

# SCHOOL DEVELOPMENT PLAN: SPRING PRIORITIES

Explore 

Prepare 








Deliver 

Sustain 

**REVIEW**










## 1 SAFEGUARDING

- Update risk assessments for Spring Term reviews  
- Review safeguarding Q's of the week - staff voice 
- Ensure all appointed staff have up to date training - inc. new appointments & additional training 
- Change to MCAS from Parentmail - support staff & parental access 
- Update CPOMS users to reflect current staff 
- Check SCR for any flags 

## 2 INCLUSION AND SEND

- Update SEND registers  
- APDRs reviewed and new cycle started in place for all children SEND support and watchlist  
- EHCP reviews completed 
- Individual Health Care Plans updated 
- 'At a glance' document circulated 






## 3 CURRICULUM AND TEACHING

- Review Subject Action Plans (EYFS / NC)  
- Implementation of 'Curious Quests' writing in KS1 class alongside Drawing Club in EYFS  
- Continue to implement Little Wandle phonics and fluency for those 'off phonics'  
- Science mixed-age curriculum planning mapped out 






## 4 ACHIEVEMENT

- PPM meetings, including target setting (ambitious and accessing FFT data)  
- Plans in place for children requiring additional support or challenge  
- Maths assessment review in KS1 









## 5 ATTENDANCE AND BEHAVIOUR

- Share attendance policy with stakeholders  
- Attendance reviews with parents of children >95%  
- Embed school expectations of Stay Safe, Show Respect, and Engage  
- Pupil Voice - reporting on feeling safe and happy.  
- All staff model high expectations for behaviour  







## 6 PERSONAL DEVELOPMENT & WELLBEING

- Pupil Voice - My Happy Mind 
- Continue to embed Picture News to support understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain - review with staff & pupil voice  
- Share Wellbeing Charter with Pupils, Staff, and Families  







## 7 EARLY YEARS

- Ongoing CPD - "What makes an effective interaction?"  
- Timely assessments and set next steps for individual children  
- Deliver targeted group support identified from assessments  
- Behaviour - zones of regulation cards to support self-regulation  

## 8 LEADERSHIP & GOVERNANCE

- Gather staff views for SDP, SEF and CPD  
- Update SDP and SEF  
- Develop CPD schedule for Spring term and beyond - to include HoS and subject lead training  

## 9 CHRISTIAN DISTINCTIVENESS & SIAMS

- Meet with Church / school group to review last term / plan for this term  
- SIAMS prep day with Paul Marvin - Dioces  
- Pupils to plan and lead CW each term  

## 10 DEVELOPMENT OBJECTIVES

- Strengthen assessment and monitoring to inform planning, improve teaching quality, and enforce the marking policy
- Improve writing outcomes across all year groups
- Support the lowest 20% of readers to make accelerated progress
- Review, implement and embed assessment and interventions for maths
- Ensure a well-sequenced curriculum with clear goals, building on prior learning across the school