

Sandy Lane Primary School

Development Plan

2024-25

The 'at a glance' version



This is an overview of the SDP for the academic year 2024-25

It shows the school's strategic outcomes within the Ofsted framework context.

The main documents include actions which outline how we will achieve our outcomes and the monitoring milestones for each.

The governors hold school leaders to account against the outcomes and the progress milestones are RAG rated at each governing body meeting.



Quality of Education

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.

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

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.

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.

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

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.



Leadership and Management

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time.

The school is well-prepared for future leadership changes, ensuring continuity and stability and aspiring leaders are given the opportunity to develop their skills and experience, leading to a stronger and more diverse leadership team

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The school will maximise pupil potential and reduce staff workload through the use of Learn by Question (LbQ), AI and ICT.

All staff demonstrate a clear understanding of their roles and responsibilities in implementing school systems. There is fidelity to all school systems from EYFS to Year 6.

Behaviour and Attitudes



Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

Attendance rates for the whole school, as well as for disadvantaged pupils and those with SEND, are in line with or above national averages - Persistent absence rates are reduced, particularly for vulnerable groups.

Sandy Lane has a positive school culture focused on learning and development. Teachers have more control and use restorative approaches to deal with behaviour and we see improved pupil engagement.

Pupils feel safe, included, and empowered to uphold the school's values. Staff and Pupils can articulate the school's RESPECT principles and how they relate to British values and protected characteristics.

Pupils who have experienced trauma are able to thrive and reach their full potential. The school community has a deep understanding and empathy for the challenges faced by traumatised pupils. The school is recognised as a beacon of best practise in supporting pupils with trauma backgrounds

Personal Development



The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils (including those with SEND), consistently benefit from this excellent work.

Staff, pupils, and parents have a clear understanding of personal development and the school's approach. The school's diverse community feels valued and included in the personal development provision.

The school's pupil offer including the Pupil Passport effectively supports all pupils, including the most disadvantaged, to thrive and achieve their full potential. The school's reputation and standing within the community is enhanced, leading to increased enrolment and engagement.

Early Years

Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children’s needs and promote their focus on learning.

Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners’ subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum

Across all parts of the provision, practitioners’ interactions with children are of a high quality and contribute well to delivering the curriculum intent

Children develop their vocabulary and understanding of language across the EYFS curriculum

Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers

To continue to develop provision in the outdoor learning environment

To create a high profile of Speech and Language across the EYFS

To build strong home-school links

Staff to complete the 6 modules of Early Years Development Training.