



Upton upon Severn CofE
(VC) Primary School

School Development Plan 2024 - 2025

TO OFFER INSPIRATION TO YOUNG LIVES
"Anything is possible, we can all succeed"
To inspire ... to aspire

SCHOOL CONTEXT					
Number of pupils on roll (Rising school numbers)	170 23 on role in pre school	Number of pupils eligible for pupil premium	19.9%	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan. Compared to national SEN: 12.6% national EHC: 2.00%	SEND 16.2% EHCP 2.5%
Percentage of pupils with English as an additional language (EAL)	4.1%	Overall attendance	95.3%	Persistent absence (the percentage of pupils who have 10% or more absence)	4 11.4%
Latest Ofsted Section 8 October 2019	Good				

We believe that the true value in life is to live with courage and hope because, as children of God, if we persevere

“Anything is possible we can all succeed.”

A school community united in trust and rooted in respect, being responsible for providing inspiration for aspiration. ■



RESPECT



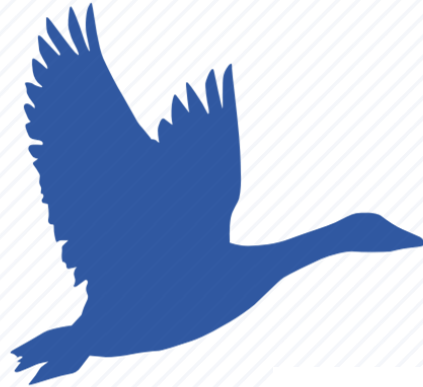
RESPONSIBILITY



COMMUNITY



PERSEVERENCE



COURAGE



TRUST

WHAT DOES OUR VISION MEAN TO YOU?

To our pupils our vision means:

- You will PERSEVERE in understanding and believing in yourself.
- You will have COURAGE and curiosity in your learning journey
- You will feel part of the school COMMUNITY and understand how to support and RESPECT others

To our staff team our vision means we will:

- Focus on teaching our children that children of God believe anything is possible if they PERSEVERE.
- To ensure everyone in our school COMMUNITY is happy and confident
- Be a positive role model and show COURAGE in dealing with challenge in the way Jesus demonstrated through his teachings that we can read about through the New Testament
- RESPONSIBILITY to set ambitious and aspirational goals
- PERSEVERE in broadening children's cultural capital
- To uphold TRUST and RESPECT within the team

Our Curriculum is:

Innovative, creative and engaging. It motivates children to become confident and resilient risk takers who have a passion for lifelong learning.

Intent

To provide...

- Inspiration to all children rooted in our uniquely Christian vision
- A spiritual, moral and cultural development for all our children
- Raised attainment for all, linked to individual pupil progress
- A restorative approach to behaviour
- A stimulating environment in every classroom for pupil engagement
- The skills of resilience to face challenge for all our learners
- Fun, enjoyable, explorative learning episodes
- Lifelong learning motivation
- An online learning platform where independence is facilitated if required
- An environment for parental support from pre-birth to year 6 and beyond
- Engagement and support for all parents

Implementation	By... • Creating effective, impactful and engaging lessons • Subject leaders driving their curriculum area with innovative practice by vibrant and dynamic launches • Continuous support from subject leadership to direct focus onto new developments within curriculum areas • Children becoming immersed in the specific subject area and developing a joy of learning • By following a whole school approach ensuring all teachers deliver inspiration to the children's learning • All groups of pupils engaged and motivated towards achieving aspirational goals • Ensuring our website shares with the community our aims and aspirations for curriculum delivery • Supporting our parents through a wide range of input including pre-birth and 0-3 years through the Children's Centre
Impact	For... • Our children to develop knowledge, skills and understanding that becomes part of life-long learning • The children to become self-motivated learners who are nurtured to reach their aspirations • Children to become happy and confident and willing to be risk takers • Children will become part of a strong community where their ethos is embedded in positivity • Children's learning to demonstrate success through outstanding achievements from their individual starting points • The results in statutory testing to show progress towards achievement for pupils from baseline position with progress measures and national data justified.

