

Wellsprings Primary School Development Plan 15 September 23

Quality of Education Section 1

Priority	Key Targets	Key Actions	Who Leads/ Supports	Milestones	Success criteria	Evidence (monitoring)	Impact
Improve teaching, learning and assessment further by: - re-evaluating the curriculum for learners to deepen their knowledge and breadth of skills, (such as research, analysis and observation) consistently in other subjects, particularly science.	Key Target 1.1 Assessment – To implement an effective and purposeful assessment system for the core and foundation subjects.	To provide an overview of how the school records assessments outcomes for every subject . This should be subject specific and meet the context of the learning that takes place in each subject. This information will be included in our revised Assessment policy .	LJ/ CL ML Subject Leads	Subject leaders to review current arrangements- T1 2023 A revised Assessment Policy will be completed and shared with staff- T1 2023	Our assessment data is used to identify gaps in learning Subject leaders are aware of learner progress in their subject across the school	Curriculum books Observation of interventions and lessons Environment walks Learner Progress Meetings Work scrutiny Learner interviews	
		The Assessment lead will identify (with support) any resources that will aid effective assessments practices , with the context and needs of the subject in mind. For example, FFT Aspire to support Maths (and writing), IT solutions for in-class quizzes when appropriate; schema formats used in History and Geography. The use and deployment of software-based learning (FFT Reading for phonics, Reading Plus for comprehension, Third Space Learning for Maths. The Assessment Policy support document will outline these.	LJ/ ML	There is an overview summary that identifies the assessment arrangements in every subject- T1 2023	There is a clear plan of what assessment practices look like in every subject		
		This assessment overview will be shared and understood by all curriculum leads . Curriculum leads will undertake assessment reviews within their subject to keep track of progress of learners in their subject.	LJ	Internally-moderated assessment data for foundation subjects –T2 2023 and ongoing Every subject has moderation of their subject outcomes throughout the course of the year. T1 2023 and every ½ term	GB monitoring SLT ½ termly monitoring arrangements Education Sub-committee feedback		
		The information about the learner progress in each subject , will be summarised and shared with key stakeholders, including the GB on a termly basis.	LJ/ CL Subject Leads				
		Moderation of key subjects on a half-termly basis on an annual cycle, to determine that there is consistency in assessment judgements in key phases. This will also support Key Target 1.4 Writing around the use of FFT Aspire and the SLN writing assessment grids.	LJ/ CL ML				
	Teacher assessment to identify groups of children that can access pre-teach/post sessions interventions The Assessment and Inclusion Lead will then monitor the deployment of these interventions/ provision throughout the school day through Learning Walks/learner interviews/book monitoring/ Edukey . Refer to Key Target 1.11 Inclusion around the training and deployment of support staff. Link to Key Target 1.6 Maths .	LJ JH/ ML Governors	TA meeting to look at effective pre-teaching – T1 2023	All support staff can deliver an effective pre-teach session Assessment data shows that all children can access the curriculum	Assessment data SLT monitoring (LW; learner interviews; book scrutiny) GB monitoring visits		

