

SCHOOL DEVELOPMENT PLAN

2024 - 2025

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<p>Priority 1 – Quality of Education (Lead staff: WL, LD, JCu) To improve the quality of teaching and use of assessment data in English and maths so that:</p> <ul style="list-style-type: none"> • The school’s end of key stage results in reading and writing are in line with or above the national average. • The school’s end of key stage results in maths are in line with or above the national average. • The school’s average multiplication check score is the same as or above the national average score. • The % of children achieving at ARE in each class across the school has increased in reading, writing and maths. • Parental engagement in their child’s learning and attainment is increased. 	Budget	Time / £ 2000
	Resources	Subscription to White Rose Maths curriculum materials, Fluency Bee and CPD package. DDAT writing curriculum. Little Wandle Fluency Resources.
	Training	Little Wandle White Rose Multiplication Fluency – National College
	INSET/Staff Meetings	CPD staff meetings for using Little Wandle and White Rose CPD hubs twice termly. TA support meetings twice termly.
<p>Priority 2 – Quality of Education (WL, JY, FE, FM) To improve the knowledge, understanding and teaching in three focus subjects (computing, science and PSHE) so that:</p> <ul style="list-style-type: none"> • Teachers have the resources and knowledge needed to teach computing effectively to enable pupils to acquire computing skills that can also be used in other subject areas. • Pupils have the opportunity to apply their scientific knowledge to purposeful and planned scientific enquiry. • Pupils are receiving a broad and balanced curriculum in PSHE that addresses issues which are relevant to their lives. 	Budget	Time / £
	Resources	Kapow curriculum resources for each subject area. Statutory requirements for PSHE. Scientific investigation equipment.
	Training	Training in coding
	INSET/Staff Meetings	February 2025 – INSET day Coding training.
<p>Priority 3 – Leadership and Management (Lead staff – WL) To improve the structure of the senior leadership team so that:</p> <ul style="list-style-type: none"> • .The school has an established leadership structure with a headteacher and deputy with clearly defined roles. • The school has an effective SEND team with SENCo and assistant SENCo to ensure that pupils with SEND are making progress from their individual starting points. • <u>The school</u> has a skilled Disadvantaged Lead who is able to identify and implement actions to improve the outcomes for disadvantaged children in our school. 	Budget	Time – 1 day / week for SENCo, 1 day DHT
	Resources	Release time for DHT, SENCo assistant, PP lead.
	Training	SEND & Disadvantaged DDAT network meetings. NPQSENCo
	INSET/Staff Meetings	Termly SEND staff meetings linked to reviewing and setting targets. Disadvantaged staff meeting for input into the new PP strategy.

Priority 4 - Personal Development (JC<u>u</u>, LC, JY) To improve the understanding of current issues in the everyday world so that: <ul style="list-style-type: none"> • The children in Loscoe Primary school understand that there are different world faiths and understand how these differ in order to be equipped for life in modern Britain. • All stakeholders in Loscoe Primary school understand their responsibility in creating a sustainable future and actively participate in improving their own and the school's environmental footprint. 	Budget	£500
	Resources	Linked to the chosen faith to support the faith days. Visitor to school for chosen faith.
	Training	
	INSET/Staff Meetings	Staff meetings to plan and then evaluate impact of faith days.

Priority 1 – Quality of Education (Lead staff: WL, LD, JC<u>u</u>) To improve the quality of teaching and use of assessment data in English and maths so that: <ul style="list-style-type: none"> • The school's end of key stage results in reading and writing are in line with or above the national average. • The school's end of key stage results in maths are in line with or above the national average. • The school's average multiplication check score is the same as or above the national average score. • The % of children achieving at ARE in each class across the school has increased in reading, writing and maths. • Parental engagement in their child's learning and attainment is increased. 	Cycle	KPiS/ Milestones	
			Autumn

				<ul style="list-style-type: none"> • Data board established in a visible area for all staff to refer to. • Targets are set for all children in FFT. • End of term writing assessment uses the new DDAT assessment grids.
			Spring	<ul style="list-style-type: none"> • The MTC average score has improved from the autumn term baseline. • End of term assessments show an increase in the number of children achieving at age related expectations (ARE) or better in reading writing and maths. • A PSC baseline score has been recorded for Y1 and Y2 (rescreen) • Relevant pre/post/ precision teaching strategies are in place to address identified gaps in learning. • Reading journals show an increase in parental engagement in their child's reading.
			Summer	<ul style="list-style-type: none"> • The % of children achieving the required standard in the PSC is at or above the national average. • The % of children achieving the required standard in reading, writing and maths at the end of