Building for our future

THESE KEY ISSUES HAVE BEEN REFINED REFLECT THE OFSTED REPORT OF OCTOBER 2019 PLUS WORKING TO IMPACT CHILDRENS LEARNING

Key points from Ofsted 2019	• Pupils in key stage 2 do not do as well in mathematics as they do in writing. Leaders should ensure that improvements made to the quality of education in mathematics in upper key stage 2 are consistently applied throughout the school • Plans for the development of the wider curriculum in the foundation subjects are still at an early stage of implementation. These should be embedded more consistently across the school • Pupils do not have enough opportunities to practice what they have learned in French and write in sentences by Year 6. • Leaders should ensure that more class teachers enable pupils to practice what they have learned and to start writing words and phrases at an early stage	Targets refined throughout to ensure raising attainment is measured termly Curriculum has been refined to improve depth and strength of leadership in each subject clear. This key point has been met and is ongoing through quality first delivery and leadership monitoring.
Leadership impact	• School leaders work together to systematically target focus on high quality teaching • Governors work with SLT through SIC to enable them to link pupils' progress and the quality of teaching precisely and focus on children's understanding of the next steps in their learning. Specific focus on key groups as set in Raising Attainment Plan • All stakeholders work to increase numbers on roll ensuring sustainability for the financial future of school supporting ideas for budgetary impact to ensure viability long term of all areas in school	Governor impact is seen throughout school and we work aligned with them as a strong part of the leadership team. We are working to improve the financial sustainability of the school with support from a financial management DfE consultant
Church school distinctiveness	• Spirituality is interwoven through all we do, and curriculum development policy review ensures distinctly Christian ethos as a church school is evidenced • The distinctly Christian nature of our school is implicit in all we do • We work through the Goose Ethos to support behaviour management; geese work together as a team and as God's creatures we use their philosophy • We are rooted in a deep theological underpinning ensuring the teaching of Christ is reflected in all our curriculum • Working with school community, including governors, parents, and other stakeholders to ensure strong vision throughout • Increase opportunities for working together with parents to raise achievement of children with a strong emphasis on partnership	We have a strong values-based curriculum which underpins all we do/ The distinctively Christian environment is supported through all and the school vision is held at the core. The goose ethos can be clearly articulated by all.

KEY AREAS FOR FOCUS

- The Curriculum in all areas is built on long-term skills and knowledge overview rooted in **head** for knowledge, **heart** for our Christian values and **hands** to the skills we develop.
- Specific focus on phonic development throughout Early Years and Key Stage 1 to ensure knowledge is embedded and sustains long term skill
- High level of verbal interaction with children to deepen vocabulary use across all areas of learning developing a toolkit of skilled
- Focus on writing throughout to ensure impact and increase in depth of knowledge
- Maths development throughout school with key focus on progress

IDSR 2023 key focus

- Writing KS1 expected standard 39% Sig below national and 8th percentile (21 below)
- Mathematics in Key Stage 2 specific focus through school on Mathematics KS2 progress -2.8% Sig below national
- vocabulary

IDSR 2024

- Phonics Y1 expected standard cohort 22 achieved 77% national 80 %
- RWM KS2 expected standard 24 54% 61%
- Reading KS2 expected standard 24 75% 74%
- Writing KS2 expected standard 24 71% 72%
- Mathematics KS2 expected standard 24 63 % 73%
- Reading KS2 high standard 24 13% 28%
- Writing KS2 greater depth 24 4% 13%
- Mathematics KS2 high standard 24 21% 24%
- EGPS KS2 expected standard 24 63% 72%
- EGPS KS2 high standard 24 17% 32%

• KEY PRIORITIES OVER THE NEXT THREE YEARS

- Focus on writing key stage 1 and key stage 2
- Focus on progress in maths throughout key stages
- Greater depth focus for reading and writing
- To provide strong phonics delivery for all pupils
- To deepen our wide and ambitious curriculum supporting the **head** for knowledge, **heart** for our Christian values and **hands** to the skills
- To ensure all children are emotionally ready for learning with positive wellbeing
- To ensure attainment and progress are consistent, moving forwards and aspirational in all subjects