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<p>Improve teaching, learning and assessment further by: - re-evaluating the curriculum for learners to deepen their knowledge and breadth of skills, (such as research, analysis and observation) consistently in other subjects, particularly science.</p>	<p>Key Target 1.3 Curriculum overview – To refine and improve our curriculum provision as part of an improvement programme.</p>	To complete a review of all subject provision arrangements. Initially, this includes English, History and Geography, Art (Term 6 2023) and also additional improvements to STEM subjects- Science, DT and Computing . Curriculum, provision maps and unit plans will need revising and adapted.	CL/ Subject Leads	A drive created and organised- T6 2023 English, Geography, History and Art to have completed Provision maps, unit plans and schemas (where appropriate) are produced- T6 2023	Subject leaders are aware of the improvements in their curriculum provision Subject leaders monitor the impact of the curriculum plan	Curriculum books Observation of lessons Environment Walks	
		The school has an appropriate way of storing curriculum information in a systematic way. 'A' drive to be created and monitored to ensure there is consistency in storing subject resources and documents.	CL/ Staff	DT, Computing, PE, Science and Music have completed Provision maps, unit plans and schemas (where appropriate) are produced- T1 2023	Monitoring of the subjects, helps improve the quality of teaching and learning in all subjects Leaders understand how their subject fits with whole school curriculum approach	Learner Progress Meetings- provision map SLT ½ termly monitoring arrangements HT/SLT learning walks (ongoing)	
		To monitor the impact of provision arrangements across the school. This includes ½ termly monitoring points with subject leads/SLT/GB members - refer to Key Target 1.4 Writing Learning walks by the headteacher, SLT and subject leads will also provide rich evidence about the quality of provision. Regular feedback in PDM's will keep teachers aware of where gaps may appear or where improvements are needed. It will also help celebrate good practice across the school.	SLT/ Subject Leads	All classes have the same resources presented in their classrooms.	There is greater consistency between English books and foundations in terms of expected content and presentation.	HT/SLT learning walks (ongoing)	
		To improve the consistency of classroom environments across the school . List of expectations shared T6 2023	SLT Teachers	Learning Walks undertaken 2023 throughout T1- feedback at PDMs. Book moderation, ongoing, at PDMs. Starting T1 2023	There is greater consistency in provision delivery across the school.	Work scrutiny Learner interviews GB monitoring SLT ½ termly monitoring arrangements	
		To improve the consistency of presentation in all subject books . Monitoring during LW Term 1 2023; moderation of Foundation subject books at PDMs Refer to Key Target 1.4 Writing	SLT Subject Leads Teachers				
<p><u>The quality of writing across the curriculum is inconsistent.</u> There are times when learners do not produce the same standard of writing, particularly spelling</p>	<p>Key Target 1.4 Writing – To improve outcomes in writing across the school, in English and Foundation subjects- notably improving spellings through Tier 2 and 3 vocabulary.</p>	Moderation of key subjects on a half-termly basis on an annual cycle, to determine that there is consistency in assessment judgements in key phases. This will also support Key Targets 1.1 Assessment and 1.3 Curriculum To continue to use the 'star writer' key phase books. (Autumn 2023) Display - To ensure that in each classroom writing expectations are on display. "What do I need in a good piece of writing."	AB English Lead Subject Leads/ CL	Foundation subjects are moderated around writing standards every half term. This will be done on a rolling programme:	There is greater consistency between English books and foundations in terms of expected content and presentation.	Assessment data SLT monitoring (LW; learner interviews; book scrutiny) GB monitoring visits	
		The English provision map is to be completely reviewed and linked to high quality texts to help raise the standards of writing/reading across the whole school. The Literacy Tree will provide a structure for teachers to use resources/ planning to support existing unit plans. Refer to Key Target 1.5 Reading T6 2023/T1 2023	AB English Teachers/ CL	To completely revise all subject plans in English across the school. Texts related to these plans will be purchased and ready to use for September.	Monitoring reveals there is greater consistency in provision delivery across the school.	Work scrutiny Learner interviews GB monitoring SLT ½ termly monitoring arrangements	