				KS2 is at or above the national average. <ul style="list-style-type: none"> The % of children achieving at ARE in each class across the school has increased in reading, writing and maths. 			
Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	1. Introduce a 'data' board for all teachers to be able to quickly see % of children in each attainment category for their class/year groups. Update at each key assessment point.	WL	Teachers know the % of children who are at ARE or above within their class.	WL			
	2. Implement the White Rose teaching materials using the on demand CPD hub – 2 x CPD sessions in staff meeting time termly. Set expectations for planning format and content of planning including: recall/ spaced practice, fluency, reference to adjustments for pupils with SEND, disadvantaged pupils, links to previous assessment and learning and planned use of resources and manipulatives to support learning.	JCu All	Planning monitoring shows consistency in planning across all classes and key stages. Purposeful, planned adjustments are seen on planning. Fluency is planned for daily. Recall / spaced practice of past learning is purposefully planned for.	WL/ JCu			
	3. Organise and deliver TA maths training linked to using the White Rose materials x 2 termly to cover all CPD units.	JCu	TAs attend training and demonstrate increased confidence in the methods used and content of the curriculum.	WL			
	4. Carry out extended lesson visits and short learning walks at least 4 times over the term to check the implementation of the planning matches the intent. Carry out pupil discussions 6 times annually to check retention of learning and attitudes to maths lessons.	SLT	Learning matches planned activities. Resources and manipulatives easily accessible and being used by the children. Proxies for learning (Coe 2009) are good or better. Pupil discussion reveals good recall of knowledge and positive attitude towards maths lessons.	WL/ JCu			
	5. Book scrutiny of maths books across all key stages to check consistency of learning and presentation of work by SLT and whole staff moderation at staff meeting.	SLT/ All	Recorded work in books triangulates with planning and lesson delivery. Presentation in books matches whole school, age appropriate expectations.	WL/ JCu			
	6. Plan whole school maths exploration day to excite children about mathematics and increase interest in the subject.	JCu	Maths Activity day delivered by visitor. Feedback from children positive.	JCu			

		Children ask more questions about their maths learning following the activity day.				
7. All Y4 children to complete a practise MTC to baseline attainment at the start of the year. Practise baseline scores to be recorded at the end of each half term. Identify children making the weakest progress and increase level of learning support.	Y4 teacher/ JCu	Baseline scores are recorded including an average score for the cohort. Increases in scores seen for the Children making the weakest progress following suitable intervention. All children's scores in the June MTC show an increase from their starting point. The school MTC average score is in line with or better than the national average.	WL			
8. Provide information to all Y4 parents about the Y4 MTC, their child's current score and give examples of ways they can support their child's learning.	Y4 teachers/ JCu	Parents are aware of the MTC check, what it entails and their child's current attainment. Parents can access resources and strategies to support their child's learning of multiplication checks. Regular reminders are sent out to parents about the MTC.	WL			
9. Source a times table practise programme / app (TT Rockstars?) to use across the whole school to raise the profile of times tables and increase opportunities to practise across all ages. Staff to watch the National College Improving Times Table Fluency webinar. https://nationalcollege.com/webinars/improving-times-table-fluency Promote helping your child to learn multiplication facts using Dojo videos / text messages.	JCu/ WL	A suitable times table practice package is in place and used by all children in school. Staff have an evidence informed approach to teaching times tables. All parents have access to activities to support their child's learning.	JCu/ WL			
10. Purchase and implement the use of Little Wandle (LW) fluency resources at the end of KS1 and early KS2 to improve reading fluency to be in line with ARE. Identify children who are not achieving ARE in reading and baseline with a fluency score. Organise additional reading sessions for key identified children. Share reading age with parents at autumn parents evening Y2 onwards.	LD/ WL	LW Fluency resources purchased and being consistently used by identified children. End of term 1 assessment shows improved fluency for identified children. PIRA results in end of autumn term assessments show increase in standardised score for all children. Accelerated Reader / Star Reader assessments show increases in the number of	WL			

