



# TOYNTON PRIMARY SCHOOL: SCHOOL DEVELOPMENT PLAN

## ACADEMIC YEAR 2024-2025

### Overview

Improvement Areas	Context	Intended Impact
1. Enhance curriculum provision	<ul style="list-style-type: none"> <li>• Review the current curriculum to ensure that it is sequential to build pupils' knowledge effectively.</li> <li>• Ensure curriculum is appropriately adapted for learners</li> <li>• Demonstrate links within non-core subjects from EYFS to KS1</li> <li>• Forest school lead is able to demonstrate how the area is used for both distinct forest school skills and outdoor learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• LTP in place that ensures pupils are taught a sequential curriculum that helps them to build on prior knowledge and retain essential information.</li> <li>• Subject leaders are able to demonstrate how subjects are built on from the EYFS to KS1.</li> <li>• Our forest school provision teaches distinct skills and provides opportunities for outdoor learning.</li> </ul>
2. Embed subject Leadership	<ul style="list-style-type: none"> <li>• Subject leaders have a clear view of the strengths and areas for development for their subjects.</li> <li>• Regular monitoring and evaluation is feeding into school self-evaluation and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders drive improvements across their subject areas.</li> <li>• Subject leaders have a focus on high expectations of presentation, and consistency, learning environments</li> </ul>

	<ul style="list-style-type: none"> <li>Subject leaders are able to analyse data to identify targeted areas of support, intervention and provision (ASP, DfE, NFER, Insight, PPM, Perf Management).</li> </ul>	
3. Improve Maths standards	<ul style="list-style-type: none"> <li>Analyse Maths data and monitor the subject to determine where focus needs to be.</li> <li>Support all staff (teachers and teaching assistants) to deliver high quality maths sessions</li> <li>Gaps in pupil knowledge are identified and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and leaders use assessment well, to further improve pupils' Maths understanding.</li> <li>Regular monitoring of Maths (learning environment, pupil interviews, work scrutiny, evidence of challenge) allows for support and guidance to prevent standards in maths falling.</li> </ul>
Improvement area		
<b>Priority 1</b>	Enhance curriculum provision	
<b>Intended impact</b>	<ul style="list-style-type: none"> <li>LTP in place that ensures pupils are taught a sequential curriculum that helps them to build on prior knowledge and retain essential information.</li> <li>Subject leaders are able to demonstrate how subjects are built on from the EYFS to KS1.</li> <li>Our forest school provision teaches distinct skills and provides opportunities for outdoor learning.</li> </ul>	

Milestones					
Short term	RAG	Medium term	RAG	Long term	RAG
Create a curriculum map for 2024/25 with clear topics and explicit knowledge to be delivered		LTP in place for outdoor learning opportunities linked to other subject areas		Create a LTP for 2025-26	
Ensure topics allow knowledge to be built upon		Subject leadership monitoring checks that pupils are clear on the essential knowledge being taught through pupil voice.		Subject leaders are supported with monitoring data for their subject areas and using this to feed into their action plan for 2024-25	
Support teachers with creating medium term plans that ensure opportunities to recap essential knowledge		Subject leadership are able to detail how their subject is taught in the EYFS and how this is built upon in KS1			

