

King's Lander Primary Academy Development Plan 2024-2025

'Aspiration, Challenge, Opportunities, Respect, Nurture'

King's Lander Primary Academy 2024-2025

Summary of Key Objectives:

- 1. To raise attainment in Maths across Key Stages One and Two**
- 2. To raise the profile of The Arts**
- 3. Maintain and enhance the quality of teaching and learning across the school**
- 4. To improve outcomes for the current EYFS cohort in CL**

HOW THE DEVELOPMENT PLAN IS COMPILED

OVERVIEW

The Academy Development Plan (ADP) is a key leadership and management tool for raising the quality of the provision we make for our children. The priorities for the development plan will be identified by our self-evaluation strategy on an annual basis. The plan will be shared widely with stakeholders and kept under regular review.

OBJECTIVES

1. To improve the quality of teaching and learning to ensure that the school is achieving the highest standards in all aspects of its work
2. To ensure that the budget is committed to the school's educational priorities
3. To ensure that the school's aims are being met
4. To enable the Principal and Local Academy Council to deploy teaching, management and leadership resources efficiently and effectively
5. To ensure that our aims and objectives meet the vision that is underpinned by the 7 key principles within our equality policy
6. To achieve value for money

STRATEGIES

1. Information from self-evaluation will be used by the Principal, working with the LAC, to set the most important educational priorities for the school. These form our Academy Development Plan.
2. Staff, Parents, Children and LAC will be involved appropriately through consultation with the academy development planning process.
3. The Academy Development Plan will be shared widely and used to keep key stakeholders well informed about the work of the school, its achievements and the progress being made. It will also be used to underpin objectives set for pupil progress and professional development.
4. The Principal and Senior Leaders will establish systems for monitoring, evaluating and reviewing the progress of Academy Development Plan priorities. These will be incorporated into the school's Monitoring and Self Evaluation Plan. Throughout the self-evaluation process, while our Key Priorities and Aims will remain the same, the strategies used to achieve them may well change.
5. Subject leaders and other managers will be given key responsibility for leading Development Plan priorities.
6. Teachers and other members of the school will form curriculum improvement teams to address the priorities of the Development Plan.
7. The Development Plan will be a short working document containing between 3-5 priorities for school improvement across each academic year. It will also contain outline priorities for the following two years
8. Other plans will address key issues across the school not contained within the Academy Development Plan