			children whose reading age matches or is above their chronological age.				
	11. Embed the use of Fred's Reading at KS2 and the Little Wandle group reading at KS1. Organise visit to other DDAT Little Wandle school to learn from good practice elsewhere.	LD/ All staff	All children receiving a purposeful group reading session each week. PIRA results in end of autumn term assessments show increase in standardised score for all children. Accelerated Reader / Star Reader assessments show increases in the number of children whose reading age matches or is above their chronological age.	WL			
	12. Complete question level analysis (QLA) of 2024 SATs papers to identify the main areas of weakness for our children. Reading lead, LD to use findings to plan additional training/ teaching strategies to address areas of weakness.	LD/ WL	All staff are aware of the areas of weakness within the context of our school. Training delivered and adjustments made to planning and teaching to address findings of the QLA.				
	13. Staff meeting to discuss raising the profile of the importance of reading at home and how to increase parental engagement. Explore and trial ideas. Plan reading award scheme/ incentive programme to reward regular reading at home. Introduce text/ Dojo message to remind parents to listen to their child read. Create an information leaflet for parents about LW and answer FAQs.	LD/WL	New initiatives introduced to increase parental engagement with their child's reading. Text/ Dojo messages being consistently sent to parents who are not listening to their child read. Reading award scheme/ incentives in place for children who read regularly. Increased number of children reading at ARE by the end of autumn term.	WL			
	14. implement the use of the new DDAT writing curriculum. LD to plan staff meeting to review expectations for: planning and the need for consistency in working on the main objectives for the term, presentation in books, adjustments for children with SEND or PP, how to address missed learning.	LD/ WL	Consistency of planning for writing across all phases. Relevant and purposeful adjustments are recorded by all teachers on planning. Teachers are planning in line with the relevant objectives from the DDAT writing curriculum.	WL			

	15. Organise extended lesson visits, learning walks, planning scrutiny, book scrutiny and pupil voice discussions to check that implementation is matching intent.	LD/ WL/ SLT	Pupil voice demonstrates a positive attitude to writing. Learning in lessons and the work in books matches the intent from planning. Adjustments for SEND / disadvantaged can be seen. Quality of presentation of work in books is high.	WL			
	16. Implement the use of the new writing assessment grids. Staff meeting time to moderate writing assessments against the grids across both KS1 and KS2.	LD/ All	Writing is being assessed against an agreed criteria. Expected standards are consistent across the school.	WL			
	17. Introduce timetabled dictation time for each class with a focus on practising taught grammar and spellings. Subject lead to monitor delivery of dictation sessions.	LD/ All	Purposeful dictation linked to current learning is taking place across all phases.	WL			
Spring	Points 1 – 5 ongoing for maths	JCu. WL	As above	WL			
	1. Organise a times table tournament day to incentivise children to engage with learning their multiplication facts.	SLT	All children across KS1 and KS2 have the opportunity to enter the tournament. Fluency in times tables across the school has increased – scores in a timed test have increased for at least 75% of children.	WL			
	2. Plan and distribute a staff maths questionnaire to both teachers and TAs to gather staff voice around the use of the White Rose materials. Identify future training needed to address any comments/ concerns raised by staff – whole staff training or individual. Discuss and plan adjustments to lesson expectations/ planning as a result of staff voice.	SLT	Next areas of development in use of the White Rose materials identified – training and adjustments made or planned for.	WL/ JCu			
	3. MTC practise baseline scores to be recorded at the end of each half term. Identify children making the weakest progress and increase level of learning support.	Y4 teachers/ JCu	Increases in scores seen for the Children making the weakest progress following suitable intervention. All children's scores in the June MTC show an increase from their starting point.	W SEN Gov Asses smen t Gov			

