



Chase Side Primary School Development Plan 2024 - 2025

Chase Side Primary School Three Year Strategic Plan 2023 – 2026

Goal	Priorities for 2023 – 2024	Priorities for 2024 – 2025	Priorities for 2025 – 2026
<p>The quality of education (Area 1)</p>	<ul style="list-style-type: none"> • To ensure that all staff have the skills and knowledge to be able to provide good, quality first teaching. • To ensure that good, quality first teaching is evident in all classes, from all staff, from EYFS to Y6. • To ensure that all staff drive the intent, implementation and impact of the curriculum at Chase Side. 	<ul style="list-style-type: none"> • To ensure that all existing staff have the skills and knowledge to be able to provide good, quality first teaching. • To ensure that all new staff have the skills and knowledge of the Chase Side Curriculum to be able to provide good, quality first teaching. • To ensure that all staff drive the intent, implementation and impact of the Chase Side Curriculum though the introduction of knowledge organisers in every subject. 	<ul style="list-style-type: none"> • To ensure that all existing staff have the skills and knowledge to be able to provide good, quality first teaching. • To ensure that all new staff have the skills and knowledge of the Chase Side Curriculum to be able to provide good, quality first teaching. • To ensure that all staff drive the intent, implementation and impact of the Chase Side Curriculum though the consolidation of knowledge organisers in every subject.
<p>Behaviour and attitudes (Area 2)</p>	<ul style="list-style-type: none"> • To ensure a positive environment is created and all stakeholders demonstrate a positive and respectful attitude toward education which enables all pupils and especially significant groups to access the curriculum and achieve at least in line with their peers nationally and within London. 	<ul style="list-style-type: none"> • To introduce the use of ‘Zones of Regulation’ and trauma informed approaches to ensure a positive environment is created and all stakeholders demonstrate a positive and respectful attitude toward education which enables all pupils and especially significant groups to access the curriculum and achieve at least in line with their peers nationally and within London. 	<ul style="list-style-type: none"> • To embed the use of ‘Zones of Regulation’ and trauma informed approaches to ensure a positive environment is created and all stakeholders demonstrate a positive and respectful attitude toward education which enables all pupils and especially significant groups to access the curriculum and achieve at least in line with their peers nationally and within London.
<p>Personal development (Area 3)</p>	<ul style="list-style-type: none"> • To ensure that all children at Chase Side Primary develop positive personal traits to be able to behave with integrity and cooperate well with others. Building on our inclusive Community ethos. • To ensure that the ambitious, aspirational curriculum provided by Chase Side enhances children’s personal development giving them opportunity to broaden their strengths whatever they may be. 	<ul style="list-style-type: none"> • To ensure that the ambitious, aspirational curriculum provided by Chase Side enhances children’s personal development giving them opportunity to broaden their strengths whatever they may be. • To ensure that all established children at Chase Side Primary develop positive personal traits to be able to behave with integrity and cooperate well with others. • To provide an induction procedure for all in year admissions to enable them to develop positive personal traits to be able to behave with integrity and 	<ul style="list-style-type: none"> • To embed the procedure for all in year admissions to enable them to develop positive personal traits to be able to behave with integrity and cooperate well with others. Building on our inclusive Community ethos.

		cooperate well with others. Building on our inclusive Community ethos.	
Leadership and management (area 4)	<ul style="list-style-type: none"> • To ensure the Senior and Middle Leadership Team have the capacity to support and improve teaching skills and standards. 	<ul style="list-style-type: none"> • Effective resourcing with diminishing budget. • Investigate ways to promote the school and raise our profile within the Local Community. • To continue to ensure the Leadership Team have the capacity to support and improve teaching skills and standards. • Develop the UPS and TLR staff to enhance the provision available in the school and disseminate to all staff at all level. 	<ul style="list-style-type: none"> • Effective resourcing with diminishing budget. • Investigate ways to promote the school and raise our profile within the Local Community.

2024 – 2025 Area for development: The quality of education (Area 1)

- To ensure that all existing staff have the skills and knowledge to be able to provide good, quality first teaching.
- To ensure that all new staff have the skills and knowledge of the Chase Side Curriculum to be able to provide good, quality first teaching.
- To ensure that all staff drive the intent, implementation and impact of the Chase Side Curriculum through the introduction of knowledge organisers in every subject.

