



SCHOOL DEVELOPMENT PLAN

2024- 2025

Version 1 September 2024

Our School Development Plan has been created in collaboration with SLT, Staff, Governors, Pupils, Ofsted feedback, data and WSCC. Each term has a clear focus enabling us to keep learning and teaching development at the heart of all that we are doing. The Plan now consists of the following areas:

Learning and Teaching (50% of focus time)

Pastoral (20% of focus time)

Staff development (20% of focus time)

Communication (10% of focus time)

Page 2 contains an overview of the key priorities for the year.

Please view the SDP alongside the Monitoring document which outlines how we will monitor:

- Existing policies and practices are continuing to be implemented (see also learning and teaching handbook).
- Quality of Learning
- The development of SDP plans throughout the year.

Detailed timings will be added to action plans for the start of each term.

2024 – 2025 Georgian Gardens Development Plan

| Focus | Autumn | Spring | Summer |
|------------------------------------|---|--|---|
| Learning and Teaching | <ol style="list-style-type: none"> 1. Maths – increase attainment and progress across the school 2. Teachers have more accurate assessments to fine tune teaching 3. Teachers have a strong knowledge of quality first teaching and how this is implemented in the classroom – learning and teaching handbook | <ol style="list-style-type: none"> 1. Continue raise standards in GPS – spelling review 2. Raise attainment in phonics and year 2 phonic outcomes in particular. 3. Homework review to ensure consistency in expectations. | <ol style="list-style-type: none"> 1. Monitor impact of changes in maths and spelling approaches. 2. Consolidate changes to the maths and spelling curriculum 3. EYFS – sharing practice across other schools – reviewing our own practice and sharing our practice with others, |
| | Everyone Achieves and GDS Program to run throughout the year with a focus on standards for PP and GDS pupils. | | |
| Pastoral | <ol style="list-style-type: none"> 1. Increase parental engagement through PINS project (partnership, inclusion, neurodiversity) 2. Statutory attendance changes in place 3. Increase pupil wellbeing through the use of mental health (pupil) ambassadors and developing outdoor playtime opportunities. | | |
| Staff Development | <ol style="list-style-type: none"> 1. Increase teacher skills and expertise in the delivery of maths 2. Update teacher knowledge of adaptive and quality first teaching 3. Middle leaders development through NPQ's 4. TA CPD - maths | <ol style="list-style-type: none"> 1. Increase teacher skills and expertise in the delivery of GPS. 2. TA CPD – spelling and phonics 3. Middle leaders development through NPQ's | <ol style="list-style-type: none"> 4. TA – CPD – reading 5. Middle leaders development through NPQ's |
| Resources and Communication | <ol style="list-style-type: none"> 1. Increase parental knowledge of how we respond to their feedback 2. Market our high expectations for pupils in all aspects of learning and wellbeing 3. Continue to secure external funds to support school initiatives. 4. Smooth transition to new IT provider | <ol style="list-style-type: none"> 1. Plan to move to cloud based IT system 2. Streamline processes for compliance around recording training. | <ol style="list-style-type: none"> 1. Plan to move to cloud base summer 2025. |
| S.T.E.A.M specialism | <ol style="list-style-type: none"> 1. STEAM centre – phase one to be completed. 2. Increased opportunities for STEAM learning 3. Create developmental curriculum to run alongside the Nebula Steam Zone. | <ol style="list-style-type: none"> 1. Staff confident in how to utilise Nebula area to support developmental STEAM learning 2. Continue fund raising for phase two of STEAM centre 3. Increase links with specialist in the STEAM industry for pupils | |

Monitor impact from changes last year:

- Revised English curriculum
- Introduction of new science scheme
- Curriculum Pathways impact – foundation subjects on the children’s knowledge
- Continue to monitor engagement in reading at home.
- Continue to maintain attendance percentages in line with national
- Blippit – ensure subject leads are promoting and using to check coverage and standards in their subjects

Who's who?