			The school MTC average score is in line with or better than the national average.				
	4. MTC scores and next steps for children's learning shared with parents at Parents' Evening. Signpost to resources to support their child's learning and progress.	Y4 teachers.	All parents aware of their child's attainment to date. Increase in parental engagement with their child's multiplication learning.	JCu			
	5. Share details of reading age, progress and fluency scores with parents at Parents' Evening. Signpost parents to activities they can use to support their child reading at home.	All	All parents aware of their child's attainment to date.	WL			
	6. Learning walks and monitoring of Little Wandle and Fred's reading to establish consistency of teaching and future training development points. Schedule training for individuals and groups as appropriate.	LD/ WL	Consistency of teaching Little Wandle and Fred's Reading can be seen across all classes. Future development points identified. Relevant training / support put in place to address identified issues.	WL			
	7. Gather staff voice around the use of the DDAT writing curriculum. Address concerns from staff or issues raised on planning scrutiny in term 1. Plan whole staff training/ individual support as required.	LD/ WL	Next areas of development in the use of the DDAT writing curriculum identified. Progress made in identified areas for improvement.	WL			
	8. Organise staff meeting to share ideas for teaching grammar and sentence level activities.	LD	Increased variety of teaching methods of grammar and sentence level activities can be seen on writing planning.	WL			
	9. Staff meeting to plan an engagement activity to provide an exciting opportunity for the children to write during the summer term.	LD	Staff ideas gathered and activity day planned for summer term.	WL			
	10. Points 14 to 16 relating to writing from Autumn term to continue.	LD	As above	WL			
Summer	Analyse end of year results in reading, writing and maths to check attainment and progress from starting points.		All children have made progress from their individual starting points. The % of children achieving ARE in reading, writing and maths has increased for every year group in KS1 and KS2. The % of children achieving ARE in reading, writing and maths at the end of KS2 in line with or above the national average.				

	Compare baseline MTC score with final MTC scores to analyse progress. Analyse trends for children who have achieved the highest/lowest scores. Calculate mean MTC score for the cohort.	JCu	All children to have made progress from their starting point. Trends to support school development next year identified. Mean MTC score in line with or above national average.				
	Deliver writing engagement day planned during the Spring term to promote writing and generate excitement across the school.	LD	Writing enrichment day delivered. Key taught writing skills can be identified in the writing produced.	WL			
	Review use of White Rose Maths teaching materials and identify priorities for next year.	JCu	Key points for Maths teaching and development planned for.	WL			
	Review use of Little Wandle / Fred's Reading teaching materials and identify priorities for next year.	LD	Key points for Little Wandle / Fred's Reading teaching and development planned for.	WL			
	Review use of DDAT writing curriculum and identify priorities for next year.	LD	Key points for the DDAT writing curriculum teaching and development planned for.	WL			

Priority 2 – Quality of Education (WL, JY, FE, FM) To improve the knowledge, understanding and teaching in three focus subjects (computing, science and PSHE) so that: <ul style="list-style-type: none"> Teachers have the resources and knowledge needed to teach computing effectively to enable pupils to acquire computing skills that can also be used in other subject areas. Pupils have the opportunity to apply their scientific knowledge to purposeful and planned scientific enquiry. Pupils are receiving a broad and balanced curriculum in PSHE that addresses issues which are relevant to their lives. 			Cycle	KPIs/Milestones
		Autumn		<ul style="list-style-type: none"> Resources for all three subjects audited and identified gaps in resources needed are filled. Baseline questionnaire for teachers confidence and knowledge in teaching PSHE, computing (coding) and Scientific Enquiry have been carried out.

				<ul style="list-style-type: none"> PSHE curriculum has been revisited and core knowledge identified. 			
			Spring	<ul style="list-style-type: none"> Peer teaching of science enquiry has taken place. Whole school INSET day around computing has taken place. PSHE curriculum enrichment has taken place through visitors to school. 			
			Summer	<ul style="list-style-type: none"> Pupil view and understanding of scientific enquiry has improved from the baseline questionnaire in the autumn term. Purposeful scientific enquiry can be seen in pupil books. All children have completed a simple coding challenge. 			
Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Subject leader for science to audit resources to ensure that all resources for scientific enquiry are available across the school.	FM	Scientific enquiry resources are available for all units and well stored and accessible.	WL			
	Subject leader for science to produce and distribute staff questionnaire to find out teachers confidence in teaching scientific enquiry and perceived barriers to teaching scientific enquiry. Consider ways to address the findings from the questionnaire – training, timetabling etc.	FM	Questionnaire written and completed by all staff including TAs. Future training identified.	WL			
	Secure pupil voice of children Y1 to Y6 to establish their view and current understanding of scientific enquiry. Respond to findings by feeding into subject action plan.	FM	Baseline views and understanding of pupils has been gained and recorded.	WL			
	Subject leader for computing to audit resources to ensure that all resources for scientific enquiry are available across the school.	JY	Computing resources and equipment are fit for purpose to deliver the computing curriculum effectively.				