Objectives	Strategies	Expected Outcomes	Lead person, Cost & Time Scale	Monitoring Evaluation
<p>To improve the proficiency and fluency in basic four rules of number.</p> <p>To improve the proficiency and fluency in place value, sequencing and ordering in KS1.</p> <p>To improve the proficiency and fluency in fractions, decimals and percentages in KS2.</p> <p>Equality Objectives To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.</p>	<ul style="list-style-type: none"> • All teaching staff to evaluate impact of White Rose resources and implement them to best meet the needs of their individual classes. • All teaching staff to share expectations weekly with support staff. • All teachers to build explicit short targeted arithmetic sessions into each week (within maths time). • Targeted children provided with provision teaching sessions to re teach misconceptions and secure their knowledge of basic skills. • Teachers to test children's arithmetic ability on a half termly basis to ensure that the basic skills are being taught and learnt. • OH to organise information sessions for parents regarding how arithmetic is taught at Chase Side. 	<ul style="list-style-type: none"> • Pupils make good progress. As a result, +75% of children achieve ARE in all classes. • Children will develop their ability in the basic skills of Mathematics at the expected level for their age group. • Children will make progress when using the White Rose assessment materials both at the end of the topic and in the termly assessments. • Pupils in Year 4 continue to make good progress with their Multiplication accuracy and speed – this will lead to an increase in the number of children scoring well in the MTC in 2025. • Children will utilise the bought in packages of TT Rockstars and Maths Shed in order to complete Home Learning challenges. • Parents will be able to support their children to a greater degree at home with their acquisition of basic arithmetic skills. 	<p>OH to communicate with the ETSP schools regarding training needs and availability.</p> <p>OH to dedicate a morning weekly to the evaluation and development of Maths across the school.</p> <p>Subscription for TT Rockstars & Numbots - £270.10.</p> <p>Subscription to Maths Shed - £522.45.</p> <p>Subscription to White Rose - £250.</p> <p>OH to carry out an audit of the Maths Resources cupboard in order to ensure there is sufficient equipment for the specific teaching of arithmetic.</p> <p>OH to investigate possible INSET and CPD opportunities with outside agencies.</p> <p>Termly 'Deep Dive' by SLT with the subject leader to evaluate current position and adjust the action plan.</p> <p>Termly monitoring by MLT and Mathematics lead in all phases – this will be fed back in MLT meetings on a weekly basis.</p>	<ul style="list-style-type: none"> • Analysis of the arithmetic assessments shows an improvement in the acquisition of the basic skills. • Assessment analysis shows we are working towards National Expectations at each check point. • Pupil progress meetings display evidence that Mathematics is improving. • Teachers will be specifically asked regarding arithmetic at Pupil Progress Meetings. • Teachers are consistent with teaching approaches across the school and this is evident in observations. • 2025 KS2 Mathematics attainment and progress is at least in line with National average and close to London and statistical neighbours. • 2025 MTC attainment improved on previous year.

		<ul style="list-style-type: none"> • That all teachers are clear about their key groups (middle prior attainers, disadvantaged, greater depth), the progress their children need to make and how they plan to ensure this happens. • Teachers to be equally aware of the 'cusp' children in order to ensure that these children are pushed to make ARE. • That key groups are making at least good progress, particularly identified pupils and groups. • Teachers use White Rose, supplemented by TAFs, exemplification materials, Test Base and other resources to aid their planning and evaluation of Mathematics teaching. • Teachers monitor carefully the expectations of White Rose lessons and ensure that the introduction and main session naturally flow. • Teachers effectively use data gathered and shared with Mathematics Lead to aid their planning, teaching and evaluations. • Teachers are active in their moderation groups and have the opportunity to be heard and request extra support. 		
--	--	---	--	--

