

SDP

School Development Plan 2024 – 2025

SCHOOL NAME BRIMPTON C.E PRIMARY SCHOOL

SDP KPI Overview 2024-25

Quality of Education – Intent, Implementation, Impact KPIs

- E1 To continue to improve spelling and grammar knowledge, so that attainment and progress is in line with other benchmarked schools
- E2. For reading to have a high profile within every class, Reading corners inspire and support a diverse reading curriculum. Storytime is modelled in each class each day.
- E3. To use a 'Flying Start with letters and sounds' across the school to teach and improve phonics use and attainment.

Personal Development KPIs

- P1 For subject leaders to lead their subject confidently and ensure regular monitoring across the year enables the leader to know the standards in their subjects.
- P2 For the pupil worship team to inspire spiritual development and uphold our Christian ethos by leading worship in our school and the wider community.
- P3 For increased positive involvement from parents.

Leadership and Management KPIs

- L1 To continue to support staff and children with their well being - offering opportunities for reflection and involvement with agencies such as the Mental Health Support Team/Educational Psychologist if needed.
- L2 To provide termly opportunities for governors in school days and governor involvement
- L3 For headteacher to stay connected with other heads and county developments and network when possible.

Behaviour and Attitudes KPIs

- B1 Termly, the whole school will identify areas to work on collectively and then the school council will decide on priorities for the year that will have a positive impact on the Brimpton family.
- B2 Increased priority given to pastoral support sessions until ELSA training is commenced by AM. Available sessions to be increased so that more children can be supported with their mental health and emotional understanding. AM to do 3 lunch duties to check in with pupils.
- B3 Weekly work around the school will motivate and inspire the children.

Inclusion KPIs

- I1 To see progress in our lowest 20% of readers, writers and mathematicians by supporting them with additional groups within class, daily reading and quality first teaching.
- I2 For there to be appropriate sensory adaptations in our school environment.
- I3 For staff to use a therapeutic approach script and language in the classroom and across our school environment.
- I4 Compare and improve outcomes for SEN children in foundation subjects particularly humanities

Quality of Early Years KPIs

EY1 To continue to develop early reading and phonics so attainment is in line with other benchmarked schools.

EY2 For children to lead learning through curiosity

EY3 For outside learning to be structured into everyday provision with a focus on active Maths and Phonics

Premises, Resources and Marketing KPIs

R1 Our outside space will be looked after by eco group

R2 To audit sports resources ready for new storage and then can inform connections needed with equipment and training within the sports partnership.

R3 The school website will celebrate and promote the school including our church of England status and spirituality. It will show our children as courageous advocates of the world.

Specific Ongoing Actions

Data Collection – WB 25th November

Assessment – Puma, Hodder, Salford, Rising Stars

Pupil Progress Meetings – Week beginning 3rd February

Self-Evaluation – Ongoing

Governor Monitoring of the SDP – Approval September/28th November/6th February/24th April/5th June/Final evaluation 17th July

Aims: Quality of Education

<p>KPIs</p> <p>E1 To continue to improve spelling and grammar knowledge, so that attainment and progress is in line with other benchmarked schools</p>	<p>E2. For reading to have a high profile within every class, Reading corners inspire and support a diverse reading curriculum. Storytime is modelled in each class each day.</p> <p>E3. To use a 'Flying Start with letters and sounds' across the school to teach and improve phonics use and attainment.</p>
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Key Performance Indicator Milestone Targets	Costs and Lead	November 2024	April 2025	July 2025	Gov Evi- dence
E1 – To continue to improve spelling and grammar knowledge, so that attainment and progress is in line with other benchmarked schools	HD/CM/ ZB/RJ	Children have maintained or made progress in their Rising Stars from Summer 2024. Each class to have weekly discrete SPAG lessons	For Children to know grammatical vocabulary for each year group KS2 to be using their spelling journals to promote new strategies and consolidate new vocabulary	Children to have made progress from their Autumn Rising stars assessment And show an application of the vocabulary learnt. Children's application of SPAG to be evident in extended pieces of writing.	
E2 For reading to have a high profile within every class, Reading corners inspire and support a diverse reading curriculum. Storytime is modelled in each class each day.	ZB/HD	Each class to have a clear reading corner and class library – ZB/HD to do a learning walk to ensure these can be identified.	For all adults, volunteers and parents to receive renewed 'hearing children read training' To audit class storytime books to ensure a range of literature across the children's journey at Brimpton	Children's reading age show progress from Autumn 2024	
E3. To use a 'Flying Start with letters and sounds' across the school to teach and improve phonics use and attainment.	HD/CM/ BH	Children are on track with flying start with letters and sounds – phases are matched.	Children to show they are scoring well in practise phonics tests	Phonics results improve from previous year.	

