



St. Peter's CE School Development Plan 2024 – 2025

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Written in consultation with SMT, staff and governors.

Presented to full Governing Body on 15th October 2024

Key Areas of Development: KPIs (Summary)

Key Area of Development 1:	Ethos Behaviour and Safety	KPI 1.1: TIASS – Trauma informed practice to be embedded across the school. KPI 1.2: SIAMS – Evaluate and identify areas of development in line with the new inspection framework. KPI 1.3: COLLECTIVE WORSHIP – develop the effectiveness, purpose and schedule of collective worship across the school.
Key Area of Development 2:	Achievement- Standards	KPI 2.1: LANGUAGE ACQUISITION – to continue to develop a cohesive approach to language acquisition skills across the school. KPI 2.2: PUPIL PREMIUM & SEND – to improve outcomes for pupils who are disadvantaged in writing. KPI 2.3: PHONICS – to improve outcomes for all pupils in phonics. KPI 2.4: SPELLING – to develop an effective spelling strategy across the school.
Key Area of Development 3:	Teaching and Learning & the Curriculum	KPI 3.1: RHSE – to continue to develop the RSHE curriculum with regards to the sex education element. KPI 3.2: HISTORY & GEOGRAPHY – to develop a bespoke curriculum. KPI 3.3: MUSIC & MATHS – to carry out a whole school review of music and maths and audit the current provision across the school. KPI 3.4: EYFS – to develop and implement an effective provision plan for the outdoor learning area to further build on the children's skills and knowledge. KPI 3.5: PUPIL BOOK STUDY – to use this systematic toolkit to evaluate the impact of the curriculum through studying teaching and learning.
Key Area of Development 4:	Leadership and Management	KPI 4.1: LEADERSHIP – to develop and implement effective leadership and management practices to ensure smooth strategic operation of the school. KPI 4.2: SUBJECT LEADERS – to ensure subject leaders have a clear outcome for their subject and lead them effectively. KPI 4.3: SEND LEADERSHIP – to continue to review and further refine the SEND provision and practices across the school KPI 4.4: RESOURCES MANAGEMENT – to ensure effective and efficient use of resources, including staffing, budget and facilities.

Key Area of Development 1:		Ethos Behaviour and Safety			
Key areas broken down:	Current context	Performance milestones and actions (what success will look like in July 2025)	RAG rating on progress to reaching KPI by July 2025		
			Autumn 2024	Spring 2025	Summer 2025
KPI 1.1: TIASS – Trauma informed practice to be embedded across the school.	The DLP and EP service have been supporting and funding the programme. Some elements of the training have been introduced but need to be consistent across the school. New members of staff have not had the training.	Staff will have an informed and consistent approach and will be able to implement it into their daily practice. Pupils across the school will be supported when they are having behaviour or emotional difficulties.			
KPI 1.2: SIAMS – Evaluate and identify areas of development in line with the new inspection framework.	The new HT has some experience of the new framework. Other members of the SMT, the RE lead and governors have not had training.	Action plan will be in place to identify specific areas of development across the school that meet the expected standards in the new SIAMS framework.			
KPI 1.3: COLLECTIVE WORSHIP – develop the effectiveness, purpose and schedule of collective worship across the school.	Stakeholder voice indicate that collective worship needed to be developed to ensure consistent approaches and consistent schedules are in place as well as recognising the importance of daily collective worship in line with the new SIAMS framework.	A clear and embedded schedule for daily collective worship will be in place across the school. All stakeholders will be able to articulate the impact of collective worship.			