- To increase the number of children on roll, with particular focus on our current Reception/ year 1 (low birth rate nationally) and to infill classes where there are spaces
- To ensure the Pre-School numbers increase and provision for 'Rising 3's' and above is enhanced
- To further develop provision in Riverboats Children's Centre through the Riverboats Language Unit
- To ensure staff wellbeing is supported and that community have resilience to tackle challenge
- To continue working with the community to ensure our school is a beacon for the future

Our Development Priorities

Priority 1 Leadership and management	1.1 To deepen the leadership of the school with Governors and senior leaders to ensuring curriculum leaders have skills to deepen pupil knowledge 1.2 To ensure leadership of literacy and maths focuses on key areas with impact on key data areas 1.3 To ensure the leadership of SEND has impact for all pupils 1.4 Audit regularly safeguarding practice to ensure all latest regulations are reflected in school policy 1.5 FGB to consider long term collaboration for the school in the future
Priority 2 Quality of Education	1.1 The provision of a robust curriculum with substance and depth including provision for remote access in any eventuality 1.2 To ensure rapid attainment in lower key stage 2 with key focus on class 4 1.3 Ensure delivery of maths and literacy through school is having impact on children's learning 1.4 Quality first teaching enables all pupils to make maximum progress from their given starting points with all areas of the curriculum with focus on specific key points 1.5 SENDCO tracks interventions for pupils ensuring impact on progress measures throughout school for send 1.6 Pupils impacted by disadvantage given support to achieve

Priority 3 Behaviour and attitudes	1.1 Ensure the Christian vision of the school is fully embedded throughout all aspects of school life 1.2 Pupils are ready to learn and their wellbeing is given priority to ensure they are happy and developing in confidence and resilience 1.3 School is a calm and happy place and children are ready to learn in a conducive learning environment 1.4 Pupils respect each other and the wider community

Priority 4	1.1 Children are given the support to flourish and develop in all aspects of their life
Personal Development	1.2 To support a range of wider curriculum activities to expand children's experience
	1.3 To foster a love of outside learning and promote physical and mental health
	1.4 The Children's Centre will continue to provide services for families supporting health visitor speech and language therapist drop-in clinic. "Riverboats Early Years Language Centre (RIVEYLC)"speech and language supporting the Malvern and Wychavon areas provides children with support for personal development from early years to ensure language acquisition skills are given the input required to support and develop.

□ **Priority 1: Leadership and Management**

- 1.1 To deepen the leadership of the school with Governors and senior leaders ensuring curriculum leaders have skills to deepen pupil knowledge**
- 1.2 To ensure leadership of literacy and maths focuses on key areas with impact on key data areas**

Success Criteria:

- Subject leaders will confidently articulate the rationale for their subject with professional development supporting impact
- Subject leaders can articulate their curriculum development over time showing refinement of current curriculum in meeting children's learning need
- Subject leaders monitor their curriculum with progressively and sequential mapping to include vocabulary, core knowledge and skills
- Subject leaders regularly monitor, assess, and evaluate
- Subject leaders engage in professional development opportunities to further develop their capacity to lead effectively
- Subject leaders will work collaboratively in meaningful subject leader networks to share good practice and further develop knowledge and expertise.
- Subject leadership development will form part of performance development for teaching staff

Milestones:

By end of Autumn Term: 2024		By end of Spring Term: 2025		By end of Summer Term: 2025	
All subject leaders will have devised clear action plans for 2024 that are used to monitor and assess their subject termly.		All subject leaders will have met with relevant link governors to share action plans and review current progress through last 2 terms. Subject leaders will continue to access professional development opportunities. Subject leaders engage in high-quality research in relation to their subject leadership/curriculum		Subject leaders will monitor annual curriculum impact for their subject. All subject leaders will review the impact reflection set in 2024 to show increased refinement of subject coordination looking towards 2025/2026 development All subject leaders to have taken part in a deep dive into their subject with a Governor and explain all aspects of their work which the Gov can report back on in July FGB.	
All subject leads have refined their plans to show medium term coverage working with county support for professional development.					