Aims: Effectiveness of Leadership and Management

KPIs

L1 To continue to support staff and children with their well being - offering opportunities for reflection and involvement with agencies such as the Mental Health Support Team/Educational Psychologist if needed.

L2 To provide termly opportunities for governors in school days
L3 For headteacher to stay connected with other heads and county developments and attend heads forums and courses when not teaching.

Key Performance Indicator Milestone Targets	Costs and Lead	December 2024	April 2025	July 2025	Gov. Evidence
L1 To continue to support staff and children with their well being offering opportunities for reflection and involvement with agencies such as the Mental Health Support Team/Educational Psychologist if needed.	HD/RN ZB - EP	HD to attend Mental Health surgery to discuss children to be referred and update on open cases. HD/ZB to meet with Ed Psych to review and refer. Staff to have taken their well being day	Staff questionnaire about well being and the factors that are adding to their stress. Mental health ambassadors are established and used	For children to be able to reflect on the year and give advice to others	
L2 To provide opportunities for governors in school days at least termly and contribute to governor monitoring file.	BH/HD	Governors to attend gobs in school day – and to spend time with subject leads and hearing children read	Gobs to have contributed to gov monitoring file so that subject leads can use the governors experience.	Discuss focus of next year gov in school day based on subject lead summaries in July 2025	
L3 For headteacher to stay connected with other heads and county developments and attend meetings when not teaching	HD	To meet with other heads from small schools and discuss priorities. Share SDP	To attend heads conference and if unable to attend forum's ask for slides/handouts	Visit a larger schools to discuss vision and share experiences	

Aims: Personal Development

KPIs

P1 For subject leaders to lead their subject confidently and ensure regular monitoring across the year enables the leader to know the standards in their subjects.

P2 For the pupil worship team to inspire spiritual development and uphold our Christian ethos by leading worship in our school and the wider community.

P3 For the home school partnership to continue to be developed resulting in increased confidence and engagement in our curriculum and parental workshops.

Key Performance Indicator Milestone Targets	Costs and Lead	December 2024	April 2025	July 2025	Gov Evi- dence
P1 For subject leaders to lead their subject confidently and ensure regular monitoring across the year enables the leader to know the standards in their subjects.	All	Subject Leads to keep a log of their monitoring and be able to see the impact and the priorities within their subjects including SENCO	Subject leads to have met with each other and discussed cross curricular links. Formative assessment trialled by leads within their own subjects to see how effective it could be.	Subject leads to network with other local schools and share successes	
P2 For the pupil worship team to inspire spiritual development and uphold our Christian ethos by leading worship in our school and the wider community.	HD/JM/ Pupils	Children to have held at least 3 worships and kept a log of their plans to reflect on for impact. Add to folder of evidence.	Our worship team to meet with Woolhampton worship team and share ideas and joint planning.	Pupil worship team to interview for next years candidates	
P3 For the home school partnership to continue to be developed resulting in increased confidence and engagement in our school including social media.	HD/Staff	Parents attend meetings to support Brimpton going forward to include support through a grants committee	Celebration of learning opportunities for parents to attend and spend time with their child and their books.	Parents to give feedback and identify areas that would be useful to be addressed next year.	