Actions <i>How will priority be addressed</i>	Lead role <i>Who will lead</i>	Key dates <i>By When</i>	Monitoring strategy <i>What support</i>	Action completed <i>How will success be measured</i>	Resources/ Finance/ CPD
KPI 1.1: TIASS – Trauma informed practice to be embedded across the school.					
KPI 1.1: * Whole staff training to be completed in the first teacher training days in September. * Monitor the implementation of TIASS training and approach across the school. Adapt the behaviour policy in line with this approach.	SENCO SENCO & SMT	September 2024+ Half termly throughout the year.	SENCO and SMT to support staff throughout the year implementing the approach. Informal monitoring of the approach throughout the year – observing effective use of the strategy and sharing best practice with others. Through learning walk of learning behaviours and general behaviour across school.	Staff will feel confident in their approach and use of the strategies. Pupil voice will indicate the success of the approach. Pupils behaviour logs will indicate the approach has been implemented and its effectiveness.	DLP funding Consortium SENCO meetings
KPI 1.2: SIAMS – Evaluate and identify areas of development in line with the new inspection framework.					
KPI 1.2: * Key members of staff attend SIAMS training with the Diocese. * SMT will collaborate following the training and evaluate the effectiveness of the school in line with the framework and develop an action plan. * Share the action plan with all stakeholders – Ethos Working Party – EWP.	HT & DHTs RE Lead HT & DHTs RE Lead HT & RE Lead	October 2024+ (training) End of Autumn term. End of Autumn term.	Key staff will have the opportunity to understand the new inspection framework and to be able to understand and reflect together on ways to demonstrate the impact of the school's Christian vision. Action plan to be monitored by the governing body and key advisor from the diocese. EWP will monitor the effectiveness of the actions set out within the action plan.	HT, SMT & RE Lead will be able to articulate the strands within the new inspection framework. A thorough evaluation will have been completed and a clearly defined action plan will be in place following the monitoring and evaluation. All stakeholders will be able to articulate how our Christian vision is embedded within and throughout the school.	Cover and cost of training.

KPI 1.3: COLLECTIVE WORSHIP - develop the effectiveness, purpose and schedule of collective worship across the school.

KPI 1.3: * A clear schedule for daily collective worship will be in place across the school and the key adult delivering.	HT & DHTs RE Lead	End of Autumn term.	Evaluate the current collective worship offer and make changes in line with current expectations for delivering collective worship.	All stakeholders will be able to articulate the effectiveness of collective worship.	
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Key Area of Development 2:		Achievement- Standards			
Key areas broken down:	Current context	Performance milestones and actions (what success will look like in July 2025)	RAG rating on progress to reaching KPI by July 2025		
			Autumn 2024	Spring 2025	Summer 2025
KPI 2.1: LANGUAGE ACQUISITION – to continue to develop a cohesive approach to language acquisition skills across the school.	Pupils at St Peters are often unable to articulate their learning and explain what they have learnt across the curriculum.	Pupils will be able to articulate their key knowledge and vocabulary they have been learning.			
KPI 2.2: PUPIL PREMIUM & SEND – to improve outcomes for pupils who are disadvantaged in writing.	Check the data for pupils with PP and SEND – add this in	Pupil premium and pupils with SEND will make expected or more than expected progress in writing.			
KPI 2.3: PHONICS – to improve outcomes for all pupils in phonics.	In 2024 78% of the pupils in Year 1 passed the phonics screening compared to 80% being the national average.	The number of children passing the phonics screening in Year 1 will be above national average.			
KPI 2.4: SPELLING – to develop an effective spelling strategy across the school.	Stakeholder voice suggests that the teaching and learning approach to spelling is not consistent or effective as it could be.	Teachers and pupils will have a confident and consistent approach to spelling across the school. Data from spelling assessments will indicate a successful approach to spelling.			