# TOYNTON ALL SAINTS PRIMARY School Development Plan 2024-25

Updated 01.09.24

Subject Leaders monitor LTP for compliance				
Forest school skills LTP in place				

Priority 1 actions & implementation	When	Who/ resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
Create a curriculum map for 2024/25 with clear topics and explicit knowledge to be delivered. Class teachers and Subject leaders to work together to create a LTP that is sequential and allows knowledge to be built upon	Dec 2024	<ul style="list-style-type: none"> <li>• Subject leader time</li> <li>• Staff meeting time.</li> <li>• SLT monitoring</li> </ul>	SLT and SLs to monitor the LTP to check that teachers are clear on the topics being taught and the knowledge to be included	Sequential LTP and knowledge built on within lessons
Medium term plan format to be created to ensure opportunities to recap key learning and deliver essential knowledge	Dec 2024	<ul style="list-style-type: none"> <li>• Subject leader time</li> <li>• Staff meeting time.</li> <li>• SLT monitoring</li> </ul>	SLT and SLs to monitor that pupils are given opportunities to recap essential knowledge	Essential knowledge is retained
Curriculum map monitored for compliance	July 2025	<ul style="list-style-type: none"> <li>• Subject leader time</li> <li>• Staff meeting time.</li> <li>• SLT monitoring</li> </ul>	SLT and SLs to monitor LTP and feedback and adapt as necessary	Curriculum map is sequential
Monitoring by Subject leaders (including analysing data about their subject) ensures curriculum delivers essential knowledge and there are no gaps	July 2025	<ul style="list-style-type: none"> <li>• Subject leader time</li> <li>• Staff meeting time.</li> <li>• SLT monitoring</li> </ul>	SLT and SLs to monitor planning to check that it delivers essential knowledge	Essential knowledge is taught
Forest school skills and opportunities for learning are mapped out across the school and the academic year to ensure that links are made to other subject areas and the pupils are getting the most out of the forest school areas.	July 2025	<ul style="list-style-type: none"> <li>• Subject leader time</li> <li>• Staff meeting time.</li> <li>• SLT monitoring</li> </ul>	SLT and SLs to monitor planning to check that it delivers essential knowledge	Forest school LTP produced

# TOYNTON ALL SAINTS PRIMARY School Development Plan 2024-25

Updated 01.09.24

Improvement area	
<b>Priority 2</b>	Embed subject Leadership
<b>Intended impact</b>	<ul style="list-style-type: none"> <li>Subject leaders drive improvements across their subject areas.</li> <li>Subject leaders have a focus on high expectations of presentation, and consistency, learning environments</li> </ul>

Milestones					
Short term	RAG	Medium term	RAG	Long term	RAG
Action Plans have been evaluated from last year with clear strengths and areas for development identified.		Subject Leaders reporting back to SLT and Governors regularly		Subject Leaders are confident to talk about standards in their subject.	
Action Plans have been written for 2024 – 2025 with clear actions to drive improvements and shared with Governors.		Rigorous monitoring by subject leaders continues to take place and they know their subject really well.		Subject Leader plans have been evaluated	
Subject Leaders have attended subject leader forums and meetings- where appropriate (Kyra and cluster schools)		CPD put in place by subject leader for any subject that needs it.		Monitoring forms from subject leaders feed into school improvement planning.	
CPD needs have been identified through performance management meetings.		Mixed age classes considered when planning out the LTP and discussing progression within their subject		Subject leaders will use data on their subject to identify strengths, weaknesses and areas for development.	
Subject leaders will have monitored their subjects against the progression documents to check for any gaps					

Priority 2 actions & implementation	When	Who / Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
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# TOYNTON ALL SAINTS PRIMARY School Development Plan 2024-25

Updated 01.09.24

<p>Subject leaders have a clear understanding of their subject. Subject leaders have time to monitor their subjects and provide feedback and support to staff Subject leaders report to Governors on standards within their subjects</p>	July 2025	<ul style="list-style-type: none"> <li>• Time allocated half termly to monitor subjects.</li> <li>• Staff meeting time also allocated</li> </ul>	<p>Subject leader action plans Subject leader monitoring Governor feedback</p>	Each SL gets ½ a day every 6 weeks.
<p>All subjects are assessed, and subject leaders have an understanding of the standards within their subject. Assessment system is in place and all staff are clear on expectations of assessment. Subject leaders have a greater understanding of standards within their subject</p>	July 2025	<ul style="list-style-type: none"> <li>• Time allocated half termly to monitor subjects.</li> <li>• Staff meeting time also allocated</li> </ul>	<p>Subject leader action plans Subject leader monitoring Governor feedback</p>	Other subject assessment system prepared and ready to be used at the end of the academic year
<p>Subject leaders ensure that their subject is being delivered across the school and following the LTP</p>	July 2025	<ul style="list-style-type: none"> <li>• Time allocated half termly to monitor subjects.</li> <li>• Staff meeting time also allocated</li> </ul>	<p>Subject leader action plans Subject leader monitoring Governor feedback</p>	Use of SL time to do monitoring and feedback to teachers as necessary
<p>Consideration is made for mixed aged classes. SLs are clear on how progress can be measured as a result of mixed aged classes</p>	July 2025	<ul style="list-style-type: none"> <li>• Time allocated half termly to review and develop the LTP.</li> <li>• Staff meeting time allocated</li> </ul>	<p>Subject leader action plans Subject leader monitoring</p>	On going
<p>Subject leaders monitor the curriculum through a variety of methods (including book looks and pupil voice) to ensure that pupils are able to retain essential knowledge</p>	July 2025	<ul style="list-style-type: none"> <li>• Time allocated half termly to monitor subjects.</li> <li>• Staff meeting time also allocated</li> </ul>	<p>Subject leader action plans Subject leader monitoring Governor feedback</p>	Use of SL time to do monitoring and feedback to teachers and SLT as necessary
<p>Subject leaders monitor the curriculum through a variety of methods (including book looks and pupil voice) to identify adaptations for pupils with SEND to ensure they are able to make progress</p>	July 2025	<ul style="list-style-type: none"> <li>• Time allocated half termly to monitor subjects.</li> </ul>	<p>Subject leader action plans Subject leader monitoring Governor feedback</p>	Use of SL time to do monitoring and feedback to

