



School Development Plan

September 2024-2025

OUR PERFORMANCE AND RESULTS 2024

EYFS Good Level of Development

EYFS	Elmgrove	National
Good level of development	73%	

Year 1 phonics check

Year 1	National 2024
83%	79%

Year 2 phonics check

Year 2 summer 2024	National 2024
82%	

Key Stage 2 (Year 6) SATS Results *without disapplication

	Elmgrove		National 2024	
	EXP	Higher scaled score	EXP	Higher scaled score
GPS	69	32%	72%	
Reading	62	24%	74%	
Writing	72	5%	72%	
Maths	79	25%	73%	
Combined RWM	56	5%	61%	

SCHOOL CONTEXT SEPTEMBER 2024					
Number of pupils on roll	806* Sept 2024	Number of pupils eligible for pupil premium (Years 1-6)	115	Number of pupils with an education, health and care (EHC) plan	33 **
		Most recent Ofsted grades September 2023	Good	Percentage of pupils with English as an additional language (EAL) (Years 1-6)	72%
Overall absence 2023-2024	3.6%	Persistent absence	21%		
Key Ofsted actions from last report September 2023	<p>The school must make sure that all staff, including support staff and those who teach in key stage 2, provide all pupils with effective support to develop their reading fluency.</p> <p>In some foundation subjects, the school’s curricular thinking is not well developed. It does not identify clearly the key knowledge and skills that pupils need to build from early years to Year 6. The school should ensure that subject leaders continue to develop their knowledge and subject expertise and bring about further improvements in how the curriculum is delivered and assessed.</p>				

Proposed improvements over the next 3 years:

- EYFS outdoor area
- Curriculum areas to be developed next computing, history and geography
- Playground equipment
- Music provision

Leadership & Management

- To establish a robust succession planning process that identifies, develops, and prepares future leaders within the school, ensuring continuity and sustained leadership excellence.
- Complete a feasibility study for developing the learning spaces and investigate funding streams for this
- Change assessment tracking from Insight to Arbor

Quality of Education

- Attainment in reading and writing is improved
- To ensure teaching and learning enables disadvantaged, bottom 20% and SEND pupils to improve their outcomes
- Provide a challenging curriculum with high quality effective teaching and feedback

Inspiring and Nurturing
Lifelong Learners

Outcomes for All Pupils

Behaviour & Attitudes

- Reduce the number of bullying incidents
- Ensure consistency in dealing with behaviour across the school
- Reduce the persistent absence figure and ensure attendance is broadly in line with national figures

Personal Development

- Develop the role of the House Captains and widen the opportunities within house system for pupils
- Engage with the wider community and develop outdoor learning opportunities

Leadership and Management

Objective	Action	Lead	Success Criteria (Feb 2025)	Success Criteria (July 2025)	Support required / time / cost	Evaluation
To establish a robust succession planning process that identifies, develops, and prepares future leaders within the school, ensuring continuity and sustained leadership excellence	<p>Offer mentoring, coaching, and leadership courses through the implementation of "stretch assignments" where staff can lead projects or initiatives to build experience.</p> <p>Provide opportunities for potential leaders to shadow current leaders and participate in job rotations by pairing potential leaders with experienced mentors to guide their development, provide feedback, and build their confidence, giving them hands-on leadership experience.</p> <p>Ensure clear documentation of key responsibilities, challenges, and ongoing initiatives to maintain continuity with a structured process for leadership transitions, ensuring that leaders can pass on knowledge effectively to incoming ones.</p>	<p>HT</p> <p>DHT</p> <p>AHT</p>	<p>Successful completion of relevant courses</p> <p>Staff Survey Results</p>		<p><i>Cost of supply cover for meeting with SIP X3 a year</i></p> <p><i>Leadership time cover</i></p> <p><i>Course / training costs</i></p>	
To complete a feasibility study for the development of an additional learning space	<p>Determine the primary goals of the new space then develop design sketches, concepts and cost projections for the project</p> <p>Identify potential funding options including grants, fundraising</p> <p>Identify risks for the project and record on a risk register</p>	<p>SBM</p> <p>Site Staff</p> <p>HT</p>	<p>Create a clear presentation that highlights the study's key findings and recommendations for decision-makers (school governors, LAs, etc.)</p>		<p><i>SLT time</i></p>	

<p>To continue to develop the role of teaching assistants to foster independent working for SEN pupils and improve outcomes for all pupils with SEND</p>	<p>Provide specialist training for TAs in relation to facilitating independence - PINS project</p> <p>Peer observation of TAs to focus on SEND strategies and sharing good practice</p> <p>Reflective practice with the Assistant Inclusion lead for TAs</p> <p>TAs to be involved in support plan documentation for targeted pupils</p>	<p>Inclusion team</p> <p>CT</p> <p>TAs</p>	<p>Lesson Observation feedback</p> <p>Termly assessment reviews to compare planned vs. actual progress.</p> <p>Adjustments made based on data analysis.</p>	<p><i>Leadership time cover</i></p> <p><i>Course /training costs</i></p> <p><i>Costs for Picasso room set up</i></p> <p><i>Specialist outreach support costs</i></p>	
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Quality of Education