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The quality of writing across the curriculum is inconsistent... particularly spelling	Key Target 1.4 Writing – To improve outcomes in writing across the school, in English and Foundation subjects- notably improving spellings through Tier 2 and 3 vocabulary.	Teachers to use the Somerset Literacy Network to assess children’s writing throughout the year. FFT Aspire will be used to benchmark 3 learners in each class; these will inform summative grades on FFT for all learners. Refer to Key Target 1.1 Assessment	AB English Lead/ SLT Teachers	SLN writing grids are used by all teachers across the school- updated ½ termly. From September/October 2023.	Moderation meeting reveal consistency in teacher judgements as matched to SLN grids and FFT for benchmark learners.	Work moderation- PDMs Assessments- SLN and FFT	
		A new school spelling programme will be introduced across KS1 and KS2. INSET provided for staff.	AB English Lead	Spelling programme is introduced in September 2023 across the whole school.	Spelling scores at Y6 are at least in line National expectations.	Spelling scores: Oct/Feb/June Learning Walks	
To review and further develop a sequential curriculum that builds on key reading knowledge and skills.	Key Target 1.5 Reading – To raise the standards in Reading, notably at KS2.	Phonics is well taught across FS/KS1 and as an intervention programme in KS2 through R/W/I. Reading comprehension resources (Vipers) and assessments (NFER) will support teachers in assessing learner’s comprehension skills. T1 2023	AB English Lead/ SLT Teachers	Vipers used by T6 2023. NFER used by T6 2023.	NFER data reveals that there is improvement in reading scores across KS2. T2 2023	Learning walks SLT ½ termly monitoring arrangements	
		Reading Plus has been trialled in T6 2023, to determine if it is of use for a KS2 intervention. We will be using it in KS2 2023-24 with an initial user license of 40- assessments need to be completed by 15.09.23 to identify which learners will be using the online intervention. T1 2023 Ongoing monitoring of the reading platform- SLT. Refer to Key Target 1.1- Assessment £3,500- Reading Plus	LJ KS2 teachers SLT	Reading Plus trialled by T6 2023. Assessments undertaken by 15.09.23.	NFER data reveals that there is improvement in reading scores across KS2. T2 2023 Reading outcomes are at least in line National expectations.	Learning walks Reading Plus data NFER reading outcomes	
		To continue to refine the phonics programme across the school- identified staff to support termly assessments and lead with RWI sessions in Y3/4. Interventions identified from termly assessments- RWI groups to be taught across the FS/KS1 range daily.	AB English Lead FS/KS1 staff JH/EPB	Utilising the FFT reading assessment programme to complete all phonics assessments. Every term in the penultimate week.	Consistency in RWI reading assessments across the school- completed by a competent member of staff which provides more time for English/Inclusion Leads.	Termly reviews of data by the SLT.	
To raise standards of mathematical skills for all learners, <u>but notably lower attaining learners</u>	Key Target 1.6 Maths – To improve the consistency of maths mastery teaching across the school.	Training on Numbersense, NCTEM materials, STEM sentences as well as targeted support for key teachers from the Boolean maths hub.	MF/AB	All FS/KS1 staff complete the updated training (04.09.23); targeted staff to have Boolean Maths support (ongoing).	Improved subject knowledge for all teachers.	INSET/ PDMs Staff release to monitor lesson.	
		Training and monitoring of same-day support for maths learners (pre-learning/consolidation). Link to Key Target 1.2 lesson interventions.	MF/AB LJ JH/ ML Governors	TA meeting to look at effective pre-teaching – T1 2023	All support staff can deliver an effective pre-teach session	Assessment data SLT monitoring (LW; learner interviews; book scrutiny) GB monitoring visits	
		Third Space Learning will continue to be used across KS2, notably in Year 5/6 for 2/3 of the academic year. Maths Leads will supervise the deployment of this intervention. Refer to Key Target 1.1- Assessment £4,800- Third Base Learning	MF/AB	KS2 Maths Lead to monitor learner progress each term- TBL weekly data/learner reports.	All support staff can deliver an effective pre-teach session	Learning walks Third Space Learning data	

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Re-evaluating the curriculum for learners to <u>deepen their knowledge of research, analysis and observation</u> consistently, particularly science.	Key Target 1.7 STEM- To ensure there is consistency in the way science learning is recorded across each key phase.	Science Build the role of STEM ambassadors next year for peer support programmes between Year 5/6 and younger classes. Children to plan and carry out investigations with or set challenge for classes. SW to take a leadership role during STEM week. Continue to embed the use of the floor books so that lessons are based around conversations and hands-on activities (class investigations/activities) that will instil confidence in Science. Costed: £300	SW/PW/ LJ CL	STEM week to run across the whole school. Nov 2023 Floor books to be monitored. July 2023; Dec 2023; March 2024; July 2024.	End of KS1 and KS2 Science standards improve over time. Termly assessments show an improvement in learner progress.	Learning walks SLT ½ termly monitoring arrangements	
		Science To refine and improve the unit plans and subject progression map ; to introduce schemas (like in Geography and History) for 2023-24 year.	SW/PW/ LJ CL	The curriculum/progression maps and unit plans are completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the school.	Learning walks Planning scrutiny	
	To ensure there is consistency in the way DT learning is recorded across each key phase.	DT To complete a review of all subject provision arrangements. DT using the POAP curriculum will be adapted to suit the needs of the key phases across the school. A provision map and unit plans will need revising and adapted. PDM T1 2023 Refer to Key Target 1.3 Curriculum overview	PW/SW/LJ CL	The curriculum/progression maps and unit plans are completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the school.	Work moderation	
	To ensure there is consistency in the way Computing is recorded across each key phase	Computing Curriculum/provision maps and unit plans will need revising and adapted in light of a review of the subject area- T6 2023 and ongoing. Key Target 1.3 Curriculum overview	LJ/SW/PWLJ CL	The curriculum/progression maps and unit plans are completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the school.		
Re-evaluating the curriculum for learners to <u>deepen their knowledge of research, analysis and observation</u> consistently.	Key Target 1.8 Humanities – To ensure that knowledge is securely taught in humanity subjects and support effective skills in these subjects.	History Curriculum/provision maps and unit plans will need revising and adapted in light of a review of the subject area- T6 2023 and ongoing. Key Target 1.3 Curriculum overview	KM/ CL	The curriculum/progression maps and unit plans are completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the school.	Learning walks Planning scrutiny	
		Geography Curriculum/provision maps and unit plans will need revising and adapted in light of a review of the subject area- T6 2023 and ongoing. Key Target 1.3 Curriculum overview	CF/ CL	The curriculum/progression maps and unit plans are completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the school.	Work moderation	
		RE Curriculum/provision maps and unit plans will need revising and adapted in light of a review of the subject area- T6 2023 and ongoing.	JA/ CL	The curriculum/progression maps and unit plans are completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the school.	Learner interviews	
		MFL The curriculum will need to be reviewed by CL Lead in T6 2023. Training will be provided in T1 2023	CL	The curriculum/progression maps and unit plans are completed after a whole school review. KS2 to have MFL training T1 2023	Monitoring reveals there is consistency in provision delivery across KS2.	Learning walks Learner interviews	