King's Lander Primary Academy 2024-2025

1. To raise attainment in Maths across Key Stages One and Two

1. Objective	2. Success Criteria	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Budgets / Resources	6. Evaluation & Review
<p>4.1 To increase the percentage of children attaining ARE and GD across the school.</p>	<p>End of KS2 results at both ARE (61% school, 73% national) and the higher standard (school 16%) increase from 2024 and are broadly in line with national</p> <p>NFER/MNP tests across the school show an increase in the percentage of children reaching a scaled score of 100+ and 115+, when compared to July 2024</p> <p>Monitoring activities demonstrate that the intended curriculum is being delivered confidently and consistently and is impacting positively on pupil outcomes (Ofsted 2023)</p> <p>Average score in Year Four multiplication tables check is broadly in line with national average.</p>	<ol style="list-style-type: none"> Effective leadership of the subject is secured by accessing Maths specific leadership training and working alongside the Maths consultant. Provision of additional support, mentoring and tutoring for ECTs. Ensure key messages are regularly communicated (test question threading, adapting the curriculum in response to in-lesson assessment, use of test scores to assess progress and establish attainment, same day intervention, etc). ECTs and Maths lead to access MNP specific training (Sept). This will be followed up with in-house training, including ECTs being provided with the opportunity to observe experienced staff. Working closely with Maths consultant to review and amend practises across the school, including observation of ECTs, and bespoke training that addresses any issues identified. Identifying strengths and weaknesses in the teaching of Maths in relation to the different strands in the curriculum, and develop plans to address any issues arising, including providing appropriate CPD Greater use of the NFER QLA to address gaps in learning and adapt curriculum accordingly. Mastering Number will continue in R, Y1, Y2, and will be rolled out in Years 4-6. (Initial training arranged for Sept.) Review policy. Pupil progress reviews will be run by the Maths lead. Use Ready to Progress and curriculum coverage documents from the NCETM/DfE to identify curriculum priorities on a class by class basis. Address these issues by personalising the curriculum to each class, with support from Sarah Martin. Explore the use of Mathematical Challenges for The Most Able to provide challenge for high attainers. Ensure children engage in daily practise sessions each morning, using either Fluent in Five, Rapid Reasoning, or Flashback Four, at the point of need, as per assessment information. Friday each week will be an on-paper multiplication test. In daily delivery of Maths lessons, include test questions routinely as part of the lesson- these will be delivered at pace in order to replicate test conditions. Ensure oracy benchmarks strands are evident in lesson delivery across the curriculum Tests completed by children will be used to make predictions for end of year attainment. Where there is a discrepancy between 	<p>Termly: Pupil progress meetings Meetings with Maths Consultant</p> <p>January and June: Assessment analysis and evaluation</p> <p>Termly - Sarah Martin- learning walks with SLT</p> <p>Ongoing: Monitoring to take place through:</p> <p>-Observation -Work scrutiny -Environment scrutiny -Moderation -Planning scrutiny -Pupil voice</p>	<p>Staff CPD</p> <p>Consultant costs</p> <p>Potential supply or cover costs</p> <p>Budget Allocation: £5000 (SIP) (including £3000 consultancy costs from consultancy cost centre)</p>	<p><i>Red - not achieved</i> <i>Amber – partly achieved</i> <i>Green – achieved</i> <i>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with LAC</i></p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <i>Have the actions been completed?</i> <i>Have the actions been effective – have the success criteria been achieved?</i> <i>What needs to be done now to achieve the success criteria?</i> <i>How can the issue be prevented from happening again?</i> <i>Have the new procedures been embedded in practice?</i> <i>Are procedures in place to ensure next steps are built in for continued development towards the next stage?</i>

King's Lander Primary Academy 2024-2025

		<p>test scores and teacher assessment, this will be raised at pupil progress meetings</p> <ol style="list-style-type: none">17. Identify children for Maths intervention and provide appropriate resources18. Develop the use of Freckle for all pupils from Y1 to Y6, ensure this is used consistently19. Allocate target pupils for intervention after school20. Further develop monitoring of the subject to ensure it is rigorous and that leaders check sufficiently how well the subject is being delivered (Ofsted 2023), through class visits, scrutiny of pupils' work, planning and assessments of subject areas, pupil voice and the impact on pupil outcomes			
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King's Lander Primary Academy 2024-2025

2. To raise the profile of The Arts

1. Objective	2. Success Criteria	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Budgets / Resources	6. Evaluation & Review
<p>To raise the profile of, and increase engagement with The Arts (Music, Dance, Art and Drama).</p> <p>Ensure the school's intended curriculum is being delivered effectively.</p>	<p>Children with a flair for Music or Art are provided with the opportunity to nurture their talent.</p> <p>Children begin working towards accredited grades in music.</p> <p>Children are given regular opportunities to perform to an audience.</p> <p>Monitoring activities demonstrate that the intended curriculum is being delivered confidently, consistently and is impacting positively on pupil outcomes (Ofsted 2023).</p> <p>Our after-school offer, in response to pupil voice, is broader and more arts-oriented after school provision is in place and is well attended.</p>	<ol style="list-style-type: none"> 1. Provide further training for staff in using Charanga and Kapow. 2. Explore opportunities for specialist teachers to enhance the arts curriculum. 3. Provide training in drama for teaching staff. 4. Arts team to work alongside external consultants/agencies (including Great Schools Trust) to explore potential curricula. 5. Set up a pupil working group devoted to The Arts. 6. Identify further enrichment opportunities in long term plans (Philharmonic, Shakespeare North, Everyman). 7. Assemblies to include pieces of art (music/dance/ballet/sculpture/art) with a short discussion. 8. Audit resources and align with units of work. 9. Assemblies to include class performances. 10. GIV. 11. Review and amend relevant policies as appropriate to reflect changes. 12. Educational arts visits for all year groups R-Y6. 13. Ensure oracy benchmarks strands are evident in lesson delivery across the curriculum 	<p>Autumn term: Autumn term:</p> <p>Arts leads meet with specialists (including GST Music/Art lead)</p> <p>Audit resources and align with units of work- twilight</p> <p>Staff meeting</p> <p>Spring term:</p> <p>Range of monitoring activities</p> <p>GIV</p> <p>Staff meeting</p> <p>Summer term:</p> <p>Arts team to produce policy document</p> <p>Monitoring activities, including pupil voice and further audit</p>	<p>Release time for Arts team</p> <p>Staff meeting time</p> <p>Additional resources</p> <p>Budget allocation: £5000</p>	<p><i>Red - not achieved Amber – partly achieved Green – achieved</i></p> <p><i>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with LAC</i></p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> 1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? 6. Are procedures in place to ensure next steps are built in for continued development towards the next stage?