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Curriculum maps show flight path for each subject Subject leaders articulate the vision for their subject offering support to their colleagues for planning development. Newsletters will have enhanced curriculum information to keep parents informed about children's learning. All Performance management reviews will have taken place for 23/24-year cycle into the development for tracking teacher impact through this academic year. Newsletter format changed to respond to parental feedback on more information regarding children's learning.		development and lead staff meetings to share knowledge. All subject leaders have built a network with local cluster schools. Parent workshops will support curriculum knowledge covering the children's learning to ensure a strong parent school partnership.		Annual action plans will be reviewed with targets set for 25/26 All subject leaders will have completed an impact log to capture the impact of their work across the year in their subject shown in curriculum files with evidence from pupils’ work showing increased depth of knowledge Parental feedback at the end of year shows increased understanding of the children learning experience	
<u>1 – Training, Resources and Support</u> External support from LA and Diocese to be continued following review in Spring term curriculum development. Focus on self-evaluation with all teachers to ensure combined understanding of subject impact. School improvement advisor mentor support to work with each teacher and curriculum lead running one to one support sessions for curriculum impact Network meetings to be scheduled by cluster Headteachers as part of the Upton group and wider partnership in Malvern group. Headteacher continues in role as Chair of Primary partnership to ensure school involved in wider strategic development of educational outcomes through Worcestershire Professional development for senior leads and head supports school progress			Autumn-Summer 2024- 2025 Autumn 2024 Termly Half termly NPQH NPSSendco	LA funded Staff meetings TED and staff meeting time School improvement advisor works to support NPQ’s funded by DFE	JW SIA JW JW/JV DO’S JW JV/JW

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Professional development for subject leaders in key specific areas for development <u>2 – Monitoring, Evaluation and Accountability</u> Ongoing link governor monitoring Teacher performance management (mid-point review and full cycle) Headteacher reports to governors	NPQ Behaviour and Culture NPQ maths leadership	Staff meeting time N/A	
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<u>Priority 1 Evaluation Autumn 2024</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
1.1	Leadership curriculum files reviewed during Autumn 2024 and information clear for progress in each subject with governor input Medium term plans added to ensure clear line of travel throughout each subject area SIA worked through each curriculum subject with clear development points for further enhancement of curriculum	Files are used on a regular basis for tracking whole school development and impact seen through each stage Governors use the files during School improvement committee meetings to monitor the progress and understand impact on children's learning in each area.	Curriculum files Performance management information Governor minutes of SIC committee SIA reports
1.2	Subject leaders have received input for curriculum subject and access to a range of training materials for support and have a plan to continue subject development for this year	Each subject area has clear structure and teachers understand what they are teaching and why Pupils know more, remember more, within each subject There is enjoyment in the learning process with pupils able to clearly articulate the subject being taught	Curriculum files and curriculum planning Pupil feedback Book trawls and monitoring data.
	Meeting with Local Authority Improvement Leads to develop curriculum delivery	All subjects have strong Medium-Term Plans with essential elements to communicate intent and implementation coherently and consistently Understanding of accountability and expectations of subject leaders clearly shared Deep understanding of the way action plans link to SDP and children's outcomes.	Developing Medium Term Plans CPD files Action plans clearly linked to SDP foci and impact described in terms of children's outcomes

1.3 To ensure the leadership of SEND and Pupil premium has impact for all pupils

Success Criteria:

- All send pupils are correctly identified and have clear targets set in individual provision maps catering for their specific need
- Progress of all pupils in SEND or those with pupil premium is in line with or above national expectations according to need
- Barriers in learning environment are reduced to ensure the environment works for the learning need
- Curriculum refinement and delivery according to SEND pupils explicit need
- Differentiation supports children's learning style and behaviour patterns
- Send and pp pupils are effectively and consistently challenged thus demonstrating increased pupil progress
- High expectations ensure achievement is positive and pupils make better than expected progress
- Attendance is high and given support through measures to support individual pupils needs such as flexible timetable or education off site

