

West Park CE Primary School Development Plan 2025-26

This academic year we will have an SLT comprising of a Headteacher, 1 Deputy Head, 0.8 Assistant Head, Inclusion lead, Pastoral lead and Business Manager. Our Head of Year/Phase leaders and Governors all remain in post with the addition of a new staff Governor. 27 teaching and 46 support staff remain in post. We have 4 first year ECTs, a new SENCo, a new KS1 Maths leader and 2 teachers new to our school joining our team. We have at least one new member of staff in each year group.

This has led to this change in format and a reduction in objectives so we can focus on specific development points across the school and also have capacity for the completion of the relevant ECT, Ambition and Maths Hub courses. We will have specific SEND, Disadvantaged, Year Group and Subject Development plans that focus on specific areas of this overall plan.

We will also have a new Finance Officer.

This also takes into account that 12 classes will be disrupted during the autumn and spring terms due to a significant building project with each class having to relocate for 4-5 weeks and those staff will require support and opportunity to settle and focus their classes after a period of disruption, this is expected to be more necessary with younger classes.

Glossary:

CT- Class teacher

LSA- learning Support Assistant

SSA- Special Support Assistant

SENCO- Special Educational Needs Co-ordinator

TIC- teacher in Charge of the SSC

HOY- Head of Year

SL – Subject Leads

QFT- Quality first teaching

MITA- Maximising Impact of Teaching Assistants (Support Staff Training sessions)

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<p>Priority 1: Children's, "Let your Light shine"- Creativity and Independence through Adaption and scaffolding.</p> <p>Carefully consider and adapt learning, planning, resourcing and support prior to the lesson and adjust teaching strategies during the lesson to ensure all pupils know more and remember more. To continue to ensure that disadvantaged pupils and pupils with SEN achieve the best possible outcomes.</p> <p>Continue to develop and explore a range of strategies to present learning to pupils so all pupils achieve intended outcomes.</p> <p>Resources: Ordinarily Available Inclusive Practice WSCC Guide (OAIP), EEF Deployment of teaching Assistants Guidance report</p>	Term	Monitoring
	Autumn	Learning walks SEND/Disadvantaged to inc environmental adaptations and Pupil Voice
	Spring	Autumn Outcomes, intervention impact Learning walks, book scrutiny, pupil voice
	Summer	Spring outcomes, intervention impact Learning walks, book scrutiny, pupil voice

Actions	Who lead	Success Criteria	Oct		Dec		Feb		May		Jul	
			A	S	A	S	A	S	A	S	A	S
1. Provide staff (CT/LSA/SSA) with quality resources to support adapting practice- OAIP, Maths Hub and subject specific Mary Myatt resources.	CB	All staff easily access quality resources to support adaption and scaffolding.										
2. All teaching and support staff attend remote or face to face QFT training with Steve Bush from WS.	CB	All staff have first hand training in QFT to ensure consistency of expectation and provision. LSA/SSA training in July 2025, time to study, practice and embed then review in autumn 2025										
3. Use EEF and OAIP to select appropriate adaption and scaffolding strategies.	CTs	All class teachers will select the most appropriate method of adaption and scaffolding learning for their class. Initially focus on English in autumn so that the successful strategies can then be implemented in History, Geography, RE, written recording in Science in spring. Children will be able to access the full curriculum and achieve planned outcomes.										

		HOT children planning is explicit, not, 'challenge activities.' (See specific subject plans)																	
4. HOY/Subject leads explore ways in which technology can be used to support the learning of pupils so that they have access to the full curriculum and can record their learning.	HOY SLs	Children use a range of technology to record their learning with increasing independence.																	
5. HOY/Subject leads to work with the computing lead, IT Technician, SENCo and TIC to ensure technology and devices are effectively used across the school.	HOY SLs	Children readily access technology and devices to support their learning and recording of learning with increasing independence.																	
6. Invite parents into class each ½ term to join in with learning.	HOY CTs	Parents have regular opportunities to join in with learning and celebrate achievement. Parents have a clear understanding of how their child learns so they can support their child's learning.																	
7. All CTs ensure that they teach all pupils inc those with additional needs regular basis (EEF 1&2).	HOY CTs	All children in all classes regularly work with the class teacher including those with SEND and enhanced provision in place. (At least 1 a day?)																	
8. Additional Adults to be deployed effectively and flexibly to meet the needs of all pupils of all abilities. All adults to be take on range of roles to best meet the needs of the class.	HE	Enhanced support is targeted to meet needs so that all pupils receive the support they need to achieve planned outcomes.																	
9. All lessons to be planned so that they meet the learning needs for all children, ensuring they are able to engage at their level to acquire planned learning outcomes.	CTs	All children achieve planned outcomes through carefully planned learning.																	