King's Lander Primary Academy 2024-2025

3. Maintain and enhance the quality of teaching and learning across the school					
1. Objective	2. Success Criteria	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Budgets / Resources	6. Evaluation & Review
<p>3.1 Establish a clear and effective approach to securing excellence in teaching and learning.</p> <p>3.2 The quality of learning is raised, supported by developing a consistent and effective approach to the monitoring of teaching and learning.</p> <p>3.3 Learning is improved for all pupils, including those with SEND.</p>	<p>The school's approach to teaching and learning is clear and understood by all.</p> <p>The role of leader of pedagogy is established and appointed.</p> <p>Monitoring processes are being carried out and have a positive impact on standards.</p> <p>All staff, including ECTs, consistently apply the key principles of pedagogy, as laid out in the teaching and learning policy.</p> <p>A range of measures demonstrate that pupils' learning has been enhanced (lesson drop-ins, work scrutiny, synoptic tasks, pupil voice).</p> <p>Staff are more confident in teaching high quality lessons.</p>	<p>1. Make best use of staff voice, including ECTs, to develop a cross-subject teaching and learning policy.</p> <p>2. Develop the leadership model to include a leader of pedagogy.</p> <p>3a. Review and embed processes in place for monitoring (pupil voice, work scrutinies, lesson drop-ins, staff voice).</p> <p>3b. Explore Steplab, liaising with King's Liverpool. Trial this in Art, Music, Spanish and Maths.</p> <p>4. Access Great Teaching training session from Lancs. consultancy (twilight INSET).</p> <p>5. Ensure that staff make best use of non-contact time to undertake in monitoring activities.</p> <p>7. Review GST's approach to staff performance (PCL) and explore and trial how this could align with the Primary model.</p> <p>8. Ensure staff new to school are provided with subject specific training at the point of need (Read, Write, Inc., Opening Worlds, HEP, etc).</p>	<p>Autumn term:</p> <p>Engage with Lancs consultants</p> <p>Teaching staff to attend twilight training on great teaching, and shared pedagogy.</p> <p>Spring term:</p> <p>Range of monitoring activities</p> <p>Staff meeting</p> <p>Summer term:</p> <p>Monitoring activities, including pupil voice</p> <p>Staff meeting</p> <p>Data analysis</p>	<p>Staff CPD</p> <p>Planning time</p> <p>New teaching resources</p> <p>Staff meeting time</p> <p>Budget allocation £5,000</p>	<p><i>Red - not achieved</i></p> <p><i>Amber – partly achieved</i></p> <p><i>Green – achieved</i></p> <p><i>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with LAC</i></p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <p><i>1. Have the actions been completed?</i></p> <p><i>2. Have the actions been effective – have the success criteria been achieved?</i></p> <p><i>3. What needs to be done now to achieve the success criteria?</i></p> <p><i>4. How can the issue be prevented from happening again?</i></p> <p><i>5. Have the new procedures been embedded in practice?</i></p> <p><i>6. Are procedures in place to ensure next steps are built in for continued development towards the next stage</i></p>