Milestones

Autumn Term: 2024		By end of Spring Term: 2025		By end of Summer Term: 2025	
• Send register shows the level of need and provision and area within school • All SEND/PP pupils clearly identified IPM updated. • Audit of SEND provision shows areas for development through school • Refine and embed monitoring procedures for SEND/PP pupils with all staff.		• Standards of teaching and learning are embedded through planning scrutiny, pupil discussion, teaching, pupil profiles and progress meetings resulting in accurate self-evaluation. • Measure and evaluate the impact of pupil outcomes, especially SEND/PP pupils, formulating actions to improve and secure increased and accurate self-evaluation and pupil outcomes.		• All send pupils on track to make the progress measures set in the IPM throughout school • Teachers have clear understanding for transition with send pupils • Positive feedback from parental questionnaire	
• Each teacher has a clear plan for the development of their send pupils' achievement. • Identify and access appropriate support/strategies and the use of outside agencies, if required, for SEND/PP pupils. • Parental input for SEND support shows confidence in SEND increased					

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Required Actions:	When:	Resources:	Lead:
<u>1 – Training, Resources and Support</u> SEND training run through SENDCO supporting different strategies for the children’s development in class SENDCO completing SENDco NPQ Emotion coaching for all staff Pupil Progress Meetings Reading, writing and maths check-in YR- Y6 Monitoring, including SEND/PP/LAC children Leadership participation in LA/Worcester University training: New Capabilities for Inclusion Local authority support for SEND at Upton .	Sep to Jul Termly Half-termly Weekly November 2024 Oct 2024	NPQ Dfe funded Local authority funded	

<u>Priority 1 Evaluation</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
1.1	Send provision set through school to ensure children’s individual targets are met	Children’s progress and achievement show development and improvement from baseline	SEND information for each child overall tracking
1.2	IPM set by teachers with support from Sendco	Pupils have clear targets and individual maps for learning achievement tailored for their needs.	Pupil progress meetings with SENDco and head Performance monitoring for professional development

1:4 To ensure all safeguarding practice is up to date and works to support the children in accordance with the latest DfE updates

Success Criteria:

- The safeguarding practice and procedures and Single Central Record are up to date and reflect outstanding practice.
- Security ID for all staff and visitors so that safeguarding practices protect the entire school.
- Safeguarding Governor works with school ensuring effective implementation of all safeguarding practices.
- There is a culture of safeguarding, and a supportive learning culture embedded throughout school for all pupil groups.

Milestones

Autumn Term 2024:		By end of Spring Term 2025:		By end of Summer Term 2025:	
• Update relevant policies and procedures. • Ensure that all staff have read and understood the updated policies. • Revisit safeguarding training with all staff • Ensure accurate and consistent recording of SCR and related administration. • SCR checked termly by Governor and Chair of Gobs checks in fortnightly head/chair meetings • Rigorous induction for new staff in practice and procedures.		• Continuous monitoring of SCR and related administration in combination with FGB checks • Rigorous induction for new staff in practice and procedures. Ongoing.		• Evaluate safeguarding policies and procedures for annual report	

Required Actions:

1 – Training, Resources and Support

KCSIE training for all staff
Prevent training for all staff
DSL training for lead safeguarding Headteacher and DSL supports leads Assistant head and deputy head.