| Name | Role | Initials |
|-----------------|---|----------|
| Amie Bowers | Headteacher/ Science Lead | AB |
| Claire Lewis | Assistant Headteacher Inclusion/ SENCO | CL |
| Paula Trahern | Assistant Headteacher T, Learning & Assessment | PT |
| Carol Thomas | English Lead | CT |
| Helen Meakins | EYFS Lead | HM |
| Andi Lockwood | Volunteer coordinator | ALo |
| Hannah Burge | Maths Lead | HB |
| Hollie Clarkson | Shadow Maths Lead | HC |
| Lauren Goode | E4S/RSHE Lead | LG |
| Emma Fenn | Business Manager | EF |
| Ben Alcorn | Computing Lead / STEAM Lead | BA |
| Chris Ansell | DT Lead/ Nebula development | CA |
| Emma Smith | School Secretary | ES |
| Gemma Elliott | Chair of Governors | GE |
| Heather Ward | Vice Chair of Governors | HW |

Learning and Teaching - Autumn 2024

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|---|---|----------------|---|------------|--|--|
| 1. Maths – increase attainment and progress across the school | a) To implement a new scheme – White Rose Maths, with the view of it being followed properly for consistency across the school. Planning to be in place immediately. | September 2024 | SLT and HB £412.80 a year (based on 11-20 teachers) | AB | New scheme in place from 4.9.24 | *More consistency across the school. *High expectations from all staff on children. |
| | b) Regular testing to be used following research for the most appropriate provider and method. Now selected - paper versions of White Rose assessments b2). Utilise the links between White Rose and LBQ | September 2024 | SLT and HB £1188 plus Smart Grade link to standardise scores £300. | AB | First Assessment completed on LBQ – paper assessments completed WB 2.11.24 | * Regular testing to see progress and for gap analysis. *Staff subject knowledge and confidence with manipulatives to be addressed. |
| | c) Staff meeting CPD on use of manipulatives in the classroom – how are they used successfully? How easy is it for children to access them? | Autumn term 1 | HB TA release time for training | AB | Planned in diary for early spring term | *Data to improve across the academic year |

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| | c2) TA CPD on maths skills / subject knowledge | | | | | ahead of KS2 SATs. |
| | d) Monitor the extent to which children are accessing the curriculum at their required level, and use of TA in the classroom. (see focussed monitoring plan) Lesson observations Book looks Pupil voice and feedback | Autumn term | SLT | AB | Maths (SLT) learning walk 8.10.24 – see notes | |

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| 2. Teachers have more accurate assessments to fine tune teaching | a) Research different providers of termly assessments for GPS (LBQ) and maths (Whiterose). Ensure links to curriculum taught. | Autumn term | PT LBQ already on subscription – White rose maths costs covered above | AB | Agreed by SLT Oct 24 | <ul style="list-style-type: none"> • Appropriate testing in place and used for gap analysis. • Clear overview of gaps to be filled. • Accelerated progress seen in all children |
| | b) Introduce the new assessments to each class (GPS Y4, 5, 6) at the end of each term. Staff to mark the papers. | Autumn spring summer | PT | AB | Maths tests being undertaken Nov 2024 | |
| | c) Teachers to use the papers for gap analysis to then adapt teaching as required. | Autumn term | Teachers | SLT | Teachers trained on use of Smartgrade | |

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| | | | | | and will use it after papers are marked. | |
| | d) Use the data for clear tracking of pupil progress and discuss at PPMs termly. | | £1500 cover costs | | PPM completed for Autumn term | |
| | e) Weekly release time for English and Maths leads that will enable them to have an in-depth knowledge of pupil progress across the school and support where any gaps are identified. | Ongoing | £5800 | SLT | Set up and ongoing | |
| 3. Teachers have a strong knowledge of quality first teaching and how this is implemented in the classroom – learning and teaching handbook | a) CPD as a whole team on the principles of quality first teaching. | November '24 | AB Cost covered as part of locality work | SLT | 4.11.24 | <ul style="list-style-type: none"> • Higher standards in the teaching practise of all staff. • Raised standards for all pupils. |
| | b) School poster created that highlights the key elements of a QFT lesson - displayed in all classrooms. | November 2024 | AB | SLT | 4.11.24 – poster created | |
| | c) Staff to follow the principles of QFT | By the end of autumn term | AB | SLT | | |
| | d) Monitor the use of QFT in all classrooms | Autumn term | SLT | SLT | | |

