

School Development Plan 2024-25

Background information to support the plan

Data Outcomes

EYFS Outcomes	2023	2024			2023	2024
Listening, Attention & Understanding	80%	73.8%	Word Reading		81.7%	82%
Speaking	81.7%	82%	Writing		73.3%	75.4%
Self Regulation	80%	83.6%	Number		80%	80.3%
Comprehension	86.7%	75.4%	Numerical Patterns		80%	78.7%
GLD	70%	67.2%				
Year 1 Phonics Screening						
2023 95% (National 79%)			2024 76% (existing chn 95%)			
Key Stage One Outcomes 2024						
			School 2023	School 2024 (existing chn)	National 2023	
% working at the expected standard in READING			75%	68% (82%)	68%	
% working at the expected standard in WRITING			70%	59% (70%)	60%	
% working at the expected standard in MATHS			76.7%	63.4% (77%)	70%	
% working at greater depth in READING			10%	10.3%(12%)	19%	
% working at greater depth in WRITING			6.7%	2.6% (3%)	8%	
% working at greater depth in MATHS			10%	9% (12%)	17%	
% achieving the expected standard on R,W&M			68.3%	56.4%	56%	
Key Stage Two Outcomes 2024						
			School 2023	School 2024	National 2023	
% Achieving the expected standard in READING			63%	83%	73%	
% Achieving the expected standard in WRITING			76.7%	76.7%	73%	
% Achieving the expected standard in MATHS			80%	82%	71%	
% Achieving the expected standard in G,P & S			73%	85%	72%	
% Achieving the expected standard in combined R,W &M			60%	73%	59%	
% achieving the higher standard in READING			13%	26%	29%	
% achieving the higher standard in WRITING			20%	8.3%	13%	
% achieving the higher standard in MATHS			28%	36%	24%	
% achieving the higher standard in G,P & S			27%	53%	30%	
% achieving the higher standard in combined R, W & M			10%	13%		

Teaching & Learning	Staffing	Other
<ul style="list-style-type: none"> • New Phonics introduced • New way to teach early reading • New writing programme • New wider curriculum scheme 	<ul style="list-style-type: none"> • 3 ECT 1s • 5 ECT 2s • 4 apprentices • New LSA • 7 UPS teachers 	<ul style="list-style-type: none"> • 3 new classes since Jan/Apr • Increase in EAL across whole school (49% school population) • 14% SEND • 19% FSM • Nursery admission numbers are low

School Development Priority SDP1: Raise standards in English			
<p>Standards in reading and writing are at least in line with National expectations at both KS1 and KS2. Writing is less secure than reading at both Key Stages, and 1% lower than National at KS1. There has been a 6.4% drop at KS2</p> <p>GLD at the end of Reception took a dip last year and this needs to be addressed.</p> <p>Teaching staff report declining levels of pupil confidence in and enthusiasm for writing</p>			
Actions	Achieved by	Measurable Outcome	Progress and Evidence
Train all teaching staff to use Literacy Counts	<ul style="list-style-type: none"> • Official training materials used • Staff trained together • Phonics Lead to offer drop ins and further support 	<ul style="list-style-type: none"> • Programme is taught consistently to all age groups • Pupil engagement in lessons is high 	
Train support staff to work with Literacy Counts	<ul style="list-style-type: none"> • Phonics Lead offering training sessions • Monitoring of support during phonics sessions 	<ul style="list-style-type: none"> • Support staff clearly understand their role in phonics provision 	
Ensure all Literacy lessons are consistently taught in line with the programme expectation	<ul style="list-style-type: none"> • Teacher planning time guaranteed • Regular formal and informal monitoring of lessons • Book sample regularly looked at 	<ul style="list-style-type: none"> • Monitoring of lessons, plans and adaptations is positive 	
Introduce Little Wandle Phonics purchased using bid funding	<ul style="list-style-type: none"> • With support from Little Sutton English Hub scheme is purchased and training is 	<ul style="list-style-type: none"> • Confidence and understanding of Phonics is high at the end of Reception year • Phonics screening in Yr1 	

	purchased to support all staff	is higher than National	
Train all EYS & KS1 staff to use Little Wandle	<ul style="list-style-type: none"> Staff are fully trained and understand support resources 	<ul style="list-style-type: none"> Staff confidence levels in phonic provision are high 	
Focus on early writing and early reading	<ul style="list-style-type: none"> Reception and Nursery staff are clear about end of year expectations 	<ul style="list-style-type: none"> GLD % increases 	