	Audit computing knowledge of staff and write a professional development plan to be delivered during INSET and staff meetings over the course of the year.	JY	A structured plan of CPD is in place for all staff including. TAs.				
	Secure pupil voice of children Y1 to Y6 to establish their view and current knowledge of computing. Respond to findings by feeding into the subject action plan.	JY	Pupil voice has been used to respond to the planning and teaching of computing across the school.	WL			
	Subject leader for PSHE has dedicated time to familiarise herself with the requirements of the PSHE curriculum, statutory guidance and resources available for the compliant delivery of PSHE across the school.	FEC	PSHE teaching across the school is well resourced and compliant.	WL			
	Subject leader for to adapt the Kapow resources to make them context specific to Loscoe Primary School and plan core knowledge progression across all ages and phases.	FEC	Kapow teaching materials are made relevant to the key issues in Loscoe community. Core knowledge flashcards are in place and being used by all teachers.	WL			
	Develop PSHE web site area to ensure that it is compliant and accurately reflects the PSHE teaching at Loscoe.	FEC	PSHE website area has been revised and updated to be accurate and compliant.	WL			
	Plan visitors to school for each year group linked to the different areas of the PSHE curriculum to make the content seem more 'real' and accessible.	FEC	PSHE visitors for each year group identified on the school enrichment plan.	WL			
Spring	Subject leader for science to organise peer planning and teaching of a scientific enquiry based lesson. Teachers to teach one scientific enquiry lesson in pairs evaluate lesson together and plan development points.	FM/ All staff.	Pairs of teachers have planned and delivered a scientific enquiry and provided purposeful feedback to each other.	WL			
	Subject leader for science to carry out planning and book scrutiny to monitor teaching of scientific enquiry in the first term. Share findings and development points with teachers.	FM	Review of planning cross referenced to work in books. High quality scientific enquiry planned.				
	Subject leader for computing to carry out planning and computing work scrutiny to monitor teaching of computing in the first term. Share findings and development points with teachers.	JY	Teaching in computing matches the curriculum intent. Next steps in computing teaching planned.	WL			
	INSET day February 2025 used for whole staff computing CPD linked to needs identified in staff audit in the autumn term.	JY	Relevant training delivered at INSET day.	WL			

	PSHE subject leader carry out planning scrutiny, lesson visits and work scrutiny (floor books) to check that lesson delivery is matching curriculum intent.	FEC	Teaching is relevant, interesting and matches the curriculum intent. Pupil work at all phases is high quality and matches curriculum intent.	WL			
Summer	Lesson visit by science subject leader/ SLT to monitor scientific enquiry teaching. Plan training/ support for identified development points.	FM	All pupils receiving high quality scientific enquiry teaching.	WL			
	Science subject leader to revisit pupil voice to establish views and understanding of scientific enquiry.	FM	Pupils views and understanding of scientific enquiry have improved from the autumn term.	WL			
	Plan a computing coding challenge for all children across the school to participate in.	JY	All pupils complete a correctly resourced computing coding challenge.	WL			
	Computing subject leader to revisit pupil voice to establish views and current knowledge of computing.	JY	Children are able to talk about key learning from the year with confidence. Pupil views have improved from the autumn term.	WL			
	PSHE subject lead to check the use and implementation of core knowledge flash cards across the school. PSHE subject lead to check knowledge and recall of identified core knowledge.	FEC	Core knowledge flash being used consistently used across all classes. Children can recall knowledge from their taught curriculum.	WL			
	Science, computing and PSHE leads to evaluate progress made this year and plan next steps for school development in these curriculum areas.	FM/ JY/ FEC	Development points in place for next steps in these curriculum areas.	WL			