10. Staff /Twilight meetings, MITA sessions and team meetings used to share strategies to support pupils across the curriculum.	SLT	All teaching and support staff have dedicated time to learn and practice adaption and scaffolding strategies and then to share what has worked well with colleagues.										
11. Develop staff skills in assessing children who are not yet ARE.	SEN Inclusion	SEN team support with assessing those not working at ARE Insight is updated to ensure statements are manageable and appropriate Staff are confident and competent as assessing accurately										
12. Gap analysis is used effectively, to pinpoint gaps in knowledge and inform planning, adaption and further opportunities.	NCr or Eng/ Maths leads	Children achieve previous gaps to build secure knowledge										

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<p>Priority 2: Staff “Let your Light shine” - Creativity and Independence through CPD. To plan and deliver a cohesive and tailored approach for professional development to include teaching and support staff (ECT,NPQ, and Maths Hub Programmes)</p> <p>Resources: Mary Myatt subject resources, NPQ Programme resources, Ambition ECT resources, Maths Hub Resources</p>	Term	Monitoring
	Autumn	Autumn Appraisal meetings MITA schedule and feedback CPD schedule and feedback Subject monitoring and development plans
	Spring	Mid-year Appraisal meetings MITA schedule and feedback CPD schedule and feedback Subject monitoring and development plans
	Summer	End of year appraisal Meetings MITA Schedule and feedback CPD schedule and feedback Subject monitoring and development plans

Actions	Who lead	Success Criteria	Oct		Dec		Feb		May		Jul	
			A	S	A	S	A	S	A	S	A	S
1. Review Appraisal growth goals and agree a CPD focus for each member of the teaching staff including impact of this work.	SLT	<ul style="list-style-type: none"> Each member of staff has chosen and developed a personal growth goal leading to improved practice and provision. Personal growth goals to impact positively on whole school provision. 										
2. Develop Champion Teams for key areas of Maths, Adaption to promote development of this area in every year group. Maths: FC, LO, RSc, KH, BH, SBM,VH, DBE Adaption: AC, PM, JA, LBi, AH, RC, DJ Possibly add to this with RE teams for priority 3	SLT	<ul style="list-style-type: none"> Each member of teaching staff will have the opportunity to support on a Priority development area. Each member of teaching staff will have records of contribution to year group meetings promoting and sharing success/strategies Teaching staff successfully work in teams across phases to share good practice and strategies. In autumn term focus on monitoring and developing actions, in spring and summer terms are accountable for 										

		<p>championing this work in their year teams.</p> <ul style="list-style-type: none"> • Subject leaders work with a wider team to enhance provision at a greater pace. 																
3. Plan MITA schedule to support the development of support staff each half term with a particular focus on QFT, scaffolding and adaption using WS, OAIP and EEF resources.	SLT	<ul style="list-style-type: none"> • Support staff have accessed targeted CPD to ensure they are informed of best practice. • Support staff confidently use a range of scaffolds and adaptations. • Children evidence achieve planned outcomes with increasing independence. 																
4. Add in Mini MITA sessions for support staff <ul style="list-style-type: none"> • SSA- KIT meeting with SENCO • LM- Pastoral lead • PP LSA- Disadvantaged lead 25-26- LSAs- meet with SLT in cross phase teams	SENCo NCr EY CB/SG	<ul style="list-style-type: none"> • Staff have regular opportunities to meet senior leader to review development and discuss further needs. 																
5. Continue to improve staff wellbeing and refine workload with tailored CPD which balances dedicated time for individual learning, planning and implementation with personal working patterns	SLT	All staff have dedicated time to learn, plan and implement strategies for adaption and scaffolding.																
6. SLT to plan dedicated time between staff meetings and twilights to plan from and to implement adaption strategies	CB SG	Staff will have a balance of a staff meeting or twilight or team meeting each week to enable them to balance work with time to implement and personal priorities.																
7. Staff wellbeing check-in at the start of each twilight & MITA session	EY	Teaching staff will be able to reflect on how they are and share this with others if they would like follow up and support from the Pastoral /SLT team.																
8. WOWSI, Senior Mental Health Training work is embedded across school	EY	See development plan for Mental Health and Wellbeing to celebrate achievement																