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Re-evaluating the curriculum for learners to <u>deepen their knowledge of research, analysis and observation</u> consistently	Key Target 1.9 Arts To ensure that creative skills are taught effectively over time.	Art Curriculum/provision maps and unit plans will need revising and adapted in light of a review of the subject area- T6 2023 and ongoing. Arts week will take place w/b 11.09.23 linked to the Take One Picture week. Costed: £400	CW/ CL	The curriculum/progression maps and unit plans are completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the whole school.	Monitoring of books, environment walks and learner interviews. Feedback to Education SC- T2	
		Music The curriculum will need to be reviewed by the new Music Lead in T1 2023. The curriculum map is in place, but more time needs to be set aside to review and update the provision map for music.	Lead TBC/ CL	The progression maps is completed after a whole school review. These plans are agreed and all staff are using the revised materials. T1 2023	Monitoring reveals there is consistency in provision delivery across the whole school.	Monitoring of lessons, environment walks and learner interviews. Feedback to Education SC- T4	
	Key Target 1.10 PE	Curriculum, provision maps and unit plans will need revising and adapted in light of a review of the subject area- T1 2023 and ongoing. PE programme TBC Key Target 1.3 Curriculum overview	AH/ CL	New PE curriculum resource is in place T1 2023 PE Lead has	Monitoring reveals there is consistency in provision delivery in PE.	Monitoring of lessons, environment walks, learner interviews. Feedback to Education SC- T2	
	Key Target 1.11 Inclusion	To streamline the SEND record system to ensure: documents are easily accessible to JH; staff only have access to appropriate information ; documents that are updated are 'dynamic' and purposeful ; information recorded provides meaningful information about individuals but also informs the whole school provision map . Costed: £900- EduKey	JH/ EPB ML	CPD training for all staff on Edukey T1 Key documents and data transferred to EduKey T1 Class Teachers updated One page profile and Learning Plans Inset Sep	Teachers and Teaching Assistants are aware of learner progress in relations to their outcomes.	SLT ½ termly monitoring arrangements Assessment data Work scrutiny GB monitoring	
		To ensure that all staff have a good understanding of those learners who are on the SEND register within their class/Key stage. Staff are familiar with EHCP and are able to identify learner's outcomes and next steps. Refer to Key Target 1.3 Curriculum overview .	JH/ EPB All staff	CPD TA Inset T1 ADPR Half-termly SEN review meetings with Class teachers. Completion of Audit September 2023 Review of policies CPD to teaching assistant Autumn 2023	The quality of teaching and learning is raised for all learners.	Monitoring Up to date outcomes for learners on SEND register. Good levels of parental engagement	Up to date Learning Plans on EDUKey (APDR) Environment Walks Curriculum books Observation of lessons Link Governor Feedback Education SC
		Audit of SEN provision resources and staff skill set.	JH	Initial half-termly SEN review with class teachers. Learn and Review Weeks PDM-CPD weekly Inclusion focus, subject monitoring, weekly book shares			
		School subject leads to ensure curriculum is accessible to all learners and inclusion reflected in subject policies . From assessment outcomes, leaders and teacher input, key areas of identified support for learners (and key year groups) are planned for. Tracking of interventions by staff delivering interventions record starting and end points on Edukey. This includes- targeted support for learners in Reading Plus, Third Space Learning, SEND and vulnerable learner interventions and same-day interventions. Year 3 and Year 6 are targeted as 'vulnerable' year groups that require additional focus when planning interventions and support. Refer to Key Target 3.1/4.3 An engaging curriculum and Key Target 1.2 lesson interventions	JH/ EPB SLT Teachers	Interventions are in place for September and monitored carefully throughout the year. EduKey Training for staff is completed as part an annual programme.	Progress measures indicate accelerated rates of progress- specifically for targeted learners and identified year groups for support.	Assessment outcomes Observation of interventions PPMs/ Feedback to Education SC meeting: T2 2023 T4 2024 T6 2024	