Actions <i>How will priority be addressed</i>	Lead role <i>Who will lead</i>	Key dates <i>By When</i>	Monitoring strategy <i>What support</i>	Action completed <i>How will success be measured</i>	Resources/ Finance/ CPD
KPI 2.1: LANGUAGE ACQUISITION – to continue to develop a cohesive approach to language acquisition skills across the school.					
KPI 2.1: * Continue to use the Wellcomm and Talkboost assessment screening and intervention in EYFS and Year 1. Extend this out further to pupils who may need it in higher year groups. * Continue to embed and monitor the use of Word Aware across EYFS and Year 1. * SMT and English Lead to write a language acquisition policy based on the practises in place which can help extend the awareness of words in school and outside of school.	SENCO & SEN Team DHT & EYFS Lead. SMT & English Lead	Ongoing. End of year. Ongoing. End of Year. End of Spring Term.	SEN team to complete the assessments, record start and end data. EYFS and KSI staff to complete interventions as specified in The Big Ideas book. During learning walks SMT will evaluate the effectiveness of vocabulary development. SMT to evaluate the current policy and make amendments to the policy to develop the use of language acquisition.	Children's start and end points will have improved. Pupils are exposed to a high level of vocabulary and are able to articulate focused words in the curriculum. Staff will have a clear understanding of the importance of the development of language and the processes in place across the school.	Release time.
KPI 2.2: PUPIL PREMIUM & SEND – to improve outcomes for pupils who are disadvantaged in writing.					
KPI 2.2: * Track progress of pupils who are Pupil Premium and SEND including documenting the support they have receiving and by who. * Use Insight to track pupils with PP and SEND. * Monitor SEND and PP pupils progress in all areas of the curriculum with a particular focus in writing. * Develop the Pupil premium strategy.	HT, DHTs & SENCO HT, DHTs & SENCO HT & DHTs HT	Termly analysis. Ongoing. Ongoing. Termly analysis. Ongoing. End of Autumn 1	Use Insight to track provision in place and attainment and progress. Develop skills in using Insight to track pupils and analyses data. Use Insight, learning walks and book monitoring to identify and action specific areas of development and action ways to address these through support and coaching strategies. Publish the Pupil Premium Strategy.	Identification of impact on the most vulnerable pupils in the school SMT will have a good skill set using Insight. SMT will have a good understanding into how our vulnerable children are progressing and the provision and teaching and learning in place. All stakeholder will have an overview of the provision for PP pupils.	

* Monitor writing books for PP and SEND pupils.	HT & DHTs	Half termly.	Use monitoring in books and learning walks to recognise the effectiveness of teaching and learning of pupils in specific groups.	A clear understanding of the provision in place for our vulnerable pupils.	
* Discuss pupils identified as PP in Pupil progress meetings each term in more details for accountability.	HT & DHTs	Termly	Action specific needs of pupils with PP and SEND during meetings and follow up actions in the next cycle of pupil progress meetings.	Teachers will have a clear action for supporting our vulnerable pupils.	
KPI 2.3: PHONICS – to improve outcomes for all pupils in phonics.					
KPI 2.3: * Evaluate the effectiveness of the phonics scheme in place in EYFS and Year 1.	HT, DHT & Phonics lead	End of Autumn term	Through learning walks identify the impact of the scheme including interventions.	Identification of the areas of development needed for the teaching of phonics.	
* Monitor, assess and track pupils throughout the year identifying the bottom 20% in EYFS, Year 1 and 2 and planning for meeting the gaps in their understanding and knowledge of phonics and reading.	Class teachers, phonics lead, HT & DHT.	Half termly.	Monitor the impact throughout the year and discuss in pupil progress meetings, set interventions to address the gaps.	Teachers and support staff will have a clear target setting of gaps in knowledge.	Release time for Phonics lead.
* Monitor and track the interventions of pupils in EYFS and Year 1 phonics to ensure gaps in phonetical knowledge is addressed.	Class teachers, phonics lead, HT & DHT.	Half termly.	Use Insight to track pupils and monitor the impact of the interventions. Provide CPD if there are gaps in subject knowledge.	All staff know the gaps and will follow up on interventions needed.	
* Develop effective CPD in the teaching of phonics for 'new to Year 1' teachers and support staff.	Phonics lead	Autumn 1	ECT training for the teaching of phonics. Observations of good practice in the teaching of phonics from the phonics lead.	Strengthened teaching profile of phonics teaching and learning.	
* Deliver phonics training to Key Stage 2 staff to ensure they have a confident and consistent approach to the teaching and learning of phonics.	Phonics lead.	Autumn term	Phonics lead follow up with support needed for staff with further gaps in phonics knowledge.	All staff across the school have a good knowledge of phonics.	
* Share best practise with teaching and support staff by observing and evaluating high quality teaching and learning of phonics and phonics interventions.	Phonics and EYFS lead.	Autumn term and ongoing.	Identify staff who need additional support and provide support where needed.	All staff across the school have a good knowledge of phonics and an identification of strengths of key teachers who know phonics very well across the school.	