9. SLs to build network links and work in partnership to monitor and evaluate the quality of education in their subject	SG	<ul style="list-style-type: none"> ●SLs benefit from working with other leads across the key stages, sharing resources and moderating work. ●SLs feel more confident to judge quality of education from a secure evidence base. 										
10. SLs/HOY review progress and outcomes from 2024-25 and write subject/year group development plans to prioritise areas for development in 25-26 team meetings	CB/SG /SLT <i>Appraisal team?</i>	<ul style="list-style-type: none"> ●Each year group or subject lead agrees development priorities from previous outcomes/provision. ●Each year group and subject area improves from these agreed areas. ●Monitoring evidences progress and achievement throughout the year. 										
11. SLs to use quality resources for CPD to include Mary Myatt, EEF, OAIP and professional association resources.	SG	<ul style="list-style-type: none"> ●Subject leaders to access and share quality resources to support curriculum development. 										
12. SLT to have dedicated time to meet every fortnight to review progress and discuss needs and next steps	SLT	<ul style="list-style-type: none"> ●Fortnightly meetings focussing on strategic development and DSL work on Tuesday morning. ●SLT have time to develop provision and review DSL cases/families in need. 										
13. BEST team to have specific training to support children with specific needs and to widen impact of de-escalation and regulation strategies.	HE	<ul style="list-style-type: none"> ●BEST teams and ? to complete specific training from Beacon House ●Strategies in place and having a positive impact on behaviour and learning. ●Specific Children to have planned opportunities for regulation & de-escalation practices. 										
14. SLT to each have the opportunity to develop an area of interest as a growth goal SG- NPQ leading teaching dev CB- SIAMS/ Worship training NCR- Music Lead HE-NPQSEN EY- Embed WOWSI and MHFA/Thought-full training from 24-25		<ul style="list-style-type: none"> ●SLT have the opportunity to further develop an area of growth for personal CPD and to enhance provision across our school. ●Provision improved through quality training and use of resources. 										

Priority 3 : Whole School “Let your Light shine”- Faith To embed and further develop our work on RE, spirituality and worship in school and with the wider school family to fulfil our school vision Resources: Growing Partnerships, Jumping Fish Worship WLs- Worship Leaders CB- Caitriona Bull	Term	Monitoring
	Autumn	Worship Leader meeting minutes and feedback Evaluation of books 24-25 Book Look- balance of recording in floorbook and individual books Learning walk- Year group Worship and Class worship 1x term Governor Visit report
	Spring	Review deeper marking Book looks- quality of finished pieces Learning walk- Year group Worship and Class worship 1x term Governor Visit report
	Summer	Pupil voice regarding other faith visits and visitors impact on learning Learning walk- Year group Worship and Class worship 1x term Governor Visit report