Wellsprings Primary School Development Plan 15 September 23

Behaviours and Attitude Section 2

Priority	Key Targets	Key Actions	Who Leads/ Supports	Milestones	Success criteria	Evidence (monitoring)	Impact
Staff's expectations of learners moving around the school are inconsistent. This leads to some occasions when learners are not punctual or as prepared to learn as might be reasonably expected of them.	Key Target 2.1/4.1 Learner behaviour – To ensure children are prepared appropriately to learn when they move from points around the school.	There is evidence from Governing Body learning walks, lesson observations and the reduction in school exclusions that behaviour continues to improve. Key actions to reinforce: <ul style="list-style-type: none"> - Prompt collection and delivery of learners by adults to key transition points - Reduce movement into school using multiple access into and onto the playground - Reinforce routines through school assemblies - SLT monitoring of transitions times. 	ML/ SLT	T1 2023- Behaviour and movement learning walk Assembly 06.09.23 PDM 06.09.23	Learners movement around the school is calm, and classes arrive promptly ready for lessons	Learning Walk w/b 04.09.23 and ongoing	
		There has been improvement to the school environments- this is part of a project to enhance the school environment and engage learners at break/lunchtime. SLT to monitor the incident events over the course of the year- feedback to GB at the Business SC. T2 2023	ML/ SLT	GB Meeting (Education SC) T2 2023 T4 2024 T6 2024	There is a reduction in break/lunchtime incidents measured over the first term of incident analysis. There is a reduction in suspensions compared to previous years.	Learning Walk w/b 04.09.23 and ongoing GB visits: T2 2023 T4 2024 T6 2024	
Strengthening relationships and communication with all parents, particularly to ensure a shared understanding of the school's approach for behaviour management.	Key Target 2.2/4.2/5.2 Parental views of behaviour – To ensure parents are made aware of the school's expectations of learner engagement and behaviour when they are in school	To complete the parent and learner surveys around behaviour and engagement in school- T2 2023	ML/ SLT	Parent Survey (main) T1 2023 Other surveys- Computing/e-safety; after school provision Learner survey T2 2024	Parents report they continue to be happy with the school as to how behaviour expectations are shared. Concerns around behaviour incidents remain limited-level and are perceived to be managed well	Learning Walk w/b 04.09.23 and ongoing GB meetings T1 2023 T3 2024 T5 2024 T6 2024	
		To analyse the responses from the parent and learner and take action to key areas of development. This has previously resulted in changes that include: new equipment on the playground; improvements to the learner toilets; more regular newsletters; a blog on our website; more after school clubs; changes to our pre/after school provision. Feedback will through the school newsletter and shared at our FGB meetings.	NH/ ML	GB Meeting (Education SC) T2 2023 T4 2024 T6 2024	Attendance absence and PA are at least in line National expectations.	Education SC meeting: T2 2023 T4 2024 T6 2024	
		To continue to monitor those poor attending families, offering support and challenge. To improve the level of attendance analysis through the FFT attendance tracker tool. Feedback to governors at the Education SC meeting					