Total Cost: £10400

Pastoral – Autumn 2024

| | Action | Target Date | Person/Resources/ Cost | Monitoring | Completed Date | Success Criteria |
|---|--|-----------------------|------------------------|------------|--|---|
| 1. Increase parental engagement through PINS project (partnership, inclusion, neurodiversity) | a) Complete school self-assessment, parent questionnaire and pupil voice to gather a baseline. | End of Sept | CL/CLy | | Baselines completed and used to set focus for project | <ul style="list-style-type: none"> ● A baseline assessment will be completed. ● There will be identified priorities for the PINS project. ● Targeted support from the Local Authority will be planned for. |
| | b) Meet with Emma Waring (Project Manager) to discuss themes from baseline. | 24th Sept | CL/CLy | | Meeting held on 24/09/24, focus set for PINS and dates for coffee mornings put in diary. | |
| | c) Identify priorities from baseline assessments and finalise support plan. | By Oct half term | CL/CLy | | CLs & AB attended PINS conference on 04/10/24. Priorities set for the year ahead. | |
| | d) Engage in bespoke support programme based on baseline results. | Oct half term onwards | CL/CLy | | Support offer submitted to PINS. Coffee morning held 18/11/24. | |
| 2. Statutory attendance changes in place | a) Attendance Champion in place to drive the new attendance framework. | Sept | CL | | 04/09/2024 - CLs | <ul style="list-style-type: none"> ● There will be a named attendance champion. ● Data gathered will enable the attendance team |
| | b) Continue to triangulate data from more than one source to identify risk factors. i.e., behaviour records, | Fortnightly | CL | | Report created to pull risk factors from Bromcom. Overviews for | |

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| | attainment data, info from stakeholders. | | | | vulnerable children being created. | to identify risk factors. |
| | c) Ensure new attendance policy and procedures are implemented in line with the new statutory guidance. | From start of term then ongoing | CL | | New policy in place and in line with new guidance. | <ul style="list-style-type: none"> The new attendance policy and procedures will be followed. An attendance contract will be in place where required. |
| | d) Develop attendance contracts to be used by attendance team as and when required that outline requirements for parents, support provided by school and a statement by the parents that they agree to comply with the requirements within a specified time. | Oct half term | CL/CLY/GW | | New attendance contracts created. Being used with specific families. | <ul style="list-style-type: none"> Identified pupils will have support in place. There will be a measurable impact on support put into place. i.e. +Att%, -PA%. |
| | e) Identify pupils for support. Create plan for re-integration identifying drivers and barriers. Monitor impact of support put in place. | From start of term then ongoing | CL/CLY/GW | | Risk factors identified for children who are below 92%. | |
| 3. Increase pupil wellbeing through the use of mental health (pupil) ambassadors and developing outdoor playtime opportunities. | a) Roll out the idea of Mental Health Ambassadors to the school. Give the children in Years 5 and 6 the opportunity to apply for one of the roles. | By Oct half term | GW | CL | MHA assembly held Oct – applications completed and children chosen. | <ul style="list-style-type: none"> There will be identified Mental Health ambassadors who have had training to effectively do their role. |
| | b) Establish role of Mental Health Ambassadors in Years | By Oct half term | GW | CL | Training has been carried out and positions in | <ul style="list-style-type: none"> There will be a list of resources |