When:

Resources:

Lead:

Sept 2024

JW

Priority 1 Evaluation

Ref no:	Actions Taken:	Impact:	Evidence Source:
1.1	Safeguarding training all completed in September following updates	All staff fully aware of the safeguarding procedures and how process needs to be followed	All documentation set and electronic record of the training alongside paper copies of the certificates
1.2	All DBS certification updated to be 3 years old or less and many staff now on the update service	All employees and regular visitors including GOvs covered by DBS and clear procedures for safeguarding of children	Safeguarding files in the office and the entrance porch demonstrate safeguarding culture and formal records

Priority 2 Quality of Education

**2.1 To ensure a robust curriculum is in place that has substance and depth in all areas and is accessible remotely
2.2 To ensure rapid attainment in all areas with key focus on maths and literacy**

Success Criteria:

- Curriculum is robust clearly set in all areas and will deepen children's knowledge over time
- All children will make at least expected progress and some accelerated progress from their starting points
- Teachers will deliver quality first teaching in all classes
- Behaviour management ensures there is no impact to learning
- Teachers will have a range of strategies to support quality delivery
- Knowledge to provide a rich curriculum providing children with the information they require at specific key stages
- Delivery of curriculum provides children with rich knowledge base in each subject

Milestones:

By the end of the Autumn Term: 2024		By the end of the Spring Term: 2025		By the end of the Summer Term: 2025	
• Curriculum map clear and well defined • knowledge organisers set to provide information for parents for autumn term 2024 • Medium term plans ensure curriculum coverage is focused on impact for children's learning • Professional development throughout year scheduled to support the learning in curriculum delivery • Action plans reviewed by subject leaders to ensure coverage of subject is underpinned by quality delivery • Classrooms reflect quality learning environment with the essence of the spiritual aspects of the curriculum interwoven • Learning walks demonstrate positive learning environments throughout school.		• Lesson observations and learning walks to ensure delivery has impact on children's progress • Book trawls and monitoring show deepening of subject knowledge in all areas • Tracking data shows impact on progress for all pupils		• -The shared pedagogical approach will be fully implemented across the school. • -Impact of adaptive strategy development will be evident in pupil outcomes across the curriculum.	

Required Actions:

<u>1 – Training, Resources and Support</u>		When:	Resources:	Lead:
• Staff meeting time set to build support in this area for quality of education through school • • LA External adviser to conduct 2nd full teaching and learning review, providing clear feedback		September 2024 onwards Nov 24	LA support	JW JV ED

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• Use Tom Sherrington’s Walk-Thru book for teachers as training facility • Action plans to show where development can support impact	Leadership meetings to focus on development strategy Two weekly meeting with Head/Chair Weekly head/Deputy ass head meetings	Time factor	JH county and TR Diocese JV initially JW follow up		
2 – Monitoring, Evaluation and Accountability • Ongoing leadership monitoring to focus on these areas • School improvement committee to monitor this area of development working with Head and Deputy • Pupil outcomes analysis to focus on performance of groups and impact monitoring through epiphany programme					
2.3To ensure that quality first teaching enables all pupils to make maximum progress from their given starting points 2.4 Sendco tracks interventions for pupils ensuring impact on progress measures 2.4 Pupils impacted by disadvantage given support to achieve positive learning					
Success Criteria: • Teaching throughout school provides challenge and meets the needs of all pupil groups • The learning environment is set up to ensure effective teaching supports learning • Teachers have a clear understanding of all pupils' needs and work to support learning through scaffolding techniques • All adults working within the classes support learning in a proactive and effective way					
Milestones:					
By end of Autumn Term: 2024		By end of Spring Term: 2025		By end of Summer Term: 2025	
• Class teaching provides the children with high quality learning experiences • The work within the children’s books reflects quality curriculum delivery • Progress is seen throughout the term towards key targets • Interventions will have been set by SENDCo who monitors impact on children through school • Whole school review of teaching and learning by the advisory team		• SENDCo will run monitoring weekly to assess quality of intervention provision • High quality teaching throughout each class will be seen or strategies for improvement put in place • Curriculum delivery impacts the quality of teaching providing inspirational learning opportunities • Tracking data shows children progress in line with or above expectations		• High quality delivery has seen significant improvement in children’s tracking data and achievement • Teachers show confidence with teaching • Children are given high quality learning experiences • Pupil progress in all areas for each class shows increase in tracking data assessment	