School Development Priority SDP2: Curriculum is relevant and engaging and meets the needs of all pupils			
Increasingly teaching staff reported that our curriculum was not sufficiently engaging pupils and knowledge retention was not as effective as we had hoped. SEN and EAL pupils were finding accessing the curriculum challenging.			
Actions	Achieved by	Measurable Outcome	Progress and Evidence
Curriculum models explored for suitability	<ul style="list-style-type: none"> SLT evaluate suitability of models 	<ul style="list-style-type: none"> Most appropriate model chosen for school 	<ul style="list-style-type: none"> Cornerstone Curriculum Maestro is purchased and implemented
Staff are trained to use Cornerstones effectively	<ul style="list-style-type: none"> All staff access training provided 	<ul style="list-style-type: none"> Lessons are well structured, well resourced and are engaging for the children 	
Support staff are trained to use Cornerstones to support teaching and learning	<ul style="list-style-type: none"> Training of support staff to ensure they are confident to support in lessons 	<ul style="list-style-type: none"> Support staff are effective in lessons ensuring that children are well supported. 	
No child is excluded from the curriculum - Adaptations are made so that the curriculum suits all learners	<ul style="list-style-type: none"> Teacher adapt model plans to make lessons accessible to all 	<ul style="list-style-type: none"> SEN and EAL children have learning materials that are linked to the curriculum but are accessible at their current learning level 	
Children's books indicate good progress is being made in the curriculum	<ul style="list-style-type: none"> Class teachers and support staff implementing school policy effectively 	<ul style="list-style-type: none"> Moseley books stand up well in moderation against Network schools. Progress can be seen in all books 	

Teachers assess the curriculum areas accurately	<ul style="list-style-type: none"> • Cornerstones assessments used to support judgements on Sonar 	<ul style="list-style-type: none"> • Assessments are accurate • Assessments reflect test scores <p>Assessments show that children have retained curriculum knowledge and progress is made</p>	
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School Development Priority SDP3: Development of all staff			
Staff are at a range of stages of their career development. Successful ECT programmes could be built on for staff at M3 & M4. Senior staff would benefit from additional leadership experiences			
Actions	Achieved by	Measurable Outcome	Progress and Evidence
Model drawn up to be transparent about the differing levels of responsibility that staff have at Moseley	<ul style="list-style-type: none"> • SLT create a model to share with staff • Model shared with Teachers and support staff 	<ul style="list-style-type: none"> • Staff are accountable for their level of responsibility and performance 	
Performance Management overhauled so no longer based of performance related pay	<ul style="list-style-type: none"> • SLT ensure that targets are relevant and attainable and will contribute to career progression 	<ul style="list-style-type: none"> • Gap tasks through the CPD programme equip staff with good quality evident for appraisal 	
SLT member to be appointed lead coach and mentor	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • Staff in need have a structured programme of support • Time is allowed for support within the working day 	
CPD tailored to suit the needs of differing levels of staff	<ul style="list-style-type: none"> • SLT design a CPD programme that suits the needs of staff allowing time for gap tasks and 	<ul style="list-style-type: none"> • A variety of CPD opportunities offered • ECT programme is robust and well regarded 	<ul style="list-style-type: none"> • ECTS pass their year

	learning reflection <ul style="list-style-type: none"> • SLT implement a comprehensive programme for ECTs 1s and 2s • Early leaders are supported by experienced staff and external consultants 	<ul style="list-style-type: none"> • Consultants used to support and strengthen early leaders 	
Provide a variety of leadership opportunities for aspiring leaders	<ul style="list-style-type: none"> • SLT design a programme for leadership opportunities such as leading training, mentoring inexperienced staff, leading assemblies, leading parent workshops 	<ul style="list-style-type: none"> • Staff gain confidence to lead whole school activities • Greater number of staff are able to coach and mentor • Appraisal are successful as staff have vast amounts of examples of learning from CPD and leadership opportunities 	