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| | 5 and 6 (10 children from Year 5 and 5 from Year 6). | | | | place. All MHA have a badge to identify them. | <p>required to improve play opportunities.</p> <ul style="list-style-type: none"> •Funding bids will be submitted to help with resourcing the play opportunities. •Resources will be sourced and in school ready to launch in the Spring Term. |
| | c) Use pupil surveys from summer 2024 to identify key priorities in terms of outdoor play opportunities. | End of Sept | CL | | Young Governors consulted about play opportunities. AB and CLS visit to Crawley Down School to see OPAL scheme in practice for lunch times (Outdoor Play and Learning) on 29/11/24. | |
| | d) Create a wish list of resources to strategically and sustainably improve the quality of play opportunities. | End of Sept | CL/CLY £3,000 budget but could access more through funding bids. | | Partially completed. Move to Spring Term | |
| | e) Put together funding bids in order to resource the play opportunities. | Oct half term | CL/EF | | On waiting list for OPAL. Awaiting a worker to be allocated to us. Will move to Spring Term. | |
| | f) Letter to parents with information about planned changes and to ask for any help with sourcing items to support playtimes. | Oct half term | CL/EF | | As above | |
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| | g) Order resources ready to launch new play opportunities at the start of the Spring Term. | Dec | CL/EF | | As above | |
| | h) Small spaces around the school constructed. Storage items are all collected. Stage developed and decorated. | Dec | CL/EF | | As above | |
| Total Cost: £3000 | | | | | | |

| Staff Development – Autumn 2024 | | | | | | |
|---|---|----------------|-------------------------|------------|--------------------------------|---|
| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
| 1. Increase teacher skills and expertise in the delivery of maths | a) Link up with West Sussex Maths hub and look at opportunities for CPD which exist to further support staff development. | September 2024 | HB £600 | AB | | Teachers will have increased confidence in mathematical pedagogy to support the delivery of new |
| | b) 3 dedicated staff meetings based on development of Maths teaching | December 2024 | Time - 3 staff meetings | AB | 11.9.24 2.10.24 13.11.24 | |

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| 2. Update teacher knowledge of adaptive and quality first teaching | a) Teachers to participate in Quality First Teaching INSET - organised by Locality group through WSCC | 4.11.24 | Cost - £1570 - this will be covered through our locality budget. | AB | 4.11.24 | maths scheme White Rose. |
| 3. TA CPD - maths | a) TAs will complete training (2 sessions) on how to effectively support pupils in maths lessons through scaffolding thinking and targeted questioning | December 2024 | HC release time 2 x 1 hour TAs | AB | | All classrooms will contain visual representations of what is expected in QFT as an outcome from INSET training. |
| 4. Middle leaders development through NPQ's | a) Continue to develop middle leaders - in particular focus on the use of data in identifying gaps and ensuring that progress is monitored across the school. CT - NPQ literacy lead HM - NPQ EYFS AL – NPQ EYFS HC - NPQ maths leadership | 3 places are being funded through DFE grants - saving approx. £3000. | CT, HC, HM | AB | All have started training Oct 24 | Middle leaders gain further confidence in developing their areas and subjects - are advocates for raising standards in these. |
| | b) Weekly short meeting with maths lead and English lead and SLT to support and keep focus on raising attainment | | AB, PT, CL, CT, HB (HC) Monday's 3.30pm | AB | Happening weekly and ongoing | |
| Total Cost: £600 (approx. £4570 covered through external sources) | | | | | | |

Communication– Autumn 2024

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|--|---|-----------------------|--------------|--|---|--|
| <p>1. Increase parental knowledge of how we respond to their feedback</p> | <p>a) Send out parent survey to pulse check parent knowledge</p> | <p>September 2024</p> | <p>PT</p> | | <p>Had been completed just before the summer holiday</p> | <p>Parents will have increased confidence in their understanding of how the SLT responds to their feedback and takes their views on board.</p> |
| | <p>b) Review the outcomes of parent surveys at SLT meetings and plan responses accordingly.</p> | <p>September 2024</p> | <p>SLT</p> | | <p>Weekly feedback in newsletter this term</p> | |
| | <p>c) Communicate feedback through school newsletter, pings etc.</p> | <p>October 2024</p> | <p>SLT</p> | | <p>Weekly feedback in newsletter this term</p> | |
| <p>2. Market our high expectations for pupils in all aspects of learning and wellbeing</p> | <p>a) Continue to communicate with parents regularly about the school's high expectations for attendance and attainment.</p> <p>b) Highlight key stories of success through marketing channels such as Facebook/newspapers.</p> | <p>September 2024</p> | <p>EF/PT</p> | | <p>Attendance award winners named in newsletter.</p> <p>Regular posts on social media (public FB)</p> | <p>High expectations for all students is a key part of the school's ethos and students' successes are profiled and celebrated.</p> |