Wellsprings Primary School Development Plan 15 September 23

Personal development Section 3

Priority	Key Targets	Key Actions	Who Leads/ Supports	Milestones	Success criteria	Evidence (monitoring)	Impact
<p>Teachers do not enable learners to use and apply the full range of their skills and knowledge in different subjects- especially in Science</p>	<p>Key Target 3.1/4.3 An engaging curriculum – To ensure the provision arrangements meet the needs of our learners</p>	<p>To complete a review of all subject provision arrangements. Initially, this includes English, History and Geography, Art (Term 6 2023) and also additional improvements to STEM subjects- Science, DT and Computing. Curriculum, provision maps and unit plans will need revising and adapted.</p>	<p>CL/ Subject Leads</p>	<p>A drive created and organised- T6 2023</p>	<p>Subject leaders are aware of the improvements in their curriculum provision</p>	<p>Curriculum books</p>	
		<p>Future enrichment opportunities include: Road Safety awareness, mini-police supported by the PCSO, Pete the Poet (equality awareness).</p>	<p>ML/HL as PHSE Lead</p>	<p>English, Geography, History and Art to have completed Provision maps, unit plans and schemas (where appropriate) are produced- T6 2023</p>	<p>Subject leaders monitor the impact of the curriculum plan</p>	<p>Observation of lessons</p>	
		<p>Playground leaders will run clubs for KS1 and KS2 learners to provide sporting opportunities.</p>	<p>AB as PE Lead</p>	<p>DT, Computing, PE, Science and Music have completed Provision maps, unit plans and schemas (where appropriate) are produced- T6 2023</p>	<p>Monitoring of the subjects, helps improve the quality of teaching and learning in all subjects</p>	<p>Environment Walks</p>	
		<p>Learners will be taught safe practices online regularly in assemblies, Safer Internet day and the Jigsaw/RSE programme.</p>	<p>Teachers/LJ as Computing Lead</p>	<p>Leaders understand how their subject fits with whole school curriculum approach</p>	<p>Feedback to Education SC meeting: T2 2023</p>		
		<p>Safeguarding will continue to be a regular meeting agenda item and we have completed our 175 audit with no current actions.</p>	<p>ML/GB</p>	<p>T4 2024</p>			
		<p>British Values are taught through our assemblies and PHSE lessons so children are aware what they are, and how the school supports them in meeting these values.</p>	<p>ML/teachers/ HL as PHSE Lead</p>	<p>T6 2024</p>			