		<ul style="list-style-type: none"> Teachers moderate with other similar schools and evaluate their own pupils and practice – this to be done in conjunction with the ETSP schools. 		
<p>Effective teaching of phonics and early reading is planned systematically and implemented across the curriculum. EYFS and Y1 (Little Wandle)</p> <p>To improve the proficiency and fluency in phonetical decoding and blending of key groups.</p>	<ul style="list-style-type: none"> Specific phonics lead in place to enhance and monitor teaching provided. Established teachers continue to feel confident about how to teach phonics and early reading across the curriculum and are familiar with the consistent raised expectations provided by Little Wandle. New staff are trained in the Little Wandle approach and monitored to ensure consistency. Little Wandle ½ termly assessments continue to be used purposefully and referred to regularly during moderation to support the teaching of phonics and early reading. Teachers are confident and have access to updated Little Wandle resources and tools which enable them to teach children with a range of strategies. Teachers are aware of how children develop as readers (EYFS/KS1/KS2) to ensure age related expectations are achieved. Teachers use AFL strategies to ensure pupil's progress and 	<ul style="list-style-type: none"> Lessons demonstrate consistent and at least good or better teaching of phonics and early reading. Pupils make good or better progress as a result. During observations in phonics and early reading sessions teachers demonstrate that they can confidently use Little Wandle resources and tools consistently to deliver good or better phonics and early reading lessons and that progress is good or better for all groups across the lesson. Children accessing the Little Wandle keep up programme make good or better progress to close the gap in their knowledge of phonics. 	<p>NG and KF, evaluate on a termly basis see action plan for more details.</p> <p>Little Wandle subscription - £995 New rapid catch up Little Wandle resources – will know more after training session</p> <p>Moderation time built into EYFS and KS1 team meetings.</p> <p>Phonics Lead ½ day per term.</p> <p>Staff training for new staff and refresher training for EYFS and KS1 staff</p> <p>Parent Workshops</p>	<ul style="list-style-type: none"> Teachers are consistent with teaching approaches linked to Little Wandle. This is evident in observations. Phonics and Early Reading techniques are taught effectively. Assessment analysis shows we are working towards National at each check point. Pupil progress meetings display evidence that reading is improving. 2025 Phonics Screening attainment is at least in line with National average and close to London and statistical neighbours. Pupil progress meetings display evidence that phonics and early reading is improving consistently.

	<p>skill development is constantly checked.</p> <ul style="list-style-type: none"> • All teaching staff (teachers and support staff) are able to identify children who need to access the Little Wandle keep up programme • All teaching staff (teachers and support staff) are able to identify individual children who need to access to a multi-sensory approach. 			
<p>Effective teaching of reading is planned systematically and implemented across the curriculum. Y2 – Y6 (A to Z with VIPERs skills)</p> <p>To improve the proficiency and fluency of inference and understanding of vocabulary being used in a text of key groups.</p> <p>Equality Objectives To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.</p>	<ul style="list-style-type: none"> • Established teachers feel confident about how to teach reading across the curriculum and are familiar with the raised expectations and TAFS to ensure that pupils make at least good or better progress in all classes. • TAF's are used purposefully and referred to regularly during moderation to support the teaching of reading and expectations. • New Teachers are confident and have access to resources and tools which enable them to teach children with a range of strategies. • Teachers are aware of how children develop as readers (EYFS/KS1/KS2) to ensure age related expectations are achieved. • Teachers use AFL strategies to ensure pupil's progress and skill development is constantly checked. • Teachers plan text-based approaches across the 	<ul style="list-style-type: none"> • Planning monitored focus on a balanced range of reading skills across the half term. • Teachers monitor carefully the expectations of A-to-Z lessons and ensure that the introduction and main session naturally flow. • Lessons observed and evidence work sample monitoring demonstrate at least good or better teaching of reading. Pupils make good or better progress as a result. • During observations in reading sessions teachers demonstrate that they can use up to A-to-Z resources and tools to deliver good or better reading lessons and that progress is good or better for all groups across the lesson. • During observations discussions with children highlight the support given by pre teaching. • During observations children needing pre teaching are seen being supported by having the text read to them. 	<p>KF, evaluate on a termly basis see action plan for more details.</p> <p>Training Termly Subject Leader Updates £200</p> <p>Moderation time built into Meetings.</p> <p>½ Termly monitoring</p> <p>Initial training for volunteers by KF</p>	<ul style="list-style-type: none"> • Continued improvement in quality of planning with each reading skill being covered but an emphasis on vocabulary and inference skills. • Improved understanding of GD and the use of TAFs • Pupil progress meetings display evidence that reading is improving. • Teachers are consistent with teaching approaches across the school and this is evident in observations. • Reading techniques are taught effectively and consistently across the school. • Pre teaching techniques are taught effectively and consistently across the school. • 2025 KS1 Reading attainment and progress is at least in line with National average and close to London and statistical neighbours. • 2025 KS2 Reading attainment and progress is at least in line with National