Actions	Led by	Success Criteria	Oct		Dec		Feb		May		Jul	
			A	S	A	S	A	S	A	S	A	S
1. Welcome and embed new WLs who continue to contribute to the planning of and evaluating worship.	CB	<ul style="list-style-type: none"> WLs are confident to contribute to whole school and class worship planning including prayer spaces each term WLs evaluate worship to help RE Lead plan effectively 										
2. Embed updated values with the school community through promoting these and displaying them in each class and shared space.	CB	Whole School Community knows about and understands our updated values.										
3. Develop Staff Worship and RE Team to work with worship leaders and to further develop RE Provision: invite LSAs, CTs, Gobs Possibly include RE planners/ YSc/FC/AL and ?	CB	<ul style="list-style-type: none"> Staff understand why we are developing practice and all are consistent. ECTs are supported in leading class worship. In autumn term focus on monitoring and developing actions, in spring term are										

		accountable for driving this work in their year teams.																
4. Promote and expand the Family Prayer group each month.	CB	Family Prayer groups increases in attendance so more families benefit from this opportunity either in person or through written prayer intentions.																
5. Work with the wider community to complete the Peace Garden.	CB	School community has a dedicated place for quiet reflection and prayer.																
6. Review planned outcomes for RE to ensure a balance of quality written and creative/artistic responses to learning.	CB	Children are given time to complete a range of quality pieces of work which evidence learning.																
7. Embed deeper marking in RE with carefully planned questions prompting connections and deeper understanding across the RE curriculum.	CB	<ul style="list-style-type: none"> •Yrs 2-6 have carefully planned deeper marking to promote links and embed learning. •Children respond to these and can discuss links in learning. 																
8. Review the balance of learning recorded in floorbooks and individual books to ensure collective learning and personal reflections are gathered in KS2.	CB	Each child has a balance of collective learning and quality personal learning to reflect their learning journey.																
9. Enrich learning about other faith with visitors and visits to places of worship for year groups studying Judaism(Y1&3), Islam (Y2&5) and Hinduism (Y4&6).	AC CW DJ	Year groups are enriched with first hand specialist knowledge from visits and visitors relating to Islam, Hinduism and Judaism. Staff have training with faith leaders to enhance provision of other faiths.																
10. Extend our links to St Mary's Church with reciprocal commitment and fulfilment of our Growing Partnerships Covenant.	CB	<ul style="list-style-type: none"> •Covenant agreed at the start of the year with commitment from school and parish to fulfil this •Regular support from Clergy at St Mary's in leading worship in school and Church •Developed secure links and active involvement of St Mary's in school and 																

	NC	<p>through specific events: Christingle, Easter Services and Y6 leavers Service</p> <ul style="list-style-type: none"> • Begin to expand this to include Christmas singing and summer concerts 										
<p>11. Further develop links with the Diocese to ensure RE lead access current training and support from new DIP</p>		<ul style="list-style-type: none"> • New DIP to know our school in readiness for SIAMS • School to be well informed and benefit from updates and training. • Headteacher to be kept up to date with diocesan and national updates at Diocesan briefings. 										

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<p>EYFS Year Group Development Plan</p> <p>These development points are based on: Analysis of attainment over the last 2 years and any patterns emerging Development needs of the team Prioritised needs on entry, baseline.</p>	Term	Monitoring
	Autumn	Team meeting notes HOY/ Support Staff Meeting notes Data review Learning obs/ outcomes Learning walks Governor visit reports SLT Link Meeting
	Spring	Team meeting notes HOY/ Support Staff Meeting notes Data review Learning obs/ outcomes Learning walks Governor visit reports SLT Link Meeting
	Summer	Team meeting notes HOY/ Support Staff Meeting notes Data review Learning obs/ outcomes Learning walks Governor visit reports SLT Link Meeting

Actions	Who lead	Success Criteria	Aut 1		Aut 2		Spr 1		Spr 2		Su 1		Su 2	
			A	S	A	S	A	S	A	S	A	S	A	S
1. EYFS Teachers to agree when and how the support staff in their class will receive planning	LS	All support staff access plans in advance each week.												
2. EYFS team to review learning environments to ensure consistency of resourcing of key areas, labelling and opportunities	LS	Provision is planned and resources are readily available in each class consistently.												
3. EYFS team to ensure that key routines are consistent in each of the three classes, starting the day, moving around the school, leaving at the end of the day, tidying up etc (expectations in line with	LS	Expectations and routines are consistent and in line with whole school expectations.												