Wellsprings Primary School Development Plan 15 September 23

Leadership and management Section 4

Priority	Key Targets	Key Actions	Who Leads/ Supports	Milestones	Success criteria	Evidence (monitoring)	Impact
<p>Staff's expectations of learners moving around the school are inconsistent. This leads to some occasions when learners are not punctual or as prepared to learn as might be reasonably expected of them.</p>	<p>Key Target 2.1/4.1 Learner behaviour – To ensure children are prepared appropriately to learn when they move from points around the school.</p>	<p>There is evidence from Governing Body learning walks, lesson observations and the reduction in school exclusions, that behaviour continues to improve.</p> <p>Key actions to reinforce:</p> <ul style="list-style-type: none"> - Prompt collection and delivery of learners by adults to key transition points - Reduce movement into school using multiple access into and onto the playground - Reinforce routines through school assemblies - SLT monitoring of transitions times throughout the day 	<p>ML/ SLT</p>	<p>T1 2023- Behaviour and movement learning walk</p> <p>Assembly 06.09.23</p> <p>PDM 06.09.23</p>	<p>Learners movement around the school is calm, and classes arrive promptly ready for lessons</p>	<p>Learning Walk w/b 04.09.23 and ongoing</p>	
<p>Strengthening relationships and communication with all parents, particularly to ensure a shared understanding of the school's approach for behaviour management.</p>	<p>Key Target 2.2/4.2 Parental views of behaviour – To ensure parents are made aware of the school's expectations of learner engagement and behaviour when they are in school</p>	<p>To complete the parent and learner surveys around behaviour and engagement in school- T2 2023</p> <p>To analyse the responses from the parent and learner and take action to key areas of development. This has previously resulted in changes that include: new equipment on the playground; improvements to the learner toilets; more regular newsletters; a blog on our website; more after school clubs; changes to our pre/after school provision. Feedback will through the school newsletter and shared at our FGB meetings.</p>	<p>ML/ SLT</p>	<p>Parent Survey (main) T1 2023</p> <p>Other surveys- Computing/e-safety; after school provision</p> <p>Learner survey T2 2024</p>	<p>Parents report they continue to be happy with the school as to how behaviour expectations are shared.</p> <p>Concerns around behaviour incidents remain limited-level and are perceived to be managed well</p>	<p>Learning Walk w/b 04.09.23 and ongoing</p> <p>GB meetings T1 2023</p> <p>T3 2024</p> <p>T5 2024</p> <p>T6 2024</p>	
<p>Teachers do not enable learners to use and apply the full range of their skills and knowledge in different subjects- especially in Science</p>	<p>Key Target 3.1/4.3 An engaging curriculum – To ensure the provision arrangements meet the needs of our learners</p>	<p>To complete a review of all subject provision arrangements. Initially, this includes English, History and Geography, Art (Term 6 2023) and also additional improvements to STEM subjects- Science, DT and Computing. Curriculum, provision maps and unit plans will need revising and adapted.</p>	<p>CL/ Subject Leads</p>	<p>A drive created and organised- T6 2023 English, Geography, History and Art to have completed Provision maps, unit plans and schemas (where appropriate) are produced- T6 2023 DT, Computing, PE, Science and Music have completed Provision maps, unit plans and schemas (where appropriate) are produced- T1 2023</p>	<p>Subject leaders are aware of the improvements in their curriculum provision</p> <p>Subject leaders monitor the impact of the curriculum plan</p> <p>Monitoring of the subjects, helps improve the quality of teaching and learning in all subjects</p> <p>Leaders understand how their subject fits with whole school curriculum approach</p>	<p>Feedback to Education SC meeting: T2 2023</p> <p>T4 2024</p> <p>T6 2024</p>	

Wellsprings Primary School Development Plan 15 September 23

Leadership and management Section 4

Priority	Key Targets	Key Actions	Who Leads/ Supports	Milestones	Success criteria	Evidence (monitoring)	Impact
<p>Teachers do not enable learners to use and apply the full range of their skills and knowledge in different subjects- especially in Science</p>	<p>Key Target 3.1/4.3/5.1 An engaging curriculum – To ensure the provision arrangements meet the needs of our learners</p>	<p>To monitor the provision arrangements of curriculum.</p> <p>Calendar of monitoring framework to be produced to include: Weekly Learning Walk themes throughout the year; Learning Review subject themes; Assemblies themes linked to subject Leads and whole school priorities; Governor Learning Walks; Assessment points; SEND APDR timescales; Learner Progress Meetings; Whole school themed events; Key checking points matched against the School Development plan.</p> <p>SLT and leaders use this information to adjust the school development plan and the scheduled priorities on the Teaching and Learning overview. INSET training and PDM meetings are tailored to the specific needs of SDP priorities in light of the monitoring outcomes.</p>	CL/ Subject Leads	<p>Completion of Teaching and Learning overview- September 2023</p> <p>Key monitoring events completed at each point in the schedule.</p> <p>Key information provides SLT and leaders with a clear understanding of what needs is targeted throughout the academic year.</p>	<p>The quality of teaching and learning is raised in light of the monitoring.</p> <p>Subject Leaders' knowledge of the strengths and areas for development in their subjects, is enhanced through the monitoring.</p>	<p>Curriculum books</p> <p>Observation of lessons</p> <p>Environment Walks</p> <p>Feedback to Education SC meeting: T2 2023 T4 2024 T6 2024</p>	
		<p>From assessment outcomes, leaders and teacher input, key areas of identified support for learners (and key year groups) are planned for.</p> <p>This includes- targeted support for learners in Reading Plus, Third Space Learning, SEND and vulnerable learner interventions and same-day interventions. Year 3 and Year 6 are targeted as 'vulnerable' year groups that require additional focus when planning interventions and support.</p> <p>Refer to Key Target 1.11 Inclusion and Key Target 1.2 lesson interventions</p>	JH/ EPB SLT Teachers	<p>Interventions are in place for September and monitored carefully throughout the year.</p> <p>Training for staff is completed as part an annual programme.</p>	<p>Progress measures indicate accelerated rates of progress- specifically for targeted learners and identified year groups for support.</p>	<p>Assessment outcomes</p> <p>Observation of interventions</p> <p>PPMs/ Feedback to Education SC meeting: T2 2023 T4 2024 T6 2024</p>	
		<p>Opportunities to review the overall development of the curriculum, is enhanced through the completion of the School Improvement Summary 2023-24 document. This document identifies the key themes that the school are targeting through a quick reference document that is visual, accessible but accurately describes the key areas of development for all stakeholders with the school.</p> <p>Parents, governors, learners and staff are provided with this document for reference.</p> <p>The document is edited and adjusted in light of this feedback. Completion of the document is finalised following feedback by staff at the first INSET day training on 04.09.23</p>	ML/SLT Parents, learners, staff and governors	<p>Completion of School Improvement Summary 2023-24 - August 2023</p> <p>Survey feedback from stakeholders inform the document- August/ September 2023</p> <p>Document is refined in light of feedback- September 2023</p>	<p>All stakeholders have a clear understanding of the School Improvement Summary 2023-24</p> <p>Stakeholders are able to articulate the priorities in the document</p>	<p>September 2023 INSET PDMs (ongoing)</p> <p>GB meeting Oct 2023.</p> <p>Accessible on the A drive.</p>	