	<p>curriculum teaching reading skills</p> <ul style="list-style-type: none"> • All teaching staff (teachers and support staff) are aware of children who need pre teaching to be able to access the text at the same level as the rest of the class. • Lowest 20% of readers identified and teaching planned to their level. • Volunteers introduced to increase the amount of time that children are being heard read. 	<ul style="list-style-type: none"> • Through lesson observations and book monitoring reading is evident across the curriculum through inter/intra links. • Pupil voice demonstrates a 'love for reading for pleasure' and how to apply/use reading effectively. • Pupils are reading widely and across all subjects using a range of media. • Volunteers being used to increase the frequency children are being heard read. 		<p>average and close to London and statistical neighbours.</p>
<p>Effective teaching of writing is planned systematically and implemented across the curriculum.</p> <p>To ensure consistent use of the handwriting scheme. (all)</p> <p>To improve the proficiency and grammatical accuracy of sentence structure. (all)</p> <p>To increase the variety and range of vocabulary being used. (KS1)</p> <p>To improve the quantity and stamina of writing, to enable effective editing. (KS2).</p> <p>Equality Objectives To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils</p>	<ul style="list-style-type: none"> • Embed previously trained Talk for Writing concepts into our planning cycle. • Investigate ways of building children's independence as we move away from 'Must / Should / Could' • Teachers (especially new) feel confident about how to teach writing across the curriculum and are familiar with the raised expectations and TAFS to ensure that pupils make at least good or better progress in all classes. • TAF's are used purposefully and referred to regularly during moderation to support the teaching of writing and expectations. • Teachers are confident and have access to our handwriting scheme and are effectively teaching it and personally modelling it. • All staff are aware of the handwriting recovery 	<ul style="list-style-type: none"> • Lessons observed and evidence scrutinised demonstrates 'talk for Writing skills being used confidently in a sequence of levels to positively impact pupils' writing. • Lessons observed and evidence scrutinised demonstrates a continuation of independence being built (while maintaining / improving quality and quantity of writing.) • Lessons observed and evidence scrutinised demonstrate at least good or better writing teaching in all classes. Pupils make good or better progress as a result. • During observations in writing sessions teachers demonstrate that they can use Literacy Shed Plus tools to deliver good or better writing lessons and that progress is good or better for all groups across the lesson. 	<p>KF, evaluate on a termly basis see action plan for more details.</p> <p>Literacy Shed Plus subscription - £293 Spelling Shed subscription - £150</p> <p>Termly Subject Leader Updates £200</p> <p>Moderation time built into meetings.</p> <p>Curriculum Lead ½ day per week.</p> <p>½ Termly monitoring</p> <p>TOWNIES and LA led moderation for all year groups</p>	<ul style="list-style-type: none"> • Improved understanding of the use of TAFs • Pupil progress meetings display evidence that writing is improving. • Teachers are consistent with teaching approaches across the school and this is evident in observations. • Writing techniques are taught consistently and effectively across the school. • Teachers are consistent with teaching techniques in handwriting across the school and this is evident in observations. • 2025 KS1 Writing attainment and progress is at least in line with National average and close to London and statistical neighbours. • 2025 KS2 Writing attainment and progress is at least in line with National average and close to London and statistical neighbours.

<p>eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.</p>	<p>interventions and use it effectively.</p> <ul style="list-style-type: none"> • Whole school planned internal and external moderation activities. 	<ul style="list-style-type: none"> • Through lesson observations and book monitoring writing is evident across the curriculum through inter/intra links. • Writing progress books continue to demonstrate an improvement in skills and expectations across the school. • Lessons observed and evidence scrutinised demonstrate at least good or better teaching of handwriting in all classes. Pupils make good or better progress as a result. • Children being supported by the handwriting recovery intervention make good or better progress in their letter formation and handwriting legibility. 		
<p>To ensure that all staff drive the intent, implementation and impact of the Chase Side Curriculum through the introduction of knowledge organisers in every subject.</p> <p>To carry out deep dives in each subject in the first and final term to ensure subject development is on track.</p>	<ul style="list-style-type: none"> • For all teaching staff to continue to develop and revise their half termly coverage documents to focus on how the three core drivers will be met during that half term. • For all teaching staff to continue to develop and revise their half termly Knowledge Organisers ensuring that they are shared with all children. 	<ul style="list-style-type: none"> • All stakeholders have a clearer understanding of the nature and focus of our curriculum. • Children and staff are demonstrating clarity in understanding what the three core drivers are and how they impact on their learning. • Children and staff are clear about how new learning builds on previous learning. 	<p>All class teachers making sure that they share knowledge organisers with children.</p> <p>Subject leads checking that knowledge organisers match the curriculum being covered and are shared with children.</p> <p>MS ensuring that all stakeholders are aware and updating website.</p>	<ul style="list-style-type: none"> • All stakeholders are able to explain the three core drivers and how they impact on children's learning. • Evidence of how the three core drivers are being used is evident in all half termly grids. • Evidence of how the three core drivers are delivered in each curriculum are is clear and well communicated. • Evidence of how knowledge organisers are reminding the children about previous coverage and how this will build in the new topic.

<p>Ensure that all new staff have a clear understanding and