Required Actions:			When:	Resources:	Lead:
<u>1 – Training, Resources and Support</u> - NPQH followed by NPQSendco for DH - Collaborative time for Deputy/SENDCo and HT - Teacher Education Day time. Plus key staff meeting time - TA meeting time used to deliver training on intervention delivery			Weekly	interventions	JV
<u>2 – Monitoring, Evaluation and Accountability</u> -SENDCo will use release time to monitor intervention provision and quality -HT and SENDCo will monitor and evaluate quality of provision maps -SEND governor to monitor impact of this area of work.					
- New assessment schedule will support children's development through teacher's assessment judgements - The wider curriculum is implemented effectively, and teachers have confidence with delivery - Pupils' enjoyment of subjects is seen throughout, and behaviour is positive in all lessons		- Subject leaders will have reviewed action plans to ensure continuity of learning in their subject throughout school - Assessment shows children development on track for positive outcomes - Send children given specific support to ensure they can achieve through the wider curriculum		- The epithany assessment scheme will show successful tracking for the year - Children's progress in national data will show positive outcomes in comparison to data at autumn 24	
Required Actions:			When:	Resources:	Lead:
<u>1 – Training, Resources and Support</u> NPQ's training for some teachers and leaders				Funded NPQ's	JW

• Staff meeting time and Teacher Education Day time • Epiphany training • Release time for subject leaders <u>2 – Monitoring, Evaluation and Accountability</u> • Regular updates to be provided to school improvement committee and to link governors via subject leaders • Evaluation from external source Governor tracking with HT			JV JW
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Priority 2 Evaluation

Ref no:	Actions Taken:	Impact:	Evidence Source:
2.1	Curriculum work is clearly set and training shows pathway	Curriculum well accepted and delivery shows deepening of subject area	Tracking data curriculum files headteachers report to Gobs
2.2	Assessment procedures changed to support clear individual tracking	Clear tracking of children maintaining progress development	Epithany data
2.3			

Priority 3 – Behaviour and Attitudes

3.1 Ensure the Christian vision of the school is fully embedded throughout all aspects of school life

3.2 Pupils are ready to learn and their wellbeing is given priority to ensure they are happy and developing in confidence and resilience

3.3 School is a calm and happy place and children are ready to learn in a conducive learning environment

3.4 Pupils respect each other and the wider community

Success Criteria:

- The profile of our Christian distinctiveness and ethos is explicitly evident throughout
- Children understand the vision and values of our school and can articulate this clearly
- A deeper awareness of the spiritual essence of life supports positive behaviour
- Children are actively involved in all aspects of school and participate and lead collective worship
- There is a whole school shared approach to spirituality.
- 'British Values' exemplify the Christian nature of the school and are lived throughout the wider curriculum and community
- Key values are shared with all stakeholders within school which are disseminated through the curriculum and Christian ethos of the school.
- Goose ethos has impact on whole school team working
- SIAMS reporting demonstrates positive impact

<u>Milestones:</u>					
By the end of the Autumn Term: 2024		By the end of the Spring Term:2025		By the end of the Summer Term: 2025	
- Stakeholders have shared views on how school's Christian vision is lived and how this could be further developed. - Newsletters refined ensuring up to date information is given to the school community supporting the schools vision - Values for half term clearly set for the academic year - Behaviour policy supports key principles of values support achievement - Attendance policy is updated in line with new government ruling (1/9/2024) - Pupil self - led class assemblies show increasing confidence from pupils. - Positive Behaviour in line with ethos an intrinsic part of school life - Relevant policies make clear reference to vision - British values tie in with all aspects of school life		- Courageous advocacy fundraising by pupils for school external project shows success working with Midland's air ambulance charity - Values embedded with new format for awards towards team points - Experience whole school and class-based worship by Foundation Governors. - Monitor and evaluate worship by Governors through and the impact on pupils through pupil discussion/survey.		- Review planning regarding high quality spiritual experiences for all learners in all areas of the curriculum. - Monitor and evaluate high quality spiritual experiences across the school and with all stakeholders. - School community show positive behaviour and respect for all British values	

