

# *Willowbrook Primary School*

## School Development Plan

2024-2027



*'Each Working For All*

# AGENDA

The meeting will focus on the following aspects:

- What is a School Development Plan and why do schools have them.
  - How a school Development Plan is devised.
  - Governors and their role including monitoring.
  - Share the priorities.
  - Parents input (WWW/EBI)
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# WHAT IS A SCHOOL DEVELOPMENT PLAN AND WHY DO SCHOOLS HAVE THEM.

- **Improvement in Pupil Outcomes:** The SDP helps us as a school to focus on specific areas of improvement, such as raising academic performance, enhancing learning experiences or addressing gaps in achievement.
- **Clear Vision and Goals:** It provides a clear roadmap for the school's future, aligning short-term and long-term objectives with the school's mission and vision.
- **Resource Allocation:** An SDP helps in effectively allocating resources (financial, human, and material) to the most critical areas needing development, ensuring that improvements are targeted and sustainable.
- **Monitoring and Accountability:** The plan serves as a tool for monitoring progress and holding staff, leadership, and stakeholders accountable for achieving the set goals. It provides measurable targets and timelines to track success.
- **Stakeholder Involvement:** By involving teachers, parents, pupils and the broader community in the planning process, the SDP ensures that everyone is working towards common objectives and that the school meets the needs of its stakeholders. Actions from the Ofsted inspection are included.
- **Continuous Improvement:** An SDP fosters a culture of reflection and continuous improvement, encouraging the school to regularly assess its practices and outcomes to adapt and innovate where necessary.

# HOW A SCHOOL DEVELOPMENT PLAN IS DEvised.

A **School Development Plan (SDP)** is created through a few key steps:

- ▶ **Review Performance:** The school looks at its current results, attendance, local authority/ government agendas and outcomes of internal monitoring, to understand what is going well and where improvements are needed.
- 1. **Set Priorities:** Based on this review, the school decides on the most important areas to focus on, like improving teaching, pupil support or facilities.
- 2. **Create Goals:** The school sets specific, clear goals for what it wants to achieve, making sure these are realistic and measurable.
- 3. **Plan Actions:** For each goal, the school develops a plan, outlining the steps needed, who will be responsible, what resources are needed and when it will be done.
- 4. **Involve Stakeholders:** The school consults with teachers, parents, pupils and governing bodies to make sure everyone supports the plan and has input.
- 5. **Implement the Plan:** The school puts the plan into action, ensuring everyone knows their role.
- 6. **Monitor Progress:** The school regularly checks progress, making adjustments as needed and reviews the plan each year.

This process helps ensure the SDP is effective and leads to real improvements in the school.

# GOVERNORS AND THEIR ROLE INCLUDING MONITORING.

- ▶ The **role of school governors** in the School Development Plan (SDP) is crucial for ensuring that the plan is well-crafted, effectively implemented, and aligned with the school's long-term goals. Here are the key roles governors play in relation to the SDP:
  1. **Help Create the Plan:** Governors provide input on the school's goals and priorities when creating the SDP.
  2. **Approve the Plan:** They review and approve the SDP to make sure it's realistic and aligns with the school's vision.
  3. **Monitor Progress:** Governors regularly check if the school is meeting the goals set in the SDP and ask questions if things aren't on track.
  4. **Oversee Budget:** They ensure that the money needed to implement the SDP is available and spent wisely.
  5. **Support and Challenge:** Governors support the school staff but also challenge them to ensure continuous improvement.
  6. **Engage with the Community:** They make sure the SDP reflects the needs and views of the school community, including parents and pupils.

## Ofsted Key Priority: – To Improve the Quality of Education

### Objective 1

To raise attainment across Key Stage 1 in phonics so that all children achieve the expected standard.

Y1 2024-25

### Little Wandle

- All schools priority.
- Training for all new staff on our Little Wandle Scheme. Ensuring clear expectations.
- Continual updates from the Reading Lead.
- SEND training for all LSAs
- Interventions for pupils
- Assessments are in place and monitored by the reading lead.
- Reading leader network meetings.

## Ofsted Key Priority: – To Improve the Quality of Education

### Objective 2 Y1-3 2024-27

To further improve achievement and standards in writing including handwriting, spelling, punctuation and grammar so that these are applied accurately in pupils' writing across the curriculum.

#### Punctuation and Grammar

- Embed a consistent approach to planning and teaching of writing.
- Writing lead network meetings.
- Writing moderation – internal and external.
- Staff shared expectations on writing.

