff meeting time			

How to conduct, monitor and measure impact of monitor, evaluate and review self-review aspects.			- Leaders attend training on pupil learning conversations. –Pupil learning conversations identify clear strengths and developments needed.	Leadership feedback in WSC meetings Self-review activities Coaching				

Priority 5: Create and embed a detailed, research-based curriculum scope and sequence document that maps out the progression of skills and concepts across the early years program.

EYFS leader to work alongside ULT EYFS staff to develop and implement an ambitious and progressive EYFS curriculum.	SLT	Ongoing	- EYFS leader to write and disseminate new curriculum across the EYFS department. - Support staff to understand and embed the new curriculum. - EYFS leader to undertake self-review activities to evaluate the impact on both progress and quality of provision. - ULT collaboration across the EYFS – share practise to ensure children all receive high quality provision so that more children reach GLD.	Monitoring by EYFS leader and SLT	Cost of new resources required to support curriculum enhancement Cost of leadership release time			