



PRESTON C OF E PRIMARY SCHOOL DEVELOPMENT PLAN 2024 - 2025



Boxes highlighted in green indicate that the task has been fully or partially met.

PRIORITY 1: To continue to achieve high standards in Reading, Writing and Maths throughout the school and improve the rates of progress still further. Rationale: The school has been judged as Outstanding in the last Ofsted inspection (2024). The SLT makes their high expectations very clear and staff are fully aware that to maintain this judgement pupil achievement must always remain high. This is particularly important as we have new members of staff.	Success criteria 100% pupils throughout the school make at least expected progress between Yr 2 and Yr 6 100% of pupils at least expected progress from Year 2 - Year 4 85%+ pupils meet Age Related Expectations throughout the school (ARE) 40%+ pupils exceed National Expectations by the end of Yr 6 - The % of pupils meeting the benchmark for the Yr 1 phonics screening must significantly exceed national averages - The % of Early Years pupils to achieve higher than national averages in 'good level of development - Standards in spelling & grammar are excellent throughout the school. This requires accurate assessment & recording of performance in spellings and effective teaching of strategies - All pupils understand their targets (or 'Next steps') and know how to improve - Staff are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes
Links: Priority 2, quality of teaching and learning; Priority 3, increasing the capacity within the school. Ofsted Evaluation Schedule Quality of education, achievement of pupils and effectiveness of Early Years.	

Sequence of tasks	Personnel/Monitoring	Timescale	Resourcing	Expected Outcome	Review
1. Review of whole school data and clear benchmarks for all staff regarding starting points for Sept '24, March '25, and July '25.	CH to lead, all staff Full Governors	By Sept 24 March 25 July 25	Staff Meetings, & Inset	Data on track throughout the school. Vulnerable groups identified and programmes/ specific input organised.	
2. Identification of groups at risk of underperformance. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for target teaching e.g. letter and number formation, handwriting skills and basic key word spelling.	All staff including SENCo TAs	By Sept 24 March 25 July 25	PPA time/ phase meeting.	Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed. Better outcomes for all pupils.	
3. Track progress of pupils eligible for 'Pupil Premium Grant' (PPG) and Service Premium Grant' (SPG). Effective strategies, interventions and provision planned to accelerate progress. Reviewed by Governors to check effectiveness.	All teachers CH LGB	Termly Autumn 24	£91,740	Pupils eligible for PPG make at least expected progress. Provision is effective, monitored regularly and adjusted if necessary.	

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4. To ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non-disadvantaged pupils (Ever 6).	All staff/Phase leaders//SLT	Termly checks and ongoing	Time/SLT time.	More disadvantaged children exceeding and in line with their non-disadvantaged peers. Pupil Premium/ Ever 6 pupils attaining higher standard at KS2 SATs increase.	
5. Identification of individuals likely to 'Exceed Expectations' at Key Stage 2, particularly in years 3/4/5 to ensure that provision is sufficiently challenging.	KS2 Teachers CH/KS2 Phase Leaders	Sept 24 Dec 24 March 24 July 25	SLT time	Number of pupils reaching higher levels: CH continues to support & challenge. Maths & English; groups changed as pupils achieve target.	
6. Ensure more pupils at end Key Stage 2 reach Higher Level in Reading Comprehension through challenging texts being used across the curriculum. Questioning and answers are focussed and specific.	KS2 Staff Eng Lead CH	Termly checks and ongoing	Staff meeting Staff time	Number of pupils reaching high level securely.	
7. Phase meetings x 4 per term to moderate and benchmark pupils' standards in R, W and Ma, sufficient high standards and challenge is consistent in parallel classes. Action taken to address any weaknesses in pupils' outcomes. Whole school monitoring of English and Mathematics – work scrutiny.	Phase leaders SLT Maths/English Leads	2 each half term Termly on-going	Phase meetings	Phase meetings continue to be an invaluable opportunity to monitor standards to take action. High standards and moderated work in Writing, Reading and Numeracy.	
8. Effective use of assessment tools identified and discussed in phase meetings including pupils' improved understanding of their next steps/targets. Effective moderation across classes.	Phase leaders then SLT	Ongoing	Phase meeting x 2 each half term Staff Meetings	Pupils will show a good understanding of how to improve their work and be given sufficient time to make adjustments to marked work.	