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Required Actions:			When:	Resources:
<u>1 – Training, Resources and Support</u> • staff and governors to access training via Diocese SLA • Time to be allocated for key development • Church community work with us to support the wider remit of school life within the community			Aut '24 for year	SLA purchased through Diocese at maximum level HT /DH time
<u>2 – Monitoring, Evaluation and Accountability</u> • FGB participation • parent/carers survey • SIAMS Evidence portfolio • Link governor monitoring.			Termly	

<u>Priority and Evaluation</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
3.1	Newsletter refinement shows curriculum work through each year group	Curriculum area of learning for each year group highlighted to give extra information to the parental community	Newsletter
3.2	Attendance is tracked daily and those with reduced attendance under 90% sent letters to ensure that action is taken.	Clear tracking to ensure all children attend school regularly and education is not impacted by the lack of attendance	Register data

Priority 4 - Personal Development

4.1 Children are given the support to flourish and develop in all aspects of their life

4.2 To support a range of wider curriculum activities to expand children's experience

4.3 To foster a love of outside learning and promote physical and mental health

Success Criteria

- Children are taught in a well-resourced classroom with a clear emphasis on trauma informed teaching
- Specific key activities will enable growth through the development of the forest school programme
- Wellbeing and personal development will be given high priority in all classrooms
- The school therapy dog Teddy will be used to support children's well-being and mental health providing a holistic and natural input
- School trips will be planned in a variety of venues to widen the children's experiences providing inspirational learning experiences
- All children will be ready to learn and given appropriate support if required
- Individual plans will ensure each child has a personalised well-being input if required
- Parents feel well supported and now how to get support for their children
- Behaviour policy and goose ethos ensures positive team support working

Milestones

By the end of the Autumn Term 2024:		By the end of the Spring Term 2025:		By the end of the Summer Term 2025:	
• Classroom environments will support the learning needs of all children • Classrooms are well set up and conducive to all learning styles • Displays will work to support learning with calm and reflective areas • Forest school programme works in key classes to support children's learning • Teddy has a timetable for key sessions with specific children working through playtimes to provide wellbeing provision. • Classrooms will facilitate provision for children to share worries • Celebration assemblies share children's success with parents • Mindsafe programme effectively supports pupils • Staff use emotional literacy and ensure children are given the support they require to access learning • Regular meetings with Sendco and TA's ensure that any behaviour concerns in school have support and strategies are given to impact educational outcomes		• Parents have confidence in the school and parents' sessions are well attended		• School trips during the year provide children with a deepening knowledge of key curriculum areas and broaden the wider curriculum experiences • Children are happy and behaviour is positive with children showing the goose ethos throughout • Children's learning is underpinned by a deep-rooted understanding of emotional well being	

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- Trauma informed training provides clear scaffold for how children need to develop - Parents evenings have responsive attendance and support pupil wellbeing				
Required Actions:			Time:	Resources:
<u>1 – Training, Resources and Support</u> Staff CPD on cognitive overload.			Review autumn 2024	Walkthrus Behaviour policy and guidance from TISUK
<u>2 – Monitoring, Evaluation and Accountability</u> Activity log on Mindsafe reviewed termly Learning walks and support given for write ups on Forest school Attendance to parent evenings and assembly monitored			Dec 24 Aut 2024	JV JV JV SG JW SG

<u>Priority 4 Evaluation</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
4.1	Staff CPD on cognitive overload and how simpler environments are beneficial to learners	Reduced visual clutter in classrooms	Learning walks
	Mindsafe training for staff	Timetabled time for children to access Mindsafe across the school	Activity log on Mindsafe
	Timetable for therapy dog shows where impact supports pupil participation	Increased regulated periods for those children.	Comparative engagement levels.
	Behaviour scripts to support teaching assistant work	Children have an increasingly predictable response from all adults in school	Children return to a regulated state much quicker.
	Links with wellbeing, nature and emotional literacy are made explicit in Forest school session plans	Sessions are consistently focused on best outcomes for children	Weekly write ups of sessions shared on website.