King's Lander Primary Academy 2024-2025

4. To improve outcomes for the current EYFS cohort in CL					
1. Objective	2. Success Criteria	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Budgets / Resources	6. Evaluation & Review
<p>To raise attainment in CL, with pupils acquiring age appropriate skills by the end of Reception.</p>	<p>End of year assessments demonstrate that pupils across the EYFS are making accelerated progress</p>	<p>1. Continue to review and agree policy and procedures for learning: environment, teacher /pupil led learning, home learning/support, resources and communicated to all staff and parents. Focus areas:</p> <ul style="list-style-type: none"> • Communication and Language- Listening, attention and understanding, Speaking • Literacy – Reading and Writing <p>2. Further develop and enhance EYFS provision, establishing a high-quality learning environment both inside and outside. Using ECERS-E to measure and improve quality of environment and interaction.</p> <p>3. Audit and arrange ELKLAN training for specific staff at the point of need.</p> <p>4. NELI, ELKLAN and Wellcomm intervention groups- staff will be allocated priorities- EAL, children with SALT plans from Alder Hey.</p> <p>5. Identify how the learning environment is included in learning outcomes and impacts future planning, teaching and learning.</p> <p>6. Establish the expectations and ensure all pupils (inc. EAL and vulnerable pupils/groups) are enabled to learn at the appropriate expectation because of challenge and support each half term, ensuring that all pupils are on track to achieve end of year targeted expectations.</p> <p>7. Through highly effective assessment, identify which pupils/ groups need targeted and early intervention / support to achieve accelerated learning and next stage expectations to achieve a GLD in specific areas of learning.</p> <p>8. Observe, monitor and embed learning opportunities and the impact of the enhanced learning environment.</p> <p>9. Monitor pupil outcomes in each subject termly, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p>	<p>Autumn Term: MB arrange termly stay and play parents sessions- focus on developing language in the home.</p> <p>September- NFER Reception baseline data</p> <p>NELI and Wellcomm intervention groups</p> <p>Ongoing: M&E schedule by SLT: Observation Evidence/ planning scrutiny Environment Progress meetings Continued training and supporting practitioners in CL in EYFS Revised Framework.</p> <p>TBC: Follow on meetings with SM</p>	<p>Staff CPD</p> <p>Staff time out of class</p> <p>Non- contact time</p> <p>Time and budget to further enhance and resource the environment</p> <p>Budget Allocation: £1500(SIP)</p>	<p>Red - not achieved Amber – partly achieved Green – achieved Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with LAC</p> <p>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <p>1. Have the actions been completed? 2. Have the actions been effective – have the success criteria been achieved? 3. What needs to be done now to achieve the success criteria? 4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice? 6. Are procedures in place to ensure next steps are built in for continued development</p>

King's Lander Primary Academy 2024-2025

					<i>towards the next stage?</i>
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Appendix 1: Three year Development plan (Summary Years 2 and 3).

School year	2025-2026	2026-2027
Leadership and Management	Review the long-term curriculum plan (non-core subjects) Review of summative assessments (e.g.NFER, MNP Insights, Comparative judgement)	Review staffing structure, including senior and middle leadership teams, to ensure that they meet the needs of an improving school.
Quality of Education	Review/evaluate appraisal process for non-teaching staff. Review assessment procedures for non-core subjects	Review impact of assessment procedures in core subjects Reading Quality Mark Review impact of Science scheme

King's Lander Primary Academy 2024-2025

Behaviour and attitudes/Personal Development	In consultation with parents, review the policy and programme of study for Drug misuse education	Review implementation of 1 decision PSHE curriculum across the school Review Behaviour Policy and Statement of Principles
Resources	Explore the possibility of providing changing facilities for pupils in Key Stage Two	Further develop all school libraries (EYFS, Key Stage One and Two)