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9. Audit effectiveness of Intervention groups. Challenge groups termly. Specific Interventions to be monitored and evaluated: e.g. SALT/OT; Learn to Move; Emotional and Wellbeing Interventions.	All staff SENCo and teaching staff SEN Governor	Dec 24 March 25 July 25		Analysis of data reveals that more children are performing at or above national expectations in the core areas.	
10. Review pupils on the SEND (Special Educational Needs and Disability) register and amend register in-line with SEND Code of Practice requirements. Apply for funding. Review of SEN procedures.	SENCo SEN Governor	Sept 24 Ongoing	Meetings with class teachers.	SEN Support for pupils (meeting the Code of Practice) in place for pupils.	
11. Effective teaching and expectations observed of spelling, handwriting and grammar in KS1 & 2 in line with the National Expectations. Regular testing of key high frequency words.	Phase Leaders	October 2024 Feb 2025 June 2025	CPD Monitoring of planning and pupil books.	All staff to have a strong awareness and understanding of the aspects of the Spelling and Grammar. Improved spelling and grammar outcomes for all pupils.	
12. Professional Development meetings and additional resources as necessary to develop aspects of Literacy (e.g. spellings, handwriting and grammar) and Maths in line with NC requirements.	Teaching Staff RM/SM for Phonics	Autumn Term October 24 March 2025	CPD	All staff to have a strong awareness and understanding of the aspects of the English and Mathematics Curriculum for which they are responsible.	
13. All teachers to be fully aware of the next year group's expectations and have demonstrated the class's ability to begin to meet these by the end of the summer term. Foundation teachers to be fully aware of Year 1 expectations. National Curriculum delivery for YR in the summer term.	CH/ All teachers SM	September 2024 ongoing	Phase Meetings Termly staff meeting Moderation Cross phase observations	Pupils ready for next year group – e.g. end of Y1 reading levels in line with beginning Y2 levels, Y5 English standards in line with Y6 exp standards	
14. Performance Management for all teachers based on rigorous target setting.	CH & all teachers & TAs	Autumn Term Spring Term	Time	All members of teaching and support staff have	

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Pupil Progress Meetings termly.		Summer Term		initial Performance Management and teachers have objectives linked to pupil performance.	
15. Research and insist upon the effective teaching of vocabulary not only in English but through all subjects and activities.	All staff	Daily teaching throughout the year		Children are confidently able to unpick words and phrases for understanding. Children can discuss topics such as e-safety and discrimination using correct vocabulary.	
16. Develop children's public speaking through the teaching of discrete skills with opportunities to "Speak up, Speak Out" embedded weekly into planning. Ensure children can give full, articulate answers in class.	All Staff RC as Oracy Lead	Termly		Pupils will have an increased confidence and ability to speak publicly	
17. Link attendance figures to underperformance and arrange meetings with parents of identified pupils. Celebrate good attendance in assembly.	Class teachers//CH	Dec 24 Jan/March 25 Attendance meetings with ESO as requested by the school.	After school meetings	97+% attendance for all pupils. Class attendance award presented in weekly assembly.	
18. Regular monitoring and moderation of standards in English/ Mathematics across two foundation classes.	Foundation teachers	Autumn 2024–ongoing	Phase Meetings	Consistent expectations and high outcomes for all foundation pupils. High % of pupils achieve 'good level of development'.	
19. Monitor the planning, teaching and outcomes of phonics in Year 1 and 2. Target pupils to receive specific phonics intervention.	KS1 Lead and teachers	Autumn Weekly Ongoing	Time, small work area	All pupils to have a thorough knowledge and application of phonics. Daily teaching is effective to ensure all children are confident and knowledgeable about	

