



Overview of Targets for School Development 2024-2025

Quality of Education

1. Writing - Writing outcomes are not consistent at expected+ across the school. We have already created 50% of writing units in the last academic year and we need to embed these and create the remaining 50% to ensure there is clear progression and challenge across the school. These units will form the school writing progression of skills. In addition to this, greater depth writing continues to be a focus. Greater depth writing planning will be built into the new units to ensure children are provided with the skills needed to achieve the higher level.
2. Maths - Multiplication Tables - Having analysed more than 3 years of Multiplication Tables Check (MTC) data, we want to build on the successes and develop a strategy for implementing and continuing standards across the whole school.
3. Maths - Mobius Maths Group (within Trust) - The school have signed up to Mobius training as part of trust work. We will review our whole school Maths vision, mathematical mindsets or arithmetic proficiency: including a review of relentless routines within the teaching of maths.
4. SEND - three aspects of development
 1. Provision Map- in order to develop and facilitate more effective provision for all additional needs within the school, we have invested in Provision Map. This will enable staff to write and monitor targets for children with SEND and track their progress on their individual targets. This will enable the SENDCos and SLT to ensure provision provided for SEND children is appropriate, follows the BKAT SEND Graduated Response Guidance and monitor its' effectiveness. The programme will also enable reports from other professionals to be incorporated into it which will ensure all information is shared between all staff involved with the child.
 2. Complexity of needs- We are seeing an increase in the complexity of needs within our cohorts which impacts on the provision we are able to provide for all. There is a higher number of children who require additional sensory interventions which cannot be met effectively within the classroom environment. We are having to be more creative in our deployments of additional adults and spaces in order to accommodate this and ensure we meet the needs of each individual child.
 3. Expansion of SENDCo Team- in order to meet the needs of our increasing numbers of children with SEND we are expanding the SENDCo Team. This will require staff to shadow the SENDCo and complete training for the NPQ SEND, although due to limited availability, this may not be able to be accomplished within this academic year.
5. Remembering More - Monitoring of planning and lessons showed all teachers were using quizzes to help children remember their learning from their current unit of work, especially in history. As an area of development from Ofsted, this is an area that needs to continue to be focused on to ensure prior learning is revisited and remembered. Further work will focus on developing a strategy in other areas of the curriculum. It will also focus on developing the types of activities that are used to help children remember their learning from both their current units and units from their previous learning.
6. Phonics - Our Phonic results are consistently in line with National data and our work was validated by Ofsted. However, historically we have not improved outcomes for our lowest 20%. After some time considering which validated systematic synthetic phonic scheme would suit us and our children best, we are now beginning the delivery of Unlocking Letters and Sounds. This will be supported by Ramsbury hub who will coach staff to deliver high quality phonic lessons, effective daily interventions and a robust tracking system. Guided Reading sessions will be delivered daily. Alongside this scheme we will be following the Unlocking Letters and Sounds handwriting scheme.

Our results at the end of FS2 are also inline with National and local data, however the areas with the lowest percentages are writing, reading and fine motor. This should help achieve a higher number of children achieve GLD and the expected level at the end of FS2, which would be improving outcomes/attainment for our lowest 20% here as well.

Behaviour & Attitudes

1. Monitoring the Development and Progress of New Classes in Year 3&5 - As a result of high mobility in Years 2 & 4 (2023-2024) the make up of the respective classes has become too imbalanced within too many characteristics for all children to access the best possible provision. A reshaping of these classes took place in terms 5&6 of 2023-2024 and became new classes with new names in September 2024. This target surrounds a commitment to ensuring the best possible opportunities and outcomes for all children in these age groups as a result of our actions to reshape the make up of these classes.

Combined Behaviour and Attitudes & Personal Development

1. Relentless Routines - As we strive to make that extra bit of difference / excellence to the opportunities and experiences we offer our children, we will consider the use of a mantra linked to the idea of having Relentless Routines. In all we do we need not only to say we are committed to achieving the best outcomes for our children, but to demonstrate it in our actions and be Relentless in all we do. Whether it be expectations for behaviour, academic outcomes, creating safe environments, providing consistent messages or just demanding the best from everyone - we will return to how we can use Relentless Routines to achieve this.

Personal Development

1. Safeguarding Curriculum - BKAT has developed a Safeguarding Curriculum Overview which we have adapted to fit our PSHE curriculum and the additional provision and experiences we provide at Abbey Meads. Over the year, we will analyse if there are any areas missing or that we feel are needed to be covered in more depth.

We will liaise with outside agencies to see what support they can offer us either in terms of training or if we can utilise them to deliver additional components to the children.

Leadership and Management

1. Safeguarding - This target collects the various actions identified in audits held at different times in the year. These mostly consist of STC Safeguarding Audit, Section 175 Self Audit, Prevent Self Audit, GHS IT infrastructure Audit and Health & Safety audits but BKAT and our LGB.

2. Attendance - Our attendance is in line with national expectations. However, we do have a number of families who struggle to maintain a consistent attendance. this is for a variety of reasons from taking holidays in term time, anxiety, parents not prioritising education and a lack of family support networks. In line with the drive to encourage and prioritise attendance, we will be working with our parent body to try to reduce this over the next academic year. We will work closely with the BKAT EWO to support our families and understand their barriers.

3. Succession Planning for Leadership Roles- With work being done at Trust level by the Head Teacher, and other members of staff supporting work in other schools, we will continue to develop our leadership team to take responsibility for key aspects of school leadership. In addition we will continue the programme of developing the next leaders within our school. Finally, we will review our ability as Governors to hold the school to account and work in partnership with the Trust to ensure there is succession planning within the Local Governing Body (LGB) as well.

EYFS

1. Good Level of Development - We have a number of part time teaching staff working in our Reception classrooms. We will ensure teaching is consistent throughout the week. Teachers will plan together and follow the planning to develop the children's skills and knowledge with provision matching the needs. By planning together each week, everyone is part of the planning process and understands what comes before and after the sequence they are teaching. The planning process is essential when working in a job share and needs to be adhered to so not to impact a sequence of learning or what another teacher is planning to deliver. The relentless routines and expectations must be consistent to ensure a seamless transition during the week. We continue to embed the play pod in the outside area, with all staff planning time in the outside area.

Ofsted Actions

The only action from Ofsted preventing the school from being outstanding was related to a few children not being able to remember what PE or specific History units/facts they did in a previous year group. This was attributed to leaders not carrying out enough checks – The target on Remembering more above continues this work.