Priority 3 – Leadership and Management (Lead staff – WL) To improve the structure of the senior leadership team so that: <ul style="list-style-type: none"> The school has an established leadership structure with a headteacher and deputy with clearly defined roles. The school has an effective SEND team with SENCo and assistant SENCo to ensure that pupils with SEND are making progress from their individual starting points. The school has a skilled Disadvantaged Lead who is able to identify and implement actions to improve the outcomes for disadvantaged children in our school. 	Cycle	KPIs/ Milestones
	Autumn	<ul style="list-style-type: none"> Deputy head appointed. New SENCo assistant in place. New PP lead in place with new PP strategy written.
	Spring	<ul style="list-style-type: none"> Deputy head contributing to leadership and management of

		the school with clearly defined role and responsibility.
	Summer	<ul style="list-style-type: none"> • SENCo assistant ready to take on full SENCo role. • Children with SEND have made accelerated progress from their starting points. • Place booked for SENCo assistant to begin NPQSENCo in September 2025. • Disadvantaged children have made accelerated progress from their starting points. • Measurable impact of the PP strategy seen.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Interview and appoint new deputy head. Form new SLT with clearly defined roles and responsibilities.	WL	Deputy head appointed Clear job description in place All members of SLT involved in school improvement.	WL			
	New trainee SENCo to start working with WL – begin to learn the procedures and responsibilities of being a SENCo. SENCo assistant begins to monitor the ADPR targets for KS2. New SENCo assistant to attend SENCo Network meetings with WL.	WL/ KMc	Trainee SENCo in place. Targets on KS2 ADPRs are precisely matched to need. Trainee SENCo has attended SEND network meeting.	WL			
	New PP lead to shadow WL. New PP lead to attend disadvantaged network meeting. Evaluate old PP strategy. Gather staff voice through discussion and questionnaire as to feelings about the main challenges facing our PP children. Look at PP income and write new PP strategy.	WL/ CS	PP lead appointed New PP lead attended network meeting. Old PP strategy evaluated. Staff voice used to inform the new PP strategy. New PP strategy published on the website by 31 st December.	WL			
	Devise questionnaire to allow new PP lead to gather pupil voice about their experiences in our school. Finding from pupil voice to be analysed to feed into new PP strategy and teaching and learning throughout the school.	WL/ CS	Questionnaire produced and pupil voice gathered.	WL			

			Findings from pupil voice questionnaire being used to make relevant adaptations on planning throughout school.				
Spring	Trainee SENCo to learn the procedure and policies to apply for additional funding and support via the Derbyshire Inclusion Fund system/ EHCP portal.	WL/ KMc	Trainee SENCo successful in submitting Inclusion Fund and EHCP applications.	WL			
	Trainee SENCo to begin to attend Derbyshire SEND development days – feedback content to staff at staff meetings.	KMc	Trainee SENCo attending SEND development days.	WL			
	PP lead to monitor implementation of the new Disadvantaged strategy with WL to gain experience of key points to look out for, how to record monitoring and plan next steps.	WL/ CS	New PP lead has the skill to independently monitor implementation of Disadvantaged Strategy.	WL			
Summer	Trainee SENCo to organise and complete annual reviews of EHCP and Inclusion Funding.	WL/ KMc	Trainee SENCo successful in completing all paperwork relevant to funding renewal.	WL			
	Review training and development needs of trainee SENCo to be able to take over full SEND leadership role and source appropriate training for next academic year. Enrol trainee SENCo on the NPQSEND	WL/ KMc	Future training needs identified and training booked. NPQSEND place secured.	WL			
	Trainee SENCo to EOY data for SEND children and share findings with staff. Analyse trends and begin to identify steps to address any identified gaps.	WL/ KMc	Data analysis completed and findings shared with all staff. Key points and future actions noted to feed into school development for next year.	WL			
	PP lead to evaluate PP strategy for academic year and begin to plan next steps.	WL/ CS	PP strategy evaluated and next steps planned and budgeted for.	WL			
	PP lead to analyse EOY data for disadvantaged children and share findings with staff. Analyse trends and begin to identify steps to address any identified gaps.	WL/ CS	Data analysis completed and findings shared with all staff. Key points and future actions noted to feed into school development for next year.	WL			

Priority 4 - Personal Development JCu, LC, JY)	Cycle	KPIs/ Milestones
<p>To improve the understanding of current issues in the everyday world so that:</p> <ul style="list-style-type: none"> The children in Loscoe Primary school understand that there are different world faiths and understand how these differ in order to be equipped for life in modern Britain. All stakeholders in Loscoe Primary school understand their responsibility in creating a sustainable future and actively participate in improving their own and the school's environmental footprint. 	Autumn	RE curriculum revised and key faiths can be clearly identified. Sustainability and Climate Change Action plan written.