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				phonics and pass the phonics screening.	
20. Targeted teaching for children that did not pass the phonics screening as soon as the Autumn term starts.	Year 2 Staff RM/CH to monitor	Autumn - ongoing	Time, small work area	Children catch up quickly and are more confident with phonics.	
21. To provide sufficient challenge for Y2 pupils to exceed National Expectations in English and Mathematics.	Year 2 Staff	Sept onwards	Phase Meetings Monthly mtgs Y2/CH	% of pupils achieving Exceeding Expectations by the end of Year 2 exceeds national data	
22. Ensure children throughout KS2 use consistently joined handwriting	KS2 Staff	Autumn ongoing	Time	Children can use joined handwriting with correctly formed letters by end Y3.	
23. To ensure Y4 pupils master times tables as set out in the NC and are ready for the multiplication tables check. To ensure Y3 pupils are competent at multiplication tables in preparation for Y4.	Teaching Staff Y3/4 teachers	Half termly	Time	Children in Y4 have rapid recall of times tables facts. School has IT capability for online tests.	
CPD , in-set , courses • Marking policy, next step marking • Attendance Policy • Moderation training • ECT Training		Monitoring Key sources of evidence: * Whole school cohort data sheet * Pupil progress meetings with class teachers * Termly data analysis including phonics and spellings * Scrutiny of books, including adherence to Marking Policy, including next steps. * Key SEND documents in place			
Final Evaluation Date completed		Outcomes: Judgements: Outstanding / Good / Requires Improvement			
Indication of next priorities: Continuation of focus on high standards and progression.		Rationale:			

PRIORITY 2: To improve the learning culture within the school, including raising the quality of teaching so that it is consistently Good and often Outstanding. (Thereby improving the outcomes for pupils still further.) Rationale: In order to maintain and improve on previous standards and pupil progress, it is essential that all staff teach lessons and group tasks that are often outstanding. This will involve using motivating teaching strategies, such as a range of exciting practical resources, and fostering pupils' curiosity and independence.	Success criteria 100% pupils throughout the school are on track to make at least expected progress; - Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning; - Behaviour in all classes is excellent; - All teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific needs (based on high quality teacher assessment) including ECTs; - Lessons demonstrate precise learning goals for all pupils, who fully understand what they are learning and are confident to 'have a go'; - The pace and depth of learning are maximised as a result of teacher's response to pupils during lessons.
Links : Priority 1, Standards and Progress; Priority 3, Increasing the capacity within the school. SEN provision Ofsted Evaluation Schedule The quality of education throughout the school, the behaviour and safety of pupils and the achievement of pupils.	

Sequence of tasks	Personnel/Monitoring	Timescale	Resourcing	Expected Outcome	Review
1. Staff to continue to use Teaching and Learning Policy with good understanding of what constitutes outstanding teaching and learning. Continue to adopt list of non-negotiable to promote successful learning principles. Provide training for ECTs as appropriate. Ensure ECT induction year is carried out with regular monitoring and support.	All staff All staff TH PPAT ECT Lead	Sept 24 onwards	Staff Meetings Daily teaching throughout the year.	All lessons and evidence in books are at least good and often outstanding. Teaching and Learning principles observed in action. ECTs fully inducted and performing to a high standard as matched with PPS ethos and National Teacher Standards	
2. To participate as appropriate with ITT providers in providing support for trainee teachers	CH/SC/TH Individuals as appropriate	Sept 24 onwards	Time	Various trainees in school through university/ITT placements	

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3. Phase meetings ensure that agreed strategies and non-negotiables as agreed are evident (e.g. in teacher's planning documents and pupils' outcomes). All phase meetings to have clear agendas and minutes to be brought to SLT.	Phase leaders then SLT	4 x a term	Phase Meetings	Consistent expectations across year groups and phases.	
4. Lesson observations for all staff, and re-visiting of lessons to ensure that actions for improvement are addressed.	CH All teachers	Autumn Term 2024	Supply costs	All lessons and learning over time (evidence in books) are at least good and often outstanding.	
5. Monitoring and observing the use of individual SEN learning plans, EHCPs and strategies recommended by professionals. SEN governor to monitor procedures in school.	SENCO SEN governor	Half termly	Time	SEN pupils achieving very well across the school.	
6. Subject leaders to maintain standards and monitor curriculum provision across the school. Subject leaders and ECTs to inform staff of updates in their subject areas. Subject files to be reviewed.	Subject leaders and ECTs (with all staff) /RM	Sept 2024 – July 2025	Time	Subject leader fully aware of the progression of their subject across the primary class and sufficient evidence is available.	
CPD , in-set , courses Internal TA training SENCo – funding EHC plan support	Outcomes Key sources of evidence: Senior staff ensure that timetables make sufficient provision for quality first teaching in Core subjects * Pupil progress meetings with class teachers. * Lesson observations. * Scrutiny of books, including adherence to Teaching & Learning and Marking Policy				
Final Evaluation Date completed	Outcomes Judgements: Outstanding / Good / Requires Improvement				
Indication of next priorities: To continue to support and monitor practice to ensure high quality teaching and learning. Ensure ECTs are well supported and demonstrate excellent practice.	Rationale:				