KPI 2.4 SPELLING – to develop an effective spelling strategy across the school.

KPI 2.4: *Evaluate the teaching and learning approach to spelling.	English Lead & SMT	End of Autumn term	Work with the English lead to discuss spelling strategies already in place.	SMT have a good understanding of the strengths and developments of the teaching of spelling.	Release time
*Research and seek advice around effective approaches to teaching spelling.	HT, English Lead & SMT	End of Autumn term	Discuss with consortium heads and English leads about schemes they already use and how effective they are.	Knowledge of spelling schemes/ approaches that are impactful.	
*Launch a spelling scheme or approach in one- or two-year groups before launching it across the school. Evaluate its effectiveness then launch across the school.	English Lead & SMT	End of Autumn term	Monitor the impact through teacher and pupil voice the effectiveness of the scheme in the key year groups.	An action for going forward with an effective scheme.	Release time

Key Area of Development 3:		Teaching and Learning & the Curriculum			
Key areas broken down:	Current context	Performance milestones and actions (what success will look like in July 2025)	RAG rating on progress to reaching KPI by July 2025		
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KPI 3.1: RHSE – to continue to develop the RSHE curriculum with regards to the sex education element.	In response to the Ofsted improvement area of development – The school's PSHE curriculum is at an early stage of implementation. Further staff training is planned but not yet taken place.	A set approach to PSHE and RSHE will be in place. Staff will have confidence in teaching the approach and all stakeholders will have an informative understanding of the outcomes of the approach.			
KPI 3.2: HISTORY & GEOGRAPHY – to develop a bespoke curriculum.	In response to the Ofsted improvement area of development – curriculum thinking and design in some foundation subjects. History and Geography have been identified as key subjects. Humanities lead will develop a bespoke curriculum with a focus on defining specific coverage so that the knowledge and activities in place are not 'too much'.	A bespoke curriculum will be in place covering all aspects of the National Curriculum with a streamlined identification of the key knowledge and teaching and learning so that pupils can make the best possible progress in subjects.			
KPI 3.3: MUSIC & MATHS – to carry out a whole school review of music and maths and audit the current provision across the school.	Stakeholder voice suggests that the teaching of music needs some attention. The additional music offer needs some attention. Stakeholder voice suggest that there may be a gap in the teaching and learning of arithmetic is lacking.	A good offer in music will be in place in both the music curriculum and outside of the classroom. A clear approach to the teaching and learning of the teaching of Maths and arithmetic will be in place.			
KPI 3.4: EYFS – to develop and implement an effective provision plan for the outdoor learning area to further build on the children's skills and knowledge.	Outdoor provision needs attention.	The outdoor area will be an effective learning space for Nursery and Reception.			

KPI 3.5: PUPIL BOOK STUDY – to use this systematic toolkit to evaluate the impact of the curriculum through studying teaching and learning.	Pupil Book Study is an insight into the 'lived experience' of pupils, as opposed to just the observed experience on the classroom. It is also a tool in which to reflect professional practice and identify what helps learning, and what hinders it by outlining clear and coherent structures in which to talk with pupils and look at their books.	Pupils will be able to discuss their learning experience and enable leaders and teachers to focus on evaluating their curriculum, teaching and learning in a precise, evidence-rich environment.			
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Actions <i>How will priority be addressed</i>	Lead role <i>Who will lead</i>	Key dates <i>By When</i>	Monitoring strategy <i>What support</i>	Action completed <i>How will success be measured</i>	Resources/ Finance/ CPD
KPI 3.1: RHSE – to continue to develop the RSHE curriculum with regards to the sex education element.					
KPI 3.1: * Evaluate the scheme in place and the approach to PSHE and sex education and make a final decision around the approach for the RHSE curriculum. * Provide staff training in response to the teaching and learning of the PSHE curriculum. Provide support and coaching to specific staff members if needed. Including Happy Minds programme. * Carry out another consultation with parents, carers and other stakeholders. * Write policies in line with new guidelines and share these with all stakeholders.	HT & DHTs PSHE lead and DHT HT & DHT, PSHE Lead. HT & DHT, PSHE Lead.	Autumn 1 Autumn 1 Autumn 1 Autumn 1	Meet with SMT and PSHE Lead and gain stakeholder voice. Through staff questionnaires, establish the needs and support and plan for these. Seek advice around the approach and be prepared for the consultation. Ensure all statutory guidelines are in place and consult with the governing body.	Have a good understanding of the next steps needed. Support is provided across the school to meet the action set out in the most recent Ofsted report. All stakeholders are aware of the approach set out and any questions around it can be resolved. All stakeholders will have a clear understanding of the approach of teaching PSHE. Teachers will understand how to implement the PSHE curriculum well.	
KPI 3.2: HISTORY & GEOGRAPHY – to develop a bespoke curriculum.					
KPI 3.2: * Map out and the areas of study in geography and history. * Release the history and geography lead to write and complete the bespoke curriculum including identifying the sequence of lessons and the streamlined knowledge ensuring pupils are being taught the right amount and 'not too much'.	Humanities lead & HT Humanities lead & HT	Autumn 1 Autumn	Meet with the humanities lead to establish if all areas of the National Curriculum are covered. Evaluate what has been completed incrementally – use HT curriculum development experience to support this. The humanities lead will be released 2 days per week to complete this.	A clear outcome will be established for complete coverage in both subjects. A clear outcome will be established for complete coverage in both subjects.	