				Spring	Pupil voice reflects and increase in core knowledge of all aspects of RE but particularly around the Islam faith. All children have taken part in a whole school initiative to promote sustainability.			
				Summer	Planning, pupil work and pupil interview reflects robust teaching of the Islam faith. Sustainability is included purposefully with all relevant areas of the curriculum.			
Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul	
Autumn	Review curriculum planning of RE to ensure that key world faiths are adequately represented with clear progression in learning.	LC/SLT	RE planning shows clearly identified key world faiths with progression across all phases.	SLT				
	Revisit core knowledge flash cards and adapt to match new curriculum plan. Establish minimum number of key facts to be remembered by each year group and expectations for revisiting of core knowledge over each week/ half term/ term.	LC/SLT	Core knowledge flash cards re-written and relevant to the identified content that is being taught about the key world faiths.	SLT				
	Carry out learning walks and pupil interview to monitor teaching about world faiths and to establish recall of information.	LC/SLT	High quality teaching about world faiths can be seen across the school. Pupils are able to recall the core knowledge relevant to their year group.	SLT				
	Plan three world faith days with a clear focus linked to this year's chosen faith – timetable in yearly calendar Autumn – main beliefs of Islam and place of worship Spring – celebrations in Islam – Eid Summer – art in Islam – textiles and ceramics.	LC/SLT	World Faith days around Islam are planned in the school enrichment plan and are scheduled in the yearly calendar. Autumn term faith day delivered.	SLT				
	Form a Sustainability and Climate change staff group to collaboratively write action plan.	WL	Sustainability staff group (including governors) formed.	WL				
	Introduce sustainability and climate change to the pupils and form a pupil of 'sustainability champions,' to work alongside the school council. Sustainability Champions to deliver messages and planned activities to the rest of the school via assembly.	WL plus agreed team.	Pupil group of Sustainability Champions formed. Pupils are delivering key sustainability messages about actions in school themselves.	WL				

	Establish a Sustainability and Climate change area on the school website to promote the work of the school and the Sustainability Champions.	WL plus agreed team.	Web area with links to the children's work and the school action plan established.	WL plus agreed team.			
Spring	Carry out planning and work scrutiny to ensure consistency in planning and teaching of RE. Check that planning and teaching of RE is linked to the new curriculum plans. Address any identified gaps/ development points.	LC/SLT	Planning, teaching and pupils' work matches curriculum intent. Plans in place to address any identified development points.	SLT			
	Carry out learning walks and pupil interview to monitor teaching about world faiths and to establish recall of information.	LC/SLT	High quality teaching about world faiths can be seen across the school. Pupils are able to recall the core knowledge relevant to their year group.	SLT			
	Deliver Spring Term world Faith day – celebration.	LC/ All staff	Spring Term world faith day delivered. Pupils can recall learning understanding of the Islamic faith.	SLT			
	Plan and organise a sustainability project to take place at the end of the spring term, linked to the action plan and work of the sustainability champions in the autumn term.	WL plus agreed team.	Sustainability project linked to action plan organised and delivered. Children can talk about the outcomes of the project and link to the impact on sustainability for the school.	WL plus agreed team.			
Summer	Carry out planning and work scrutiny to ensure consistency in planning and teaching of RE. Check that planning and teaching of RE is linked to the new curriculum plans. Address any identified gaps/ development points.	LC/SLT	Planning, teaching and pupils' work matches curriculum intent. Plans in place to address any identified development points for next academic year.	SLT			
	Deliver Summer Term world faith day – textiles and ceramics Increase parental awareness and engagement about Islam by organising Islamic art, textiles, ceramics exhibition – parents to be invited.		Summer Term world faith day delivered. Parents attend Islamic art, textiles and ceramics exhibition in school.	SLT			
	Review the whole school sustainability action plan and identify priorities for the next term.	WL plus agreed team.	Priorities for the next academic year identified and planned for.	WL plus agreed team.			

Year 2 Phonics (Y2P)	100	0		0		
KS2 Phonics (KS2P)	100	0		0		
EYFS Reception	Expected Standard +					
	Target	Current	Recept. Baseline	Last Year		
Communication and Language (CL)						
Personal, Social and Emotional Devel (PSED)						
Physical Development (PD)						
Good Level of Development (GLD)						