PRIORITY 3: To increase the capacity of the school significantly by enhancing provision in a variety of ways, including further development of the staff team. Rationale: The basic provision is outstanding and the curriculum already enhanced. However, there will remain always a greater scope to increase the capacity of the school through improvements to the learning environment, the curriculum provision both within and beyond the school day and through links with other learning communities and with parents. Redistribution and widening of some staffing roles to support new developments. Some key members of staff are carrying out school improvement work in other schools. We must ensure that capacity at Preston Primary remains very strong. We want all of our children to become good citizens. Links : Priority 1, Standards and Progress; Priority 2, Improving the quality of teaching and learning. Links within the community and ITT providers Ofsted Evaluation Schedule: The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning.	Success criteria • The school runs smoothly and effectively even when key members of staff are supporting other schools. • A wider range of high-quality opportunities are available to pupils which extend their thinking and broaden their horizons; • The curriculum takes more account of children's individual aptitudes & interests and gives scope for independent enquiry; • The excellent outdoor learning environment is extended further enabling the children to experience a wider range learning opportunities (e.g. pond, forest area, sensory garden); • The curriculum ensures progression, avoids repetition and makes meaningful cross curricula links to deepen children's understanding • Improvements are evident in a range of new provision such as the Arts, Computing and Environmental studies; • Improved international links with schools abroad enabling scope for pupils to develop further their cultural understanding and their social and emotional skills; • Strong links between the on-site pre-school, EYFS and KS1; • Governors have a clear understanding of the strategic direction in which the school is moving.

Sequence of tasks	Personnel/Monitoring	Timescale	Resourcing	Expected Outcome	Review
1. Roles & responsibilities are reviewed for all staff. New members of leadership team to receive in-house training to lead team effectively.	CH	Autumn 2024 ongoing	Time	More effective school ensuring better outcomes for pupils. A conducive learning environment.	
2. Implement strategies to promote a love of reading throughout the school.	English Leads and SLT			Children are given the opportunity to develop a passion for reading and are exposed to a wider range of authors and styles of literature.	
3. All planning to include the National Curriculum expectations and enhanced curriculum	CH, SLT All Staff (Phase/	Autumn 2024	Time	Evidence that teachers are planning and delivering the National	

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provision (including Community links where possible).	Subject leaders to monitor)	Staff meetings for specific subject areas		Curriculum and a wider variety of activities to inspire and motivate.	
4. Subject leaders to continue to enrich curriculum with new opportunities for children to develop skills e.g. new instrument lessons in KS2. Subject Leads pursue subject accreditation as appropriate.	Subject leaders (with all staff)	Sept 2024 – July 2025	Time	Subject leader champions subject across the school.	
5. Continue to develop our Christian distinctiveness and promote our Christian Values.	TH All Staff LGB	Ongoing	Time	Christian values are embedded and underpin all school practice and are clear to pupils.	
6. Ensure school is prepared for SIAMS inspection.	TH All Staff LGB	Ongoing	Time	Best practice as a Church school is followed as stipulated in SIAMS framework.	
7. Continue International enrichment activities to enhance the curriculum: Where possible, KS2 staff to have a link class in an international school	All Staff MH KS2 Staff	Ongoing Sept 24	Time	Children develop understanding and respect for different cultures.	
8. Develop collaborative learning across PPAT to ensure best practice. Allow teachers to support planning and teaching in schools across the Trust.	All staff	Throughout year	Time	Best practice in terms of teaching and learning is shared across the trust to ensure high expectations and outcomes for children.	
9. Input into pre-school setting and liaison for pre-school pupils to enhance provision.	SM/AK SENDCo	Summer 2025	N/A	High quality, well managed Pre-School and potential for after-school club.	