#### Spelling

- Training for new staff.
- Writing lead monitoring.

#### Vocabulary

- Writing lead to develop a strategy to make classrooms more vocabulary rich linked to writing.

#### Handwriting

- All staff reminders of our scheme.

## Ofsted Key Priority: – To Improve the Quality of Education

### Objective 3 Y1-3 2024-27

To develop the assessment and tracking of foundation subjects so that subject leaders better understand the attainment and progress of foundation subjects and can support teaching through the school.

- To implement the use of a topic front sheet which includes vocabulary, pre-assessment and post assessment in line with the current Science format.
- Develop foundation subject leader's knowledge of subject including CPD from outside agencies.
- Subject leader input on areas within the SDP.
- Monitoring and evaluating data, gaps – action plans.
- Agree structure of lessons to ensure consistency for all subjects.
- Revisiting prior knowledge.
- Developing evidence base version to monitor subjects without books.

## Ofsted Key Priority: – To Improve the behaviour and attitudes of all Pupils

### Objective 4

To develop the school's behaviour policy and practice in line with the TPP approach.

Y1 2024-2025

- Train all new staff on TPP.
- Update schools behaviour policy in line with TPP.
- Introduce a way to support parents in understanding TPP.
- Introduce play leaders.
- Set up lunchtime clubs.
- Embed the use of the Zoned areas on the playground.

**Ofsted Key Priority: – To Improve the personal and development of all pupils**

**Objective 5**

**Y1 2024-2025**

Embed all new schemes of work that were introduced in 2024.

- To continue investigating ways of tracking R.E, music and P.E.
- Implement P.E tracker tool.
- Training for staff on new schemes.
- Vocabulary overviews/knowledge planners.

**Ofsted Key Priority: – To Improve the personal and development of all pupils**

**Objective 6**  
**Y2 – 2025-2026**

To develop the Children's Health Project so that the school promotes a healthy lifestyle and deepens pupils knowledge and understanding of health and wellbeing.

- Training on the Children's health project.
- Launch.
- Monitor impact.

## Ofsted Key Priority: – To develop the leadership and management of the school

### Objective 7 Y1-3 2024-27

To build leadership capacity at all levels, through appropriate training, coaching, mentoring and professional development and ensure their action plans show exactly what will be done to raise standards to help leaders and governors to check progress.

- Deep dives.
- Planning.
- Audit of resources.
- Monitoring – joint observations, internal and external.

**Ofsted Key Priority: – To develop the leadership and management of the school**

**Objective 8  
Y1 - 2024/25**

To adopt a rigorous and comprehensive induction for Early Careers Teachers in their 2<sup>nd</sup> year, which includes a pedagogy programme.

- Collaboration with Chafford Hundred Teaching School hub.
  - Support provided bi-weekly mentor meetings, observations, training.
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# Feedback from Parent School Development Meeting

## 10.9.2024

Ofsted Framework	Objective	What's Working Well W.W.W.	Even Better If E.B.I.
To Improve the Quality of Education	2	<ul style="list-style-type: none"> <li>Reading across the school.</li> <li>Work with me sessions, parent coffee mornings, curriculum workshops, as these help parents understand how they can help their child/children at home and reinforce what happens at school.</li> </ul>	<ul style="list-style-type: none"> <li>Timings of workshops i.e. Phonics is good but could we think about some virtual meetings - twilights.</li> <li>Reminding parents of the Little Wandle website.</li> <li>Could the work with me sessions be added to the website?</li> </ul>
	3	<ul style="list-style-type: none"> <li>STEM workshops in Science and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage more engineering opportunities for children.</li> </ul>
To Improve the personal and development of all pupils	5	<ul style="list-style-type: none"> <li>Science Club – inviting parents in to discuss about their job roles.</li> <li>Variety of clubs is great – particularly clubs like karate that pupils may not otherwise be able to attend.</li> <li>R.E has been well received and the children are actively talking about this subject at home.</li> <li>Sports coach at lunchtimes is working really well.</li> <li>TPP has been well received by the parents.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing children further to feel confident to compete in Shenfield Partnership events.</li> <li>Involving parents to support coaching/clubs</li> <li>P.E is better facilitated in other schools. Could we use resources better – understanding that we are a one form entry not 2.</li> <li>Parents having advanced notice, when feasible, of when P.E events are taking place outside of school, to help pupils prepare, particularly those that are more anxious.</li> </ul>
	6	<ul style="list-style-type: none"> <li>Health is really starting to come through – children are talking to parents how to eat healthy etc.</li> </ul>	