School Development Priority SDP4: High quality mental health and wellbeing support programme is offered			
Increasing trend of parents requesting mental health support for their children. Increase anxiety in children. External services point parents in school's direction for support. Historically the level of support offered is inconsistent.			
Actions	Achieved by	Measurable Outcome	Progress and Evidence
Evaluate the mental health support offer currently available	<ul style="list-style-type: none"> • Wellbeing Team 	<ul style="list-style-type: none"> • All provisions evaluated and adaptations made to suit the needs of the school 	
Introduce a triage system for support requests to ensure that the correct children are priorities	<ul style="list-style-type: none"> • Parents wellbeing concerns form introduced so need can be assessed accurately 	<ul style="list-style-type: none"> • Fortnightly triage meetings take place with wellbeing team • Parents receive feedback on their requests 	

		for support in a transparent way	
Continue to work with partner agencies	<ul style="list-style-type: none"> • MHST • Animal Assisted Therapy • CAMHS • CCT • SEMH 	<ul style="list-style-type: none"> • Wellbeing leads meet regularly to review support in place and evaluate its effectiveness • Changes are made swiftly if provision is not meeting need 	
Explore additional parental support options	<ul style="list-style-type: none"> • Adult Education Service 	<ul style="list-style-type: none"> • Parents attend courses to support their parenting strategies 	
Formulate a routeway though mental health support	<ul style="list-style-type: none"> • Wellbeing Team 	<ul style="list-style-type: none"> • A clear routeway is shared with staff and parents. • Parents understand that support is progressive and the impact at each stage needs to be evaluated before moving on to the next stage 	
Ensure a graduated approach to mental health support for increased effectiveness	<ul style="list-style-type: none"> • Wellbeing Team to organise support in a graduated way so that children receive only the level of intervention that they need 	<ul style="list-style-type: none"> • The routeway id clearly graduated • Parents are unable to request higher level support until the impact of lower level support has been evaluated. This will include strategies to be implemented at home 	<ul style="list-style-type: none"> •
Staff mental health is protected and support available for those in need	<ul style="list-style-type: none"> • SLT and staff ensure mental health is woven through meeting agendas and 	<ul style="list-style-type: none"> • When survey staff morale and wellbeing score highly 	<ul style="list-style-type: none"> •

	CPD activities. Time is protected and valued. Work/life blend is forefront in policies and practice at school	<ul style="list-style-type: none"> Staff understand strategies deployed by the school to reduce their levels of stress Staff access support when needed 	
Supervision continues to be provided to DSLs to protect against negative impact on mental health	<ul style="list-style-type: none"> External counsellors 	<ul style="list-style-type: none"> DSLs access the offer of regular supervision 	<ul style="list-style-type: none">

School Development Priority SDP5: Sustainable offer of pre-school (EYS) and after school provision			
<p>Historically we amend our offer annually, this creates instability and a lack of forward planning.</p> <p>The demand for after school care fluctuates but is a general increasing trend.</p> <p>Due to a letting (that generates approx £12k a year) the hall is unable to be used by EDGE twice a week, creating a nomadic feeling to the club.</p> <p>After school sports provision cannot use the hall due to EDGE being in the space.</p>			
Actions	Achieved by	Measurable Outcome	Progress and Evidence
Evaluate current provision to ensure it meets demands	<ul style="list-style-type: none"> SLT examining waiting lists and demand trends 	<ul style="list-style-type: none"> Clear offer for Dynamos and Nursery that is well communicated to parents 	<ul style="list-style-type: none">
Review staffing requirements and amend as necessary	<ul style="list-style-type: none"> SLT review capacity and ratios to ensure staffing model is affordable 	<ul style="list-style-type: none"> Appoint apprentices to fill staffing gaps created by expansion 	<ul style="list-style-type: none">
Create a more flexible offer to ensure the needs of families are met	<ul style="list-style-type: none"> SLT survey parents needs for pre-school care 	<ul style="list-style-type: none"> Places are filled Parents understand offer and are content with what school provides 	<ul style="list-style-type: none">
Advertise more effectively to ensure Nursery places are filled	<ul style="list-style-type: none"> SLT ensure community are aware of potential spaces in provision 	<ul style="list-style-type: none"> Adverts are visible and have an impact on the number of spaces 	<ul style="list-style-type: none">
Explore alternative housing options for EDGE Club	<ul style="list-style-type: none"> SLT in discussion with CCC 	<ul style="list-style-type: none"> Spaces within school are evaluated for effective EDGE provision 	<ul style="list-style-type: none">

		<ul style="list-style-type: none"> • Expansion is considered, costed and funds allocated if affordable 	
Apply for funding streams to allow expansion of before and after school care	<ul style="list-style-type: none"> • SLT • Governors 	<ul style="list-style-type: none"> • Funding bids submitted 	<ul style="list-style-type: none"> •