		<ul style="list-style-type: none"> <li>Staff meeting time also allocated</li> </ul>	teachers and SLT (inc. SENDCO)
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Improvement area	
<b>Priority 3</b>	Improve Maths standards
<b>Intended impact</b>	<ul style="list-style-type: none"> <li>Teachers and leaders use assessment well, to further improve pupils' Maths understanding.</li> <li>Regular monitoring of Maths (learning environment, pupil interviews, work scrutiny, evidence of challenge) allows for support and guidance to prevent standards in maths falling.</li> </ul>

Milestones					
Short term	RAG	Medium term	RAG	Long term	RAG
Maths SL and SLT to analyse end of year data to identify key issues		Regular monitoring of Maths through lesson drops in, intervention observations, book looks, learning environment checks, pupil voice and governor visits to check on standards within the subject		Consider any long-term changes to the Maths curriculum	
Action plan written to address these issues		Analysis of assessments three times a year and meetings with staff to identify gaps and issues			
Training for all staff (including Tas) on Maths delivery		Deliver training to staff as necessary			
Meetings with all teachers in Sept 2024 to share analysis of Maths data and next steps including key areas for SEND pupils		Team teach with teachers as necessary			

Priority 3 actions & implementation	When	Who Resources /cost	Monitoring (what/when/who)	Evaluation (what/when/who)
<p>Use of Insight (Toynton Assessment System) to analyse Maths assessment data. System used to highlight areas of priority for each class and individual pupils. Information used as part of pupil progress meetings, SL monitoring and SLT discussions. Information used to support teachers, interventions and curriculum development for Maths</p>	July 2025	<ul style="list-style-type: none"> <li>All staff</li> <li>Staff meeting time.</li> <li>Pupil Progress meetings</li> <li>Performance management meetings</li> </ul>	<p>Insight Staff meeting notes. SL monitoring</p>	<p>Data used as part of pupil progress meetings, performance management meetings and SLT discussions.</p>
<p>Assess pupils for gaps in learning and adapt the curriculum and provision, as necessary.</p> <p>Use of Insight and assessment opportunities to identify gaps in learning for the class/individual pupils. Pupil progress meetings used to share outcomes of assessment and agree next steps</p>	July 2025	<ul style="list-style-type: none"> <li>All staff</li> <li>Staff meetings</li> <li>Pupil progress meetings</li> <li>Performance management meetings</li> </ul>	<p>Insight Pupil progress meeting SL action plans</p>	<p>Pupil progress meetings at the end of Term 2 used to analyse data and identify gaps and areas for class teachers to focus on.</p>
<p>Subject leader to meet with teachers to share priority areas from data analysis and monitoring feedback. Subject leader to support teachers in the delivery of high-quality lessons/provision.</p>	July 2025	<ul style="list-style-type: none"> <li>All staff</li> <li>Staff meetings</li> <li>Pupil progress meetings</li> <li>Performance management meetings</li> </ul>	<p>Insight Pupil progress meeting SL action plans</p>	<p>Subject leader action plan Governor monitoring</p>