Objective	Actions	Lead	Success Criteria (Feb 2025)	Success Criteria (July 2025)	Support required / time / cost	Evaluation
Attainment in reading and writing across the school is improved and progress accelerated	Ensure that teaching of RWI phonics continues to be consistent with regular assessments of students in phonics and that these assessments identify children in need of catch-up tutoring across EYFS and KS1.	SM/BR/KR All Staff	Learning walks and visits by English Hub and RWI will show this. Pupil progress meetings show that all children are making progress in phonics. Analysis of data will also show that children are making progress.		<i>Cover costs for strategic leads RWI/Literacy Hub visits termly</i>	
	Provide regular coaching and training for staff who are delivering phonics teaching to students.	SM/BR/KR All staff	Training records will show that staff have been coached. RWI visits and English Hub will validate this.		<i>Cover costs for Literacy Leads to complete weekly training</i>	
	Ensure that all students in KS2, who need phonics teaching are provided with opportunities to plug the gaps in their knowledge.	SM/BR/KR	Pupil Progress meetings will show that children in KS2 have made progress in phonics.		<i>Literacy budget books</i>	
	Ensure that all students read regularly at home or at school. YGL to monitor reading within their year group.	KV/SM All staff	Pupil voice will show that majority of children enjoy story time and reading in class and at home. Children will read more in reading lessons and Oxford Owl and Oxford Reading Buddy			

	<p>Improve attitudes to reading by focusing on Reading for Pleasure. Ensure as part of this, that children are read aloud to every day in school in all years.</p>	<p>All staff YGL</p>	<p>will show children are making progress and reading regularly.</p> <p>Progress in reading is good in all year groups</p>		
	<p>Ensure that the books we read to children are high quality but also diverse and reflect the school community.</p>	<p>SM/KV/BR All staff</p>	<p>Reading Rivers and writing text will be diverse and writing outcomes will show features and language of the texts taught.</p>		
	<p>Improve comprehension in reading with a focus on vocabulary, inference and retrieval.</p> <p>Improve the fluency of readers in all year groups.</p>	<p>All staff BR/KV/SM</p>	<p>Whole school reading lessons will focus on skills. Observations, book trawls and assessments will show that children are making progress towards their targets.</p>		
	<p>Improve assessment in Reading at KS2 to ensure that judgements are correct and consistent across the phases</p>	<p>All staff BR/KV/SM</p>	<p>Moderations of reading will show that judgements of reading are correct consistent.</p>		
	<p>Continue to improve spelling in KS2 and ensure that children are actively taught spelling strategies.</p>	<p>KV/SM</p>	<p>Regular spelling lessons will be planned and taught with regular tests. Monitoring of books will show spelling is improved and that spellings are transferable.</p>		

	<p>Ensure grammar is planned and taught across the school and that there is evidence of the grammar taught in writing lessons.</p> <p>Improve editing and improving of work in the school so that children are increasingly independent in improving their work as they move up the school.</p>	<p>KV/SM</p> <p>KV/SM/BR</p>	<p>All unit overviews will include grammar and there is evidence in books and in writing books that the grammar is being used.</p> <p>Evidence in planning shows that children are being taught to edit and there is evidence in books.</p>		
<p>To ensure teaching and learning enables disadvantaged and SEND pupils to improve their outcomes</p>	<p>Implement individual support plans and review termly with scalable goals.</p> <p>Use data tracking systems to monitor pupil progress with regular reviews and adjustments to support plans</p> <p>Host workshops to educate parents on supporting learning at home.</p>	<p>Class teachers</p> <p>All staff</p> <p>TAs</p>	<p>Support plans and lesson observations will show that advice from external professionals has been actioned and reviewed/adapted regularly.</p> <p>Increased % of pupils engaging in home learning. 80-85% of the children are on track to meet their end of year targets</p> <p>QFT shows lesson observations where pupils, on the whole, are not taught together but rather adaptations are made to ensure groups and individual needs are</p>	<p><i>Staffing cost of TAs</i></p> <p><i>Training costs – Assistant Inclusion Lead</i></p>	

			catered for including opportunities for challenge for all learners		
Provide a challenging curriculum with high quality effective teaching and feedback	<p>SLs to attend targeted training, workshops and cluster subject leader meetings and later review impact on their subject knowledge.</p> <p>SLs to develop assessment tools to update key skills/knowledge across the curriculum, including subject peer reviews with cluster/other subject leads and monitor how links are made in their subjects across key stages.</p> <p>Curriculum lead to develop strategic plan for specific subject development in Computing, History and Geography</p> <p>New SLs to be mentored by existing SLs in school.</p> <p>Evidence in planning of pre-teaching vocabulary and knowledge organisers across the key stages with knowledge-based questions followed by analytical, to show development.</p> <p>SLs to create banks of high-quality texts to support teaching of their subject at an age appropriate level.</p> <p>To develop opportunities for enrichment and visits within the subject including the use of games and low stakes quizzes to remember more in subjects while using a multisensory approach to the subject.</p>	<p>Curriculum Lead</p> <p>SLs</p> <p>SLT</p> <p>Class teachers</p>	<p>Planning/teaching documentation shows evidence of vocabulary and text lists created for all subjects.</p> <p>Pupil voice shows that pupils know more and can remember more than last time</p> <p>Over 50 % of pupils say they enjoy the subject and clearer evidence of progression in books across the school.</p>	<i>Cover time £300 a day</i>	