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| 3.Continue to secure external funds to support school initiatives. | a) Develop a fundraising plan which clearly outlines the project strategy and focuses on specific businesses/organisations for support. Be mindful of opportunities and incentives for external funding and think outside the box. | September 2024 | EF | | | There will be a clear fundraising plan which will secure funds from external sources |
| 4.Smooth transition to new IT provider | a) SEGFL is responsible for the key IT contracts, working with Ben Alcorn and Emma Fenn to ensure all processes are covered. Staff will be informed of how to log incidents and have key contact information at the start of term. EF and BA to monitor the support and to purchase additional credits where further training/support is needed. | September 2024 | EF/BA resourced from allocated IT budgets | | SEGFL now working with us. See head's report for further updates | SEGFL will be fully established and all staff will be confident in who to contact for support. |
| Total Cost: | | | | | | |

S.T.E.A.M – Autumn 2024

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|---|--|-------------|-------------------------|------------|----------------|--|
| 1. STEAM centre phase one to be completed. (The NEBULA) | a) Works undertaken over summer 2024 | Sept 2024 | CA/ TG/ EF | AB | 1.9.24 | *Children able to access Phase 1 and increase science and technological understanding through play based learning. * Timetable established to ensure all pupils have access |
| | b) Risk Assessments to be completed for children to access | Sept 24 | AB/ CA | AB | 1.9.24 | |
| | c) Rota in place for children to be able to access the new centre | Sept 24 | AB/ CA | AB | 1.9.24 | |
| 2. Increased opportunities for STEAM learning | a) Oversee the implementation of new STEAM topics which were developed last term - drawing together elements of already taught curriculum through a STEAM approach | Dec 24 | BA | AB | | *Children will have an increased understanding of what STEAM means *Staff increase confidence in teaching with a STEAM approach |

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| 3.Create a developmental curriculum for STEAM related to the new Nebula area. | a) Create year group criteria that can be used to teach children key scientific, technological, engineering and Mathematical themes through the use of the resources in the Nebula. | Dec 24 | CA/BA 2 days release for STEAM each term this year. £1200 | AB | | |
| Cost: £1200 | | | | | | |

Learning and Teaching – Spring 2025

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|--|---|-------------|----------------------------|------------|----------------|---|
| 1. Continue to raise standards in GPS with a particular focus on spelling. | a) Analyse current performance across the school through a standardised spelling test | Jan 25 | CT leadership release time | AB | | Increase in accuracy of GPS in pupil's independent writing including the use of independent spelling. |
| | b) Review quality of GPS teaching from Autumn term across all year group - Ascertain that all aspects of the reviewed curriculum were covered. - Consider how strong the spiral curriculum is to ensure that children regularly revisit skills and concepts with increasing complexity to reinforce learning. | Jan 25 | CT/ PT | AB | | |
| | c) Ensure that our weakest spellers have high quality intervention to support them with this. c2) Ensure appropriate training is in place for staff that are supporting them | Feb 25 | CT/ CL | AB | | |
| | d) Create a parental engagement video to help parents support with spelling and word confidence at home. | Feb 25 | CT + other teachers | PT | | |

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| | e) Strong school focus throughout the year on picking up incorrect spellings and ensuring that these do not become learnt errors by pupils | Ongoing | All | SLT | | |
| 2. Raise standards in phonics with a particular focus on Y2 retake outcomes | a) Following on from whole class phonics in Y2 Autumn term. LD to take focus group of pupils who will need to retake screening at end of Y2. (LD has experience of year 1 phonics) | ongoing | LD | HM | | Year 2 retake results for phonics will increase and all pupils that are capable of passing do so. |
| 3. Homework review to ensure consistency of expectations across the school | a) Review homework considering following key questions: <ul style="list-style-type: none"> ● Quality of work set and how it links to learning in class, reinforcing knowledge and understanding ● Quantity appropriate to age group ● Rate of return and how we can engage families who do not fully participate. | Feb 25 | PT | AB | | Pupils will consistently have access to homework that supports learning in class and reinforces understanding of key conceptual knowledge. |
| 4. For pupil premium with no underlying SEND to make progress from | Develop the implementation of Quality First Teaching through staff training. Include support staff so they are equipped to effectively support teaching in maths. | All of Spring Term | CLs | AB | Weekly TA meetings planned with a different focus each week | <ul style="list-style-type: none"> ● TAs will be able to effectively support the teaching of maths. They will be fully aware of the GG QFT overview |