Wellsprings Primary School Development Plan 15 September 23

Early Years Section 5

Priority	Key Targets	Key Actions	Who Leads/ Supports	Milestones	Success criteria	Evidence (monitoring)	Impact
Improve teaching, learning and assessment further by: - re-evaluating the curriculum for learners to deepen their knowledge and breadth of skills, (such as research, analysis and observation) consistently in other subjects.	Key Target 3.1/4.3/5.1 An engaging curriculum – To ensure the provision arrangements meet the needs of our learners	Audit of EYFS provision (using Somerset Proforma)	EYFS Lead Inclusion Lead SLT	Completion of Audit September 2023	The quality of teaching and learning is raised.	Tapestry journals show cross curricular impact of oracy development in individual observations.	
		School subject leads be involved in the assessment and monitoring of their subject in EYFS	CL Subject leads	Learn and Review Weeks			
		To ensure that teaching of writing in Reception is consistently strong (when in the same class as Year 1)	EYFS Lead English Lead	PDM- subject monitoring, weekly book shares			
		Moderation of written outcomes.		Regular monitoring of EYFS children on track/not on track			
		All EYFS Staff use Somerset’s characteristics of effective learning oracy tool to promote identification of key attributes in children’s learning and development.	EYFS Lead Teachers	CPD for all EYFS Staff 2 week cycles of promoting CofEL.	Cross-curricular impact for children with links to school values. Staff using vocabulary linked to CofEL to coach children’s development	Feedback to Education SC	
	Key Target 1.1 Assessment – To implement an effective and purposeful assessment system for the core and foundation subjects.	Assessment in EYFS- review in light of new data assessment management tool and include in revised Assessment policy. Training for EYFS Teachers at September INSET	EYFS Lead Teachers	Teachers use assessment tool from September 2023	Our assessment data is used to identify gaps in learning	SLT ½ termly monitoring arrangements	
		Short-term interventions planned to close gaps identified by assessment	EYFS Lead Inclusion Lead English/mat hs	A revised Assessment Policy will be completed and shared with staff- T1 2023			
Strengthening relationships and communication with all parents, particularly to ensure a shared understanding of the school’s approach for behaviour management.	Key Target 2.2/4.2/5.2 Parental views of behaviour – To ensure parents are made aware of the school’s expectations of learner engagement and behaviour when they are in school	Working with families to communicate school expectations around attendance etc. Early help offered, trends spotted early on EYFS Newsletter introduces PFSA September week 1 and continues it’s role highlighting links with HV and other services available as well as opportunities for parents to engage in eg Tuning in to Kids throughout the year. Verbally communicating with all parents to build relationships and as early intervention.	EYFS Lead All staff as child’s key person	Parent Survey (main) T1 2023 EYFS meeting behaviour policy updates EYFS curriculum workshops communicate expectations T1 Movement around school learning walk T1	Parents report they continue to be happy with the school as to how behaviour expectations are shared. Learners movement around the school is calm, and classes arrive promptly ready for lessons	Curriculum workshops Learning walk T1 GB feedback	