Aims: Behaviour and Attitudes

<p>KPIs</p> <p>B1 Termly, the whole school will identify areas to work on collectively and then the school council will decide on priorities for the year that will have a positive impact on the Brimpton family.</p>	<p>B2 Increased priority given to pastoral support sessions until ELSA training is commenced by AM. Available sessions to be increased so that more children can be supported with their mental health and emotional understanding. AM to do 3 lunch duties to check in with pupils.</p> <p>B3 Weekly work on the wow wall and displays will motivate and inspire the children in the school.</p>
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Key Performance Indicator Milestone Targets	Costs and Lead	December 2024	April 2025	July 2025	Gov Evidence
B1 Termly, the whole school will identify areas to work on collectively and then the school council will decide on priorities for the year	HD/NO	School council will have led at least 3 initiatives across the school fundraising and based on our school environment.	Children to play a part in evaluating our Brimpton family – what do the children think needs to be developed in the summer term School council to evaluate meetings by looking at minutes and feedback. What is the total amount raised for charity? How is our Brimpton ethos important?	School Council to attend governors meeting and talk about their ideas for next year.	
B2 Increased priority given to pastoral support sessions until ELSA training is commenced by AM. Available sessions to be increased so that more children can be supported with their mental health and emotional understanding. AM to do 3 lunch duties to check in with pupils.	HD/AM	HD and AM to decide on list of children for Autumn Term based on summer holiday updates and parents concerns. HD and AM to design new referral form for pastoral support whilst Abbie is waiting for ELSA training to start.	AM to be able to work with children on an adhoc basis during a lunchtime. AM to be able to support children that need further time to emotionally regulate.	AM to monitor impact by ELSA questionnaires and staff feedback. AM and HD to review the year and create starting points for September 2025	
B3 Weekly work on the wow wall and displays will motivate and inspire the children in the school.	All	Wow work to be changed every week and children given an opportunity to look at and celebrate.	Children to be able to look back and see their own achievements and their progress Do we have writing, reading, spag, Maths on display?	Subject leaders to see how their subjects are represented in the wow work and displays around the school.	

Aims: Inclusion

<p>KPIs</p> <p>I1 To see progress in our lowest 20% of readers, writers and mathematicians by supporting them with additional groups within class, daily reading and quality first teaching.</p>	<p>I2 For there to be appropriate sensory adaptations in our school environment.</p> <p>I3 For staff to use a therapeutic approach script and language in the classroom and across our school environment.</p> <p>I4 Compare and improve outcomes for SEN children in foundation subjects particularly humanities</p>
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Key Performance Indicator Milestone Targets	Costs and Lead	December 2024	April 2025	July 2025	Gov Evidence
I1 To see progress in our lowest 20% of readers, writers and mathematicians by supporting them with additional groups within class, daily reading and quality first teaching.	All	All staff and volunteers to have had supporting readers workshop so that the time they spend with our readers is used well. Lowest 20% to be encouraged to attend book club and borrow books from class library to encourage enthusiasm. All children have a doodle maths account and this is monitored by NO. Writing to be developed across the curriculum by offering opportunities to the lowest 20%. HD to meet with SS and NO to continue attending network meetings.	Tracking of lowest 20% to see progress Maths enrichment group started in Jan – impact?	Make lowest 20% mentors across the school.	
I2 For there to be appropriate sensory adaptations in our school environment.	HD/CM	CM/HD to develop a plan for resources that can be used across the school starting with the cabin HD to set up sensory circuits to start in Jan 25 on a Monday. HD to work with SV and LH (parent) to purchase new items for sensory garden.	Review of children across the school with sensory needs and ensuring each class has sensory activities available throughout the school day – classes to make resources and link to Design and Technology such as sensory bottles	Look at sensory garden and prayer corner as a sensory station.	
I3 For staff to use a therapeutic approach script and language in the classroom and across our school environment.	HD/Staff	Staff meetings to discuss principles of therapeutic thinking that are used effectively in our school alongside reviewing our behaviour policy	Therapeutic thinking questionnaire for staff – what impact has therapeutic thinking had in and out of the classroom – what challenges are there?	Use therapeutic thinking to decide on ELSA support for next year.	
I4 Compare and improve outcomes for SEN children in foundation subjects particularly humanities	ZB/SM	Review of SEN provision during topic work. Evaluate current plans	Observations and pupil voice with SEN children about topic work.	Evaluate outcomes for SEN pupils	