* Launch some of the areas of study as they become available.	Humanities lead & HT	Spring 1	Evaluate the success of this as they are introduced and make adjustments and evaluate their effectiveness.	Year groups will have a bespoke scheme of work to teach.	
KPI 3.3: MUSIC & MATHS – to carry out a whole school review of music and maths and audit the current provision across the school.					
KPI 3.3: MUSIC * Following on from the evaluation of the music provision across school, continue to evaluate the teaching and learning of music. * The Music lead's action plan identifies specific needs for music and deliver CPD tailored to this. * Evaluate the offer of music outside of lessons and plan for opportunities including choir and music collaboration with the church community. MATHS * Evaluate the teaching and learning of Maths across the school with a particular focus on the teaching of arithmetic elements of maths.	Music lead & SMT Music lead & SMT Music lead & SMT Maths Lead, HT & DHT	Spring term Spring term Spring term Autumn term	Map out the offer of music across the school and document. Identify the strengths and areas of development. By completing an audit of the provision of music in school through stakeholder voice, learning walk and evidence/ pupil work the music lead will identify the specific needs. Document the offer and explore other opportunities. Working with HT and DHTs complete learning walks to identify the provision of maths across the school. Once identified, deliver CPD on areas of development and follow up monitoring.	A clear understanding of the music offer will be in place. A clear plan of provision will be in place across the school. A clear provision in music plan documents the offer for St Peter's. The Maths Lead, HT & DHT will have a grasp on the teaching and learning for Maths across the school.	
KPI 3.4: EYFS – to develop and implement an effective provision plan for the outdoor learning area to further build on the children's skills and knowledge.					
KPI 3.4: * Audit the current provision and offer in the outdoor area of EYFS. * Research and visit other schools with effective outdoors provision.	EYFS lead and HT	Autumn 2 Autumn 2	Work with the EYFS lead, and class teachers in Nursery and Reception to identify gaps in provision. Possibly work with Early Excellence to support and plan for an outdoor area to support the indoor or use	A clear plan of gaps in provision will enable the EYFS lead to know the next steps in developing the outdoor provision.	

* Plan the EYFS curriculum incorporating the outdoor provision.	EYFS Lead, DHT and HT EYFS lead, DHT & HT	Spring term	consortium schools or other effective outdoor provision expertise to support our vision. Work with EYFS lead to and map out the provision into the curriculum considering the plan of provision for the outdoor space.	A clear vision for the outdoor space will be in place based on already good practise and experts. The curriculum map reflects the provision we have developed in the outdoor area.	
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KPI 3.5: PUPIL BOOK STUDY – to use this systematic toolkit to evaluate the impact of the curriculum through studying teaching and learning.

