



Sandy Lane Primary School Development Plan 2024-25

Quality of Education

Ofsted Framework Context

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.

Desired Outcome	Milestones	MS Ref	By	Term	RAG
All staff demonstrate confidence and competence in delivering the school's English, Maths and Foundation Subject. Lesson observations and pupil progress data show consistent, high-quality teaching across the school in all subjects	<ul style="list-style-type: none"> • Conduct baseline subject review, lesson observations and gather pupil progress data to assess current teaching standards. 	QE1	FN/MH	Autumn	
	<ul style="list-style-type: none"> • Identify areas of strength and areas for improvement for each subject area and staff member 	QE2	DP/CD/MH	Autumn	
	<ul style="list-style-type: none"> • Develop individual professional development plans based on the findings, addressing specific training needs in English, Maths, and Foundation Subjects. 	QE3	DP/CD/MH	Spring	
	<ul style="list-style-type: none"> • To carry out a full SEND review to ensure this group of children reach their full potential 	QE4	JW/FN	Autumn/Spring	
	<ul style="list-style-type: none"> • Carry out half termly subject impact reviews and analysis of pupil progress data to ensure ongoing improvements. 	QE5	DP/CD/MH	Spring/Summer	
English structures will have clarity. All staff will have confidence in their delivery of English and have the tools they need to plan effective lessons.	<ul style="list-style-type: none"> • Define and communicate key expectations for English structures (grammar, vocabulary, reading comprehension, writing, etc.) across year groups. 	QE6	FN/CR	Spring	
	<ul style="list-style-type: none"> • Identify gaps in knowledge or resources that are impacting lesson planning and delivery. 	QE7	DP	Autumn	
	<ul style="list-style-type: none"> • Create high-quality planning tools, lesson templates, and resources that align with the English framework. 	QE8	AB	Spring	



	<ul style="list-style-type: none"> Conduct targeted professional development sessions to ensure all staff understand the framework and have the necessary tools to plan and deliver effective English lessons. 	QE9	AB	Spring/Summer	
All foundation subject long-term plans are comprehensive, coherent, and clearly outline the key knowledge, skills, and progression for pupils. Teachers report feeling confident and supported in delivering the foundation subject curriculum using the new long-term plans.	<ul style="list-style-type: none"> Develop a comprehensive, coherent long-term plans for each foundation subject. These plans should outline key knowledge, skills, and progression across all year groups. 	QE10	CD/FN	Spring	
	<ul style="list-style-type: none"> Involve teachers in the development and review process to ensure that the plans are practical, user-friendly, and aligned with their teaching approaches. 	QE11	CD/FN	Spring	
All teachers using the next steps frameworks of 'Mind the Gap' and 'Prove its' consistently across the curriculum and pupils able to articulate their current learning goals and next steps. Pupils make accelerated progress as they are clear on their next steps and take an active role in their learning, reducing gaps in attainment, particularly for disadvantaged and SEND pupils	<ul style="list-style-type: none"> Develop a strategy to teach pupils how to engage with their learning goals and articulate their next steps in their own words, including differentiated approaches for disadvantaged and SEND pupils. 	QE12	MH	Spring	
	<ul style="list-style-type: none"> Begin teaching pupils how to articulate their learning goals and next steps during lessons, through self-assessment, peer assessment, and teacher feedback. Ensure support for disadvantaged and SEND pupils to understand and use their next steps effectively. 	QE13	MH	Spring/Summer	
	<ul style="list-style-type: none"> Conduct pupil interviews or surveys to assess whether they can clearly articulate their current learning goals and next steps. Ensure pupils are actively involved in tracking their own progress. 	QE14	MH	Spring/Summer	
Reading is taught well; all teachers understand how reading is taught at Sandy Lane. Children achieve well in reading and Reading for Pleasure (RfP) ensures children enjoy reading.	<ul style="list-style-type: none"> To achieve the Reading for Pleasure Quality Mark 	QE15	CS	Summer	
	<ul style="list-style-type: none"> To apply for the Reading for Pleasure award 	QE16	CS	Summer	
	<ul style="list-style-type: none"> To work with the English hub to ensure full fidelity to Read, write, Inc 	QE17	CS/FN	Spring	