Aims: Quality of Early Years Education

KPIs EY1 To continue to develop early reading and phonics so attainment is in line with other benchmarked schools.	EY2 For children to lead learning through curiosity EY3 For outside learning to be structured into everyday provision with a focus on active Maths and Phonics
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Key Performance Indicator Milestone Targets	Costs and Lead	December 2024	April 2025	July 2025	Gov Evidence
EY1 To continue to develop early reading and phonics so attainment is in line with other benchmarked schools.	CM/HD	CM to present to staff and parents about early reading and phonics/Kirstie Hanson review meeting. Use of social media as a forum for help videos	Children to be phonics ready for their screening and to have a natural curiosity and confidence for books	For children to have made progress from their entry points.	
EY2 For children to lead learning through curiosity	CM/AB	Learning and discovery timetable to be used on a rotation and to include reading, writing and Maths opportunities.	Children to be able to show social interaction during learning and discovery through questions and offering lines of enquiry	Children to reflect back on what they have learnt over the year using their learning journals.	
EY3 For outside learning to be structured into everyday provision with a focus on active Maths and Phonics	CM/AB/G	Children to be familiar with putting on their waterproofs and taking their learning journey outside onto the field, playground and further community.	Campfire cooking or terrific Tuesday to be the main pin of outside learning and shared across KS1	How is outside learning captured?	

Premises, Resources and Marketing

<p>KPIs</p> <p>R1 Our outside space will be looked after by eco group</p>	<p>R2 To audit sports resources ready for new storage and then can inform connections needed with equipment and training within the sports partnership.</p> <p>R3 The School website will celebrate and promote the school.</p>
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Key Performance Indicator Milestone Targets	Costs and Lead	December 2024	April 2025	July 2025	Gov Evidence
R1 Our outside space will be looked after by eco group	HD/Parents	Working party to weed/cut back. Drain pipes to be added to the fence for sensory effect. Environment committee to set up a timetable of jobs they want to prioritise outside.	Children to create plans as to what to add to the sensory garden and decide on an extra resources we could source by asking the local community.	Children can use the outside space all through the year for learning and for emotional support. Wet suits to be bought for children in KS2 to enjoy the rain and not get wet!	
R2 To audit sports resources ready for new storage and then can inform connections needed with equipment and training within the sports partnership.	HD/CM/SV	Parents to source a shipping container CM to attend PE conference and add Brimpton to schedule of events for 2024 to continue to develop sports mark gold activities. Sports premium fund to be completed by CM	Sports ambassadors to audit equipment what do we need more of to develop physical skills? CM to forge connections with WB and organise some events at Brimpton for other small schools.	Children to be able to show their personal development through strength and stamina – sports celebratory week July 2025	
R3 School website to be developed to share the curriculum and to promote the school.	SV/HD/GM	Relaunch of website with Juniper. Staff and governors to be familiar with our school website and be able to locate information.	The website to be updated weekly in accordance with homework schedules or competitions. SV to investigate parent evening facility on our website.	Continue to share website link on local social media groups. Communication governor to investigate tiktok for schools	

SDP 3-5 Year Plan 2024 – 2026 Long Term Aims	
Key Area	Draft Ideas (not in order of priority)
Quality of Education	
Curriculum	
Assessment	Trialling new assessments
Leadership and Management	
Staffing	Succession planning
Governance	Vacancies
Subject Leadership	Courses/network leads
Inclusion	SEN provision
Safeguarding	CPOMS/Pupil mental health – mental health risk assessments
Parents	Engagement
Community	Grants
Budget	Deficit plan – 1 year licence
EYFS	Woodwork
SIAMS	Review framework
Personal Development	HT forums/networking
Behaviour and Attitudes	Good to be green - impact
Resources	Grants
Marketing	Where?
Premises	Sheds/roof/parking – building development next door.