KPI 3.5 * SMT to work together and reflect and refresh on the training and plan for the approach using Pupil Book Study. * Deliver training to subject leaders using the approach and toolkit. * Support all subject leaders to deliver the approach across the school. * Monitor the approach following on from the training and provide support where needed.	SMT	Autumn 1	Work through the elements of the toolkit we want to roll out across the school and plan the training.	SMT are ready to deliver training around the toolkit.	
	SMT	Autumn 1	Using the training SMT will deliver elements of the toolkit to staff. EYFS will complete a bespoke approach to gaining pupil voice.	Staff will have received CPD and can articulate and implement the training into their teaching and learning.	
	SMT	Autumn 2	SMT to work with specific members of staff which will be identified during learning walks/ pupil conferencing.	Those staff that need specific training will be support and a development of their needs complete.	
	SMT	Autumn 2 & Spring 1. Ongoing.	Through learning walks, SMT will identify the impact of the toolkit over time.	SMT will know the areas of development and what is needed next.	

Key Area of Development 4:		Leadership, Management & Governance			
Key areas broken down:	Current context	Performance milestones and actions (what success will look like in July 2025)	RAG rating on progress to reaching KPI by July 2025		
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KPI 4.1: LEADERSHIP – to develop and implement effective leadership and management practices to ensure smooth strategic operation of the school.	The new HT is new to role and will require support from a school improvement advisor and mentor to ensure specific school statutory processes are implemented as well as the management of school across 2 sites.	Role of leaders being visible around school. Strengthen relationships with parents, local community and all stakeholders. A shared vision that everyone works toward, helping guide decisions and actions. A distributed leadership that enhances decision-making and fosters accountability. A skilled and motivated staff capable of adapting to new challenges and driving school improvement.			
KPI 4.2: SUBJECT LEADERS – to ensure subject leaders have a clear outcome for their subject and lead them effectively.	Many subject leads have had limited opportunities to develop their subject. We want to strengthen their skills and ensure they are making an impact in their subject as well as monitoring a subjects effectiveness in line with Ofsted's recommendations.	Subject leaders have a clear understanding of the strengths and weaknesses within their subject area and can make informed decisions to improve pupil outcomes. Link curriculum review to Alex Bedford pupil book study where subject leaders can identify the effectiveness of the curriculum through the toolkit.			
KPI 4.3: SEND LEADERSHIP – to continue to review and further refine the SEND provision and practices across the school.	The schools SENCO has implemented systems across school to support the current provision for pupils with SEND. To support teacher's workload and well-being an effective approach will need to be implemented to ensure pupils with SEND are receiving the correct provision and teachers are able to plan and track them. The SENCO is extremely successful at gaining additional funding for pupils who have high level needs and as a team we	Insight will be used to track the provision for pupils with SEND. Interventions will be monitored and evidence gathered using Insight. Teachers can articulate the impact of Insight on their workload and well-being. Pupils with additional needs are allocated the correct support within the boundaries of their budget allocation.			

	need to ensure the pupils are allocated the right level of support.				
KPI 4.4: RESOURCES MANAGEMENT – to ensure effective and efficient use of resources, including staffing, budget and facilities.	The new head teacher has some experience of financial systems in a LA school but will need further training. Once this training is in place the new head teacher can then manage staffing and the school budgets in specific areas.	Financial sustainability – resources allocation across all areas including staffing and SEND provision. The Head Teacher will have a firm grip of the finances and systems in place across the school. A clear understanding of current resource allocation and areas where adjustments are needed to optimize efficiency. Strategic use of resources that supports long-term school improvement and ensures that funding, staffing, and facilities are focused on key objectives.			