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10. Family Learning across the school promotes parental engagement and good outcomes for children.	SC	Timetabled throughout the year.	Family Room	The family learning projects are well attended and parents are involved in their child's learning.	
11. Business Manager to pursue funding to improve school facilities.	AD, CH	On-going	Time	Improved facilities.	
12. 'Showcasing' of musical and arts talents. Staff to follow schedule for performances.	RC	Throughout the year.	Time	Governors and parents are aware of the talents in the school.	
13. PM for all staff ensuring that succession planning and distributed leadership are established and skills development supported.	CH	Nov – Dec 24 March 25 July 25	Time	All staff are provided with good continuing professional development and opportunities.	
14. Continual enhancement of P.E and sporting provision. Effective use of the Sport and P.E. Premium Grant to achieve best value and excellent outcomes for pupils.	SHab/JD/sports coaches	Throughout year	As needed. £19,590 Sports Premium	Excellent provision for all children in P.E. Extracurricular and inter/intra school sport at a high level. Increased participation.	
15. Develop outdoor learning curriculum and ensure the Outdoor environment and provision is stimulating and maximises opportunities for learning.	DH All Staff AK	Throughout year	Time	Curriculum enhanced by excellent outdoor learning provision.	
16. Develop children's aspirations for future careers through teaching/visitors.	All Staff	Throughout year	Time	Children's aspirations are raised through a variety of experiences.	
17. Work with ITT providers to offer trainee teacher placements.	CH/TH	Throughout year.	Time	Effective training programme for student teachers.	
18. Ongoing involvement in Transition work KS2 to KS3 in Mathematics and English.	TB/Year 6 Staff	Termly	Time	Teachers of Maths and English in Y6 and Y7 work collaboratively to ensure that skills are transferred and progression continued from Y6 to Y7	

Sequence of tasks	Personnel/Monitoring	Timescale	Resourcing	Expected Outcome	Review
19. Children to have developed a sense of citizenship, a respect for their locality and a tolerance of those around them.	LC and teaching staff	Throughout year	Time Cost – Life Bus, SCARF	Staff have continued to develop and deliver a successful PSCH education for their learners, with at least weekly lessons and wider opportunities with community links throughout the year integrated.	
20. Ensure e-safety is embedded across the curriculum and monitored regularly. Consider further ways to enrich curriculum through new technology.	All Staff CW - Computing Lead to monitor	Termly monitoring Autumn Term	Time	Staff are confident to deliver an effective computing curriculum Children have access to ICT resources/ iPads and use as a tool to enhance learning. Children are aware of how to stay safe using technology.	
21. RSE and Mental Health curriculum areas to be reviewed and developed by subject coordinators and SLT.	LC/EC (Subject Leads) Teaching staff	Throughout year	Time	Children to have age and stage appropriate understanding of their RSE development, culminating with the beginning of Sex Ed in Year 6. Children demonstrate the development of skills and qualities needed to attain independence, resilience and a contentment in their mental health.	
22. To develop the school environment, for example through suggestions by pupils (Student Council, questionnaires)	School Council/TH	Sept 2024 onwards	Time Cost tbd	Stimulating environment planned by the pupils.	

Sequence of tasks	Personnel/Monitoring	Timescale	Resourcing	Expected Outcome	Review
23. Develop Eco opportunities across the school and review the proposals for the sustainability curriculum.	AK - Eco Leads And RC (Science Lead)	Ongoing	Time	Improved eco awareness for children and meeting the proposals for the sustainability curriculum.	
24. Work towards awards and subject specific quality standards (e.g. Artsmark, Eco award).	All staff	Ongoing	Time	High quality provision in subjects is recognised with award/mark.	
25. Monitor lunchtime supervision Teachers to brief lunchtime staff regarding class and expectations of behaviour	/CH/SLT Teaching staff Lunchtime supervisors	Throughout year Regular and ongoing	Time	Lunchtime supervisors aware of responsibilities in maintaining happy and safe lunchtimes for children.	
CPD , in-set , courses Computing inset/staff meeting(s) Subject leader training / opportunities for development International Links – teachers to visit/welcome visitors from link schools in China, India and France.	Outcomes Key sources of evidence: * Lesson observations; * Scrutiny of plans and books across the school curriculum * Governor reports * Parental questionnaire * Subject leader files				
Final Evaluation Date completed	Outcomes Judgements: Outstanding / Good / Requires Improvement				
Indication of next priorities: To continue to enhance provision to provide our children with the best education possible,	Rationale				