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| <p>their starting point in maths.</p> <p>Everyone Achieves LEA Initiative</p> | <p>Implement accurate baseline and ongoing assessment points in order to effectively track progress.</p> | Termly | CLs | AB | <p>CLs gave teaching staff baselines and detailed data overviews for their classes on 08/01/25</p> | <p>and how this is implemented.</p> <ul style="list-style-type: none"> • Teaching staff will have detailed class data so progress can be tracked effectively. • PP children will be tracked individually and barriers to learning addressed. |
| | <p>Ensure PP children are discussed first in pupil progress meetings and given priority in terms of intervention and support.</p> <p><i>Section 4 will be discussed within the pastoral team meeting on 04/02/25</i></p> | Termly | CLs | AB | <p>Discussed at PPM on 22/01/25 & 05/02/25. RC Gov monitoring report on GVO for 22/01/25 Overviews created for each year group with data, progress, barriers, support, next steps.</p> | <ul style="list-style-type: none"> • PP children will make progress from their starting points in maths. |
| <p>Total Cost: £</p> | | | | | | |

Pastoral – Spring 2025

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|---|---|-----------------------|-------------------------|------------|------------------------------|---|
| 1. Increase parental engagement through PINS project (partnership, inclusion, neurodiversity) | Hold half termly parent coffee mornings/afternoons. | Ongoing | CLy | CLs | | There will be increased opportunities for parents to access support and CPD sessions. |
| | Offer parent CPD sessions along side Thoughtful and Thrive: <ul style="list-style-type: none"> • 26/02/25 & 27/02/25 – Thought-full attend parents evening. • 28/02/25 – Family Thrive (6 weeks) • 02/04/25 – CPD on Emotion Coaching Next term – 04/06/25 – CPD on Resilience | At least two per term | CLs/CLy/GW | AB | | |
| 2. Statutory attendance changes in place | CLs to hand over the attendance work to PT who will take this on from January 2025. | Jan 25 | CLs/PT | AB | Handover document given . At | Successful transition of attendance |

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| | For new attendance Champion to become familiar with policies and procedures for attendance. | Jan 25 | PT | AB | time of handover overall attendance was 95.6% and PA was 11%. | management responsibilities to the new staff member Attendance policies and procedure will be followed. Attendance and PA will continue to be in line or better than National. |
| | Continue to triangulate data from more than one source to identify risk factors. i.e., behaviour records, attainment data, info from stakeholders. | Ongoing | PT | AB | | |
| | Use developed attendance contracts when required that outline requirements for parents, support provided by school and a statement by the parents that they agree to comply with the requirements within Ongoing specified time. | Ongoing | PT | AB | | |
| | FPN and non-attendance referrals submitted for all eligible cases | | PT | AB | | |
| 3. Increase pupil wellbeing through the use of mental health (pupil) ambassadors and developing outdoor playtime opportunities. | a) Risk assessment in place for play times and various play opportunities in place. | Jan 2025 | CL/EF | £100 - high viz jackets for pupils who are supporting others. | This has been delayed due to the shortage of OPAL staff who are able to work with | There will be a group of pupils who are trained as mental health ambassadors and now simple steps that they can take to help others on |
| | b) CPD for children and staff in use of various resources. | Jan 2025 | CL/EF | | | |
| | c) Letter to parents outlining | Jan 2025 | CL/EF | | | |

