

## School Development Plan 2025-2026

Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Status
<b>1. Ensure the curriculum clearly sets out the important knowledge pupils need to learn in all subjects</b>	<ul style="list-style-type: none"> <li>- conduct a curriculum review, identifying core knowledge and progression: science, history and geography</li> <li>- science sl to visit other schools to learn about frequency and sequence of science</li> <li>- restructure science, history, music, art, dt and geography to create a more coherent curriculum</li> <li>-subject leaders to create action plans to affect change</li> </ul>	<ul style="list-style-type: none"> <li>- curriculum documents show clear progression and sequenced knowledge</li> <li>- all staff can articulate the knowledge pupils must acquire</li> <li>- pupils demonstrate clear progression in their understanding across the year</li> </ul>	<ul style="list-style-type: none"> <li>-termly curriculum scrutiny</li> <li>-lesson observations and pupil book/work scrutiny</li> <li>-pupil voice conversations</li> <li>-visits to other schools</li> <li>-feedback from subject leaders to leadership and governors</li> </ul>	<ul style="list-style-type: none"> <li>headteacher</li> <li>subject leaders</li> </ul>	
<b>2. Ensure effective intent, implementation and impact of the EYFS curriculum</b>	<ul style="list-style-type: none"> <li>- provide support for reception teacher on intent, implementation and impact using local authority advisor</li> <li>-provide support on writing a reception action plan</li> <li>-reception becomes a standing agenda in staff meetings to raise profile, create a wider knowledge base of reception and empower reception leader</li> <li>-reception lead to attend 1xSLT meeting per term to update on pupil progress and action plan progress</li> <li>-reception lead to feedback action plan and general updates to associated governors</li> </ul>	<ul style="list-style-type: none"> <li>- reception teacher is able to clearly demonstrate the 7 areas of learning through planning</li> <li>- reception teacher is able to clearly demonstrate the 7 areas of learning through practice</li> <li>-pupils reach 75% gld in 2025/26</li> </ul>	<ul style="list-style-type: none"> <li>-termly meeting with reception/leadership Team</li> <li>-reception visits from local authority advisor and action plan created and monitored by all stakeholders</li> <li>-reception visit from school improvement advisor in term 3 to evaluate progress made</li> </ul>	<ul style="list-style-type: none"> <li>reception teacher</li> <li>reception team</li> <li>leadership Team</li> </ul>	

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<b>3. Improve formative assessment practices to ensure understanding is effectively checked and supports knowledge retention</b>	<ul style="list-style-type: none"> <li>- audit current assessment practices across subjects</li> <li>- provide CPD for teachers on formative assessment strategies, including knowledge organisers, retrieval practice and hinge questions</li> <li>-staff given time to explore ways of assessing pupils in subjects.</li> <li>- science leader to use specific strategies: knowledge organisers at beginning and throughout and test/quiz at end of unit</li> <li>-English lead to ensure consistent assessment of reading across ks2 by creating a reading spine and assessment</li> <li>- integrate assessment into foundation subject planning</li> <li>- investigate use of insight to assess the foundation subjects more thoroughly</li> <li>- use gap analysis and feedback to inform teaching adaptations</li> </ul>	<ul style="list-style-type: none"> <li>- pupils' knowledge gaps are identified and addressed in a timely manner</li> <li>- teachers adapt lessons responsively</li> <li>- pupils' long-term retention improves (evidenced by assessment outcomes and pupil voice)</li> </ul>	<ul style="list-style-type: none"> <li>- learning walks focused on formative assessment</li> <li>- review of assessment strategies adopted</li> <li>- pupil progress meetings termly</li> <li>-pupil voice to test recall</li> </ul>	headteacher subject leaders	
<b>4. Strengthen strategic oversight and leadership monitoring to ensure curriculum implementation and impact are evaluated robustly</b>	<ul style="list-style-type: none"> <li>- review and update school monitoring cycle with clear leadership roles for curriculum and quality assurance</li> <li>- introduce half-termly review meetings to assess curriculum impact (curriculum, maths and English team)</li> <li>- la to conduct governor review</li> </ul>	<ul style="list-style-type: none"> <li>- monitoring is regular, recorded, and clearly linked to school priorities</li> <li>- leaders effectively evaluate their subject areas and demonstrate impact</li> <li>- external reports validate the school's self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- half-termly SLT meetings with impact reports</li> <li>- subject leader monitoring cycle</li> <li>- governors working group termly reviews</li> </ul>	headteacher SLT governors	

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<b>5. Ensure safeguarding record-keeping is thorough, timely, and accurately reflects all actions taken by leaders to keep pupils safe</b>	<ul style="list-style-type: none"> <li>- review current safeguarding recording systems and identify gaps</li> <li>- work with county safeguarding team to decide upon record keeping strategy</li> <li>-introduce routine safeguarding file audits</li> <li>- implement use of secure digital systems for chronologies and DSL actions</li> <li>-create safeguarding calendar for staff to improve staff knowledge and keep it current</li> <li>- keep parent community updated to safeguarding developments at Meadowside</li> </ul>	<ul style="list-style-type: none"> <li>- safeguarding records show a clear, robust chronology and rationale for actions</li> <li>- staff demonstrate secure understanding of record-keeping expectations</li> <li>-external safeguarding audit from GCC confirms accuracy and security</li> </ul>	<ul style="list-style-type: none"> <li>- fortnightly internal safeguarding triangulation (behaviour, safeguarding, attendance)</li> <li>-termly safeguarding report to governors</li> <li>-external audit of safeguarding systems by GCC</li> <li>-governors check safeguarding procedures</li> </ul>	<p>designated safeguarding lead</p> <p>deputy DSLs</p> <p>safeguarding governor</p> <p>Georgina summers (head of Glos safeguarding)</p>	
<b>6.Develop communication and language in RECEPTION and Keys Stage 1</b>	<ul style="list-style-type: none"> <li>-Talkboost training on inset 1 for all staff</li> <li>-2 x extra staff for guided reading in year 2 in term 1 and 1 x extra adult in term 2</li> <li>-extra adults deployed across reception and ks1 for phonics</li> <li>-staff vigilance in correcting language across all areas of school, particularly centred around correct use of verb tense</li> </ul>	<ul style="list-style-type: none"> <li>-rapid progress of children (at least 80%) that are working towards the expected standard in communication and language using Talkboost tracking grid</li> </ul>	<ul style="list-style-type: none"> <li>-Talkboost tracking grid used to measure progress and outcomes</li> <li>-SLT &amp; year 1 teacher to meet to discuss outcomes/impact</li> </ul>	<p>reception/key stage 1 staff</p> <p>SLT</p>	