school expectations marvellous moving and legendary lines)																			
4. EYFS teachers to ensure support staff know who and what observation focus areas for specific children and areas are each week so that observations are purposeful and build a picture of progress	LS EB FF KH	Observation foci are chosen from analysis of achievement and gaps in evidence/judgement/provision. All staff are aware of area/pupil focus.																	
5. EYFS team to identify focus children and plan appropriate interventions and assess for impact	LS EB FF KH	Data/ observation review leads to focussed interventions.																	
6. EYFS staff to agree focus areas from analysis of progress information ensuring sufficient opportunity for children to have the best opportunity to achieve GLD at the end of the year	LS NCr	Progress, achievement and opportunities reviewed to focus future provision. Opportunities enable as many as possible to achieve GLD.																	
7. Data action- writing																			
8. Data action number																			
9. Data action from baseline		Provision, CPD, opportunities and workshops for parents planned from needs analysis																	
10. Deployment of LSAs		Enhanced provision, interventions planned and sharing of expertise across the year group																	
11. Intervention planning/focus																			
12. Adaption/Scaffolding provision- monitoring of SEND/Inclusion		All staff confident and competent in delivering and adapting curriculum opportunities.																	
13. CPD across team- focus and outcomes																			

<p>Year Group Development Plan</p> <p>These development points are based on: Analysis of attainment over the last 2 years and any patterns emerging Development needs of the team Prioritised needs on entry, baseline.</p>	Term	Monitoring																
	Autumn	Team meeting notes HOY/ Support Staff Meeting notes Data review Learning outcomes Learning walks Governor visit reports SLT Link Meeting																
	Spring	Team meeting notes HOY/ Support Staff Meeting notes Data review Learning outcomes Learning walks Governor visit reports SLT Link Meeting																
	Summer	Team meeting notes HOY/ Support Staff Meeting notes Data review Learning outcomes Learning walks Governor visit reports SLT Link Meeting																
Actions		Who lead	Success Criteria				Aut 1		Aut 2		Spr 1		Spr 2		Su 1		Su 2	
							A	S	A	S	A	S	A	S	A	S	A	S
1. Teachers to agree when and how the support staff in their class will receive planning																		
2. Team to ensure that key routines are consistent in each of the 4 classes -arriving and starting the day, moving around the school, leaving at the end of the day, tidying up etc (expectations in line with school expectations marvellous moving and legendary lines)																		

3.Team to identify focus children and plan appropriate interventions and assess for impact																			
4.Staff to agree focus areas from analysis of progress information ensuring sufficient opportunity for children to have the best opportunity to achieve higher level at the end of the year																			
5.Data action- writing																			
6.Data action Maths																			
7.Deployment of LSAs																			
8. Adaption/Scaffolding provision- monitoring of SEND/Inclusion																			
9.CPD across team- focus and outcomes																			
10.																			

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Year Group	Outcomes of monitoring- inc dates of monitoring. Links to adaption/scaffolding CPD opportunities impact/future needs. Inc Gov visits	Development actions inc dates completed.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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<p>Example Subject Development Plan These development points are based on: Analysis of attainment/ outcomes over the last 2 years and any patterns emerging Development needs of the team</p>	Term	Monitoring
	Autumn	CPD feedback Data review Learning obs/ outcomes Learning walks Governor visit reports
	Spring	CPD feedback Data review Learning obs/ outcomes Learning walks Governor visit reports
	Summer	CPD feedback Data review Learning obs/ outcomes Learning walks Governor visit reports

Actions	Who lead	Success Criteria	Aut 1		Aut 2		Spr 1		Spr 2		Su 1		Su 2	
			A	S	A	S	A	S	A	S	A	S	A	S
1. Adaption/Scaffolding provision- monitoring of SEND/Inclusion														
2. CPD														
3. Response to monitoring in 24-25- development needs analysis														
4.														
5.														
6.														
7.														

Year Group	Outcomes of monitoring- inc dates of monitoring. Links to adaption/scaffolding CPD opportunities impact/future needs. Inc Gov visits	Development actions inc dates completed.
EYFS		
1		
2		
3		
4		
5		
6		

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