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| | developments in the new project and reminding them of how they can help/donate items. | | | | us. We have signed up for the programme. | the playground. |
| Cost £4000 | | | | | | |

| Staff Development – Spring 2025 | | | | | | |
|--|--|--------------|---------------------------------------|------------|----------------|--|
| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
| 1. Increase teacher skills and expertise in the delivery of GPS. | a) Staff to participate in a review of spelling and GPS delivery - look for improvements since changes introduced to English Curriculum in academic year 2023 - 2024 | End Jan 2025 | | AB | | All staff who work directly to support children's writing will have up to date training on ways in which they can support the development of pupil's spelling and application of GPS in independent writing. |
| | 1. Address any gaps identified in the GPS review through appropriate training with teachers. | | | | | |
| 2.TA CPD – spelling and phonics | c) TAs will complete training (2 sessions) on how to effectively support pupils in spelling and phonics lessons through scaffolding thinking and targeted questioning | March 2025 | CT and HM release time 2 x 1 hour TAs | AB | | |

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| 3.Middle leaders development through NPQ's | d) Continue to develop middle leaders - in particular focus on the use of data in identifying gaps and ensuring that progress is monitored across the school. CT - NPQ literacy lead HM - NPQ EYFS HC - NPQ maths leadership | 3 places are being funded through DFE grants - saving approx. £3000. | CT, HC, HM | AB | | Middle leaders gain further confidence in developing their areas and subjects - are advocates for raising standards in these. |
| Total Cost: £ | | | | | | |

| Communication– Spring 2025 | | | | | | |
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| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
| 1.Plan to move to cloud based IT system | a) Liaise with SEGFL to develop a plan for transition to the Cloud and develop an agreed folder structure | Spring 2025 | EF/BA Budget for moving to cloud base to come from IT directed funds. | | | Detailed plan for transition to the cloud will be finalised and all stakeholders will be informed |
| | b) Begin data cleansing of the current server, beginning with the admin drives | Spring 2025 | EF | | | |
| 2.Streamline processes for compliance around recording training. | c) The training matrix will be developed and updated to include all relevant training. Gaps will be identified and training booked where necessary. | Spring 2025 | EF/TG | | | A comprehensive training matrix will exist and training refreshers prompted. |

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| | c2) A task management programme will be used to 'prompt' any training gaps to ensure compliance at all times. | | | | | |
| Total Cost: £ | | | | | | |

| S.T.E.A.M – Spring 2025 | | | | | | |
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| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
| 1. Staff confident in how to teach in the Nebula area. | Staff training on developmental curriculum which utilises the resources in the Nebula space. | April 25 | CA/ BA Staff meeting time | AB | | Pupils will show through pupil voice that they are gaining new knowledge related to STEAM through practical application. |
| 2. Continue fundraising to develop phase 2 of the Nebula and allow it to be all weather facility | Work with the PTA to continue our focus on fundraising for this. | ongoing | EF/ CA | AB | | Two year plan to raise the remaining funds to add a roofed areas to the Nebula |
| | Go fund me page set up | Sept 2025 | EF | AB | | |
| | Apply for relevant additional grants | ongoing | EF | AB | | |
| 3. Increase links with specialists in the STEAM industry | Throughout the year look for further opportunities to arrange visits into school from those that work in the industry | ongoing | BA/ AB | PT | | Pupils will have raised aspirations about future careers and be |

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| | | | | | | aware of a wide range of careers that are available with the STEAM areas. |
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Learning and Teaching – Summer 2025

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|--|--------|-------------|-------------------------|------------|----------------|------------------|
| 1. Monitor impact of changes in maths and spelling approaches. | | | | | | |
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| 2.Consolidate changes to the maths and spelling curriculum | | | | | | |
| 3.Moderation of EYFS | | | | | | |
| Total Cost: £ | | | | | | |

Pastoral – Summer 2025

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|---|--------|-------------|-------------------------|------------|----------------|------------------|
| 1. Increase parental engagement through PINS project (partnership, inclusion, neurodiversity) | | | | | | |
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| 2. Statutory attendance changes in place | | | | | | |
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| 3. Increase pupil wellbeing through the use of mental health (pupil) ambassadors and developing outdoor playtime opportunities. | | | | | | |
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Staff Development – Summer 2025

