



*LUNSFORD PRIMARY SCHOOL
DEVELOPMENT PLAN
2024/25*

| <i>Quality of Education</i> | <i>Behaviour and Attitudes</i> | <i>Personal Development</i> | <i>Leadership & Management</i> |
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| <p><i>Long Term Focus - A rich, exciting and engaging curriculum is delivered through good and outstanding teaching</i></p> <p>Pupil Achievement Close gaps to national in all KS2 outcomes.</p> <p>Ensure in particular that reading provision across the school is maximizing pupil's progress.</p> <p>Put in place robust plans to support 2024/25 Y1/Y2 and Y6.</p> <p>Prioritize diminishing the difference for SEND Support</p> <p>Improve outcomes for mid-phase admissions with particular focus on PP/EAL/ SEND</p> <p>Assessment Continue to review and implement an effective and purposeful assessment system for the foundation subjects. Link with L&M targets.</p> <p>Curriculum Prioritize the continued development of cultural capital, particularly enhancing the curriculum through increasing trips, fieldwork and visitors.</p> <p>Reading To continue to promote reading throughout the school</p> <p>Writing To review and implement revised writing scheme in order to improve outcomes in writing across both key stages.</p> | <p><i>Long Term Focus - To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well being of each and every individual is a priority.</i></p> <p>Attendance Urgently reduce persistent absenteeism.</p> <p>Behaviour Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including the classroom/ break/ lunchtimes</p> <p>To ensure pupils consistently have highly positive attitudes and commitment to their education; they demonstrate the school's core values.</p> <p>Review data analysis using CPOMS, pupil surveys/ parent surveys/ staff surveys</p> | <p><i>Long Term Focus -To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the school and the wider community.</i> <i>To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</i></p> <p>Pastoral support Close attention to pupil's social and emotional needs and well-being is embedded within the school culture, led by a strong Wellbeing Team and supported by a range of initiatives including Nurture UK programme.</p> <p>Pupils' physical and mental health and well being Ensure a balanced and healthy lunch provision including a focus on healthy eating and including wraparound care.</p> <p>At achieve or work towards achieving Healthy Schools Gold Award</p> <p>Outdoor Learning/ Inspiration Days/ Extra Curricular provision Continue to increase in participation of lunchtime and after school clubs offer especially in selected groups (SEN/ PP).</p> | <p><i>Long Term Focus- School Development continues and every stakeholder makes a significant contribution for leading change</i></p> <p>Senior and Middle Leadership Continue to develop Senior and Middle leaders to enhance outcomes for the school and distributive leadership.</p> <p>Middle leaders support school improvement providing direction, guidance and expertise in their area.</p> <p>Subject leaders are able to talk confidently about standards across the school in their subject, including identification of any vulnerable groups, what is in place to support them, and what impact this support is having.</p> <p>Embed Quality Assurance Reviews in subjects to drive high quality outcomes across foundation subjects</p> <p>Assessment To continue to rigorously monitor the effectiveness and impact of assessment information upon pupil progress with a focus on Bottom 20%/SEN/PP/DD</p> <p>Leaders ensure that all staff make effective use of assessment information to adapt learning across the curriculum for all pupils</p> |

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| <p>Prioritize a particular focus on quality, content and stamina in writing.</p> <p>Science Achieve Quality Mark for Science</p> <p>EYFS/KS1/KS2 OUTCOMES</p> <p>At the end of the EYFS, a provisional target of 70% has been set for the number of children to receive a Good Level of Development.</p> <p>At end of KS1 at least 65% of children to achieve an expected level of attainment in RWM. – 65.5% Combined RWM KS1</p> <p>At KS2 50% of children to achieve expected levels in Reading, Writing and Maths. 60% in each separate subject</p> <p>Phonics 82% pass rate of Phonics Screening test with 90% passing phonic screening test in Y2</p> | | | <p>Engagement of wider school community Improve opportunities for parents/ carers to engage with school life and each other.</p> <p>Parents have an accurate understanding of their child's attainment and progress and understand how they can support their child at home with an increase in participation and attendance at School Curriculum Parental Workshops</p> <p>Staff Development and Training Programme of CPD for new subject leads in place. Structured high quality CPD – of which staff are given joint ownership – which is tailored to the needs of both the individual and the culture and direction of the school.</p> <p>Wellbeing Staff feedback around well-being is collated and analysed by the Senior Leadership Team;</p> <p>Staff well-being working party continues to support the reduction of workload and enhancing wellbeing.</p> <p>Governors have succession plan in place.</p> |
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| 5. Effectiveness of the Early Years Provision: Quality & Standards | 6. Highly Effective use of school resources. |
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| <p>HIGH EXPECTATIONS IN CURRICULUM AND OUTCOMES THROUGH IMPLEMENTATION OF EYFS FRAMEWORK.</p> <ul style="list-style-type: none"> Promote engagement with and use of Tapestry by parents/carers, and leaders across the school, as a quality record/ indicator of learning. Strengthen the use of the outdoor learning area, across EYFS, so that provision is exemplary and best practice is developed Specifically promote attendance within EYFS so that children attend school regularly and attendance, within this phase of learning, matches the rest of the school. Provide support for EYFS staff so that they are skilled in the early identification of SEND and that they can adapt the curriculum effectively and ensure effective and timely interventions. | <p><i>Long Term Focus - Full value for money is achieved and resources are used effectively</i></p> <p><i>Premises</i> <i>Work closely with agencies to reduce energy costs and emissions</i></p> <p>Investigate and secure further sources of funding to support additional projects in school: Development of Forest School Learning Area and Wellbeing areas</p> <p>To ensure value for money from funding:</p> <ul style="list-style-type: none"> PE Sports Premium Pupil Premium |

Ofsted recommendations:

Some staff teaching phonics do not model sounds with complete precision. This means that some pupils may not learn to decode accurately to become fluent readers. Leaders should ensure that all staff model sounds with complete accuracy to help all pupils achieve well in reading.

In some areas of the curriculum, assessment is not fully embedded. Teachers may not fully know what pupils have learned and what still needs to be taught. Teachers must ensure that assessment is used effectively in every subject to ensure that pupils know and remember more across the whole curriculum.