Actions <i>How will priority be addressed</i>	Lead role <i>Who will lead</i>	Key dates <i>By When</i>	Monitoring strategy <i>What support</i>	Action completed <i>How will success be measured</i>	Resources/ Finance/ CPD
KPI 4.1: LEADERSHIP – to develop and implement effective leadership and management practices to ensure smooth strategic operation of the school.					
KPI 4.1: *Head teacher to involve all stakeholders (teachers, parents, pupils, and all support staff) in refining the school's vision and motto. This provides a unified direction and aligns the community with the school's goals. *Head teacher to understand the day to day operations across the school. *Head teacher to work with SIA around the effective operations and school improvement across the school. *Head teacher to work with SMT to identify specific needs across the school and implement them into the SDP. Build relationships and continue to strengthen a leadership team that includes DHTs, admin staff, and other key stakeholders. Delegate roles and responsibilities based on strengths and expertise. * Implement regular CPD for both leaders and teachers focused on pedagogical approaches, leadership strategies, and management skills.	HT & stakeholders HT & DHT HT & DHT HT & SMT HT & SMT	Ongoing. Autumn 1 week 3 Autumn term Ongoing. Ongoing	Review the motto and vision and ensure all stakeholders know and live out the school motto and values. Complete a learning walk around learning behaviours and address any specific needs including reviewing the behaviour policy. Time for the headteacher to see the day to day operation in school in action. 3 visits in the first term with specific actions and agendas. Weekly meetings to establish how school operations are going and to make decisions and adjustments accordingly. Provide a CPD and monitoring cycle to staff.	Stakeholder voice will be able to articulate the vision and motto for the school. A clear understanding of the day to day running of the school with an emphasis of knowing the split site difference. Actions ready to help improve the school. Operations across school will be consistent and effective. A positive school culture will be in place. Staff have an overview and know the forecast for CPD and the purpose and rationale.	

KPI 4.2: SUBJECT LEADERS – to ensure subject leaders have a clear outcome for their subject and lead them effectively.					
KPI 4.2: *Subject leaders have a clear vision for their subject and use the SDP to devise and implement their action plan. * Offer leadership training to subject leaders on how to effectively manage their subject, support and deliver CPD. Training might include data analysis, curriculum planning, classroom observation, and providing constructive feedback. * Establish a process for regularly monitoring the performance of each subject area. This can include classroom observations, assessments, teacher and feedback. Subject leaders should be responsible for analysing this data and identifying areas for improvement.	All subject leaders.	End of Autumn 1	Create an action plan in line with the SDP.	Subject leaders will have a clear outcome for their subject.	Subject release time
	HT and subject leads.	Ongoing	Identify which subject leaders need specific support.	Subject leaders feel confident and equipped with the skills to guide staff, improve teaching quality, and address any issues within their subject.	Subject release time
	HT & subject leads	Ongoing	Subject leaders to meet with the HT to identify the areas of development they need to work on in their subject and provide support where necessary.	By collaborating with the HT, subject leaders will have a clear expectation for their subject as well as a clear end goal.	Subject release time
KPI 4.3: SEND LEADERSHIP – to continue to review and further refine the SEND provision and practices across the school					
KPI 4.3: * Head teacher to gain an understanding of the SEND provision and processes in place across the school to support pupils with SEND. * Provide training using Insight as a platform for setting up provision for pupils with additional needs including ITPS. * Ensure allocation of SEND finances are allocated in the most effective way.	HT & SENCO	Autumn 1	Complete a SEND learning walk across the school to identify specific pupils and the provision in place.	HT will know the level of need across the school and ensure the correct provision is in place for those vulnerable pupils.	
	DHT & SENCO	Autumn 1 – INSET day 1&2	To provide a lighter workload for teachers and support staff in implementing interventions.	Teaching staff and support staff have a consistent approach to the provision in place for pupils with additional needs and helps relieve teacher workload.	
	HT, SENCO & business manager.	Autumn 1	Through working together with the head teacher, business manager and SENCO establish additional funding allocation effectively.	Pupils with SEND are having the support they are entitled to within the confines of the budget allocation.	

KPI 4.4: RESOURCES MANAGEMENT – to ensure effective and efficient use of resources, including staffing, budget and facilities.

KPI 4.4: * Conduct a comprehensive audit of resources across the school including allocation of budget in all departments (staff, building, SEND, facilities etc).	HT, Business manager and Financial service manager.	Ongoing.	Work closely with the business manager and DRB financial service manager around resources.	A clear understanding of current resource allocation and areas where adjustments are needed to optimize efficiency.	
* Action plan areas of development within the budget.	HT, Business manager and Financial service manager.	Ongoing.	Work closely with the business manager and DRB around resources.	Strategic use of resources that supports long-term school improvement and ensures that funding, staffing, and facilities are focused on key objectives.	