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|--|---|--|-----------------------------------|-------------------|-----------------------|---|
| 1.TA – CPD – reading | a) TAs will complete training (2 sessions) on how to effectively support pupils in reading lessons through scaffolding thinking and targeted questioning. Include update training on Yes we can read intervention | July 2025 | CT release time 2 x 1 hour TAs | CT | | TAs have increased confidence in supporting the development of readers in class. |
| 2.Middle leaders development through NPQ's | b) Continue to develop middle leaders - in particular focus on the use of data in identifying gaps and ensuring that progress is monitored across the school. CT - NPQ literacy lead HM - NPQ EYFS HC - NPQ maths leadership | 3 places are being funded through DFE grants - saving approx. £3000. | CT, HC, HM | AB | | Middle leaders gain further confidence in developing their areas and subjects - are advocates for raising standards in these. |
| Total Cost: | | | | | | |

Communication– Summer 2025

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|--|--------|-------------|-------------------------|------------|----------------|------------------|
| 1. Plan to move to cloud base summer 2025. | | | | | | |
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S.T.E.A.M – Summer 2025

| | Action | Target Date | Person/Resources / Cost | Monitoring | Completed Date | Success Criteria |
|--|--------|-------------|-------------------------|------------|----------------|------------------|
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Georgian Gardens – Five Year Strategic Plan 2022- 2027

| INTENT | Strategic Priorities | Milestones | | | |
|--|--|---|---|--|---|
| | | 2023 | 2025 | 2027 | 2028 |
| <p>Ethos</p> <p>Georgian Gardens aims to be a community where everyone is READY to learn, is encouraged to be RESPECTFUL to themselves, others and the world around them and knows how to keep themselves and others SAFE.</p> <p>Vision</p> <p>Children will be INSPIRED and BELEIVE in themselves and their abilities. They will learn within a nurturing environment of SUCCESS and ACHEIEVEMENT. Our pupils will leave the school equipped to contribute locally, nationally and internationally as GLOBAL CITIZENS.</p> | <p>1. Secure sustainable high quality and robust leadership throughout the school</p> | <p>Reviewed Appraisal procedures ensure that all staff in school are equally well supported and challenged by leadership.</p> | <p>All Middle leaders can show the impact of their work over the past two years in developing their subjects and supporting the development of other staff.</p> | <p>Measures in place to ensure sustainable leadership into the future</p> | <p>School becomes a Teaching School, recognised for excellence in provision and outcomes. Georgian Gardens supports other schools in their development.</p> |
| | <p>2. Prioritise excellence in practice for all staff</p> | <p>95% Good or better teaching</p> | <p>Sustained high quality learning and teaching in all year groups.</p> | <p>Sustained high quality learning and teaching in all year groups.</p> | |
| | <p>3. Develop an aspirational and inspirational curriculum that encourages engagement and independence</p> | <p>Fully review curriculum in Science, DT and Art. Include staff development and review of knowledge progression.</p> | <p>School has begun to establish its specialism in STEAM</p> | <p>Recognised as a STEAM school with access to high quality resources and teaching in these areas. Able to support the development of STEAM in other schools</p> | |
| | <p>4. Secure strong financial management – achieve best value and a well-resourced learning environment both indoors and outdoors</p> | <p>Ongoing, stable financial position, with resources that are able to support school priorities.</p> | <p>School is on course for fundraising associated to our STEAM developments in terms of new facilities</p> | <p>School has new facilities including science lab to support our STEAM status</p> | |
| | <p>5. Develop strong engagement between school, parents and community</p> | <p>Parents engaged to support improvement in absence and particularly in persistent absence.</p> | <p>Opportunities to use Georgian Gardens as a base for community work fully explored. Any income from rent to contribute towards our planned developments.</p> | <p>Excellent reputation in the community and very high level of parental engagement at all levels</p> | |
| | <p>6. Further develop The Arts as our specialism</p> | <p>Excellence in the Arts (Apply for Arts Mark Platinum)</p> <p>Review of Art curriculum</p> | <p>Every Child learns an instrument during their time at school</p> | | |