Behaviour & Attitudes

Objective	Action	Lead	Success Criteria (Feb 2025)	Success Criteria (July 2025)	Support Required/ time/cost	Evaluation
To reduce incidents of bullying in schools	<p>Increase supported lunchtime activities for targeted pupils</p> <p>Training for SMSAs on behaviour triggers, ADHD and ASD strategies and understanding</p> <p>Training for adaptive strategies in teaching for all staff</p> <p>Regular teacher liaison with PPA staff and teachers to develop consistent behaviour expectations</p>	<p>SLT DC SMSA PPA staff</p>	<p>Low level disruptions in the classroom are reduced</p> <p>Pupil survey states that more pupils behave well in lessons than pupil survey results from 2024 (61%)</p>	<p>Behaviour for learning is good in all lessons</p> <p>Pupil survey states that more pupils behave well in lessons than pupil survey results from 2024 (61%)</p> <p>Number of bullying incidents on CPOMS is reduced</p>	<p><i>BeActive costs</i></p> <p><i>Costs for new playground equipment</i></p> <p><i>Staffing /training costs</i></p>	
To ensure consistency in dealing with behaviour across the school	<p>Revise behaviour expectations across the school with all staff and parents</p> <p>Train all staff on the agreed behaviour management system, including how to respond to different levels of behaviour.</p> <p>In weekly staff meetings to discuss challenges of behaviour, ensure consistent implementation, and adjust strategies if necessary.</p>	<p>SLT DC SMSA PPA staff All staff</p>	<p>Low level disruptions in the classroom in lessons are reduced</p> <p>Behaviour for learning is good in all lessons</p> <p>Pupil survey states that more pupils behave well in lessons than pupil survey results from 2024 (61%)</p> <p>Pupil survey states that % of pupils who believe that bullying takes place but teachers are really good/good at</p>	<p>Staffing / training costs</p>		

	<p>Involve pupils in defining behaviours through assemblies or classroom discussions to encourage ownership and responsibility.</p> <p>Establish programs like peer mediation where pupils help resolve minor conflicts with the guidance of staff.</p>		<p>resolving it is increased from 64% (2024 figure)</p> <p>Successful peer mediation programme runs at lunchtimes</p>			
<p>Persistent absence rate is lowered</p>	<p>Class teachers to review absence and have on YG weekly agenda and target families accordingly. Have parent meetings to support attendance</p> <p>New Family Liaison officer to monitor the PA attendance figures and meet with parents, carry out home visits where necessary</p> <p>Continue use of website to alert families to weekly class attendance. Ensure all families are aware of new attendance guidance from the DFE</p> <p>Senior attendance champion attending all updates attendance self-evaluation sessions from LA</p>	<p>HT SLT DC All teachers Office Team FLO</p>	<p>Attendance is on track to be improved and more in line with national figures</p> <p>Persistent absence rate is lowered</p>	<p>Attendance is in line with National data</p> <p>Persistent absence rate is lowered</p>		

Personal Development

Objective	Action	Lead	Success Criteria (Feb 2025)	Success Criteria (July 2025)	Support Required/ time/cost	Evaluation
Develop the house point system across the school	<p>Class teachers to communicate weekly via dojo app to encourage parent participation</p> <p>House events to be set up termly as voted for by children in a wide variety of areas e.g. sports, arts</p> <p>Summer term shadowing of House and Vice Captains for elections for next year and half Termly House and Vice-Captain meetings with HT/Y6 Lead</p>	All staff PE lead BeActive	House point system is embedded across the school and children have maintained the enthusiasm for it (shown in Pupil Survey results)		<p>Sports premium money</p> <p>BeActive extra cover for House Events</p> <p>PE budget</p> <p>PP funding</p>	
Engage with the wider community and develop further outdoor learning opportunities	<p>Establish a Family Liaison Officer role to build relationships with local business and families – Children’s Centre</p> <p>Recruit more members of the PSA to organise community events</p> <p>Investigate additional local offers for outdoor / extra-curricular sessions through Young Harrow Foundation / Children’s university details</p>	<p>SLT FLO</p> <p>PSA</p>	<p>FLO recruited by December 2024</p> <p>Increase in PSA team</p>		<p>Salary for FLO</p> <p>Cover costs for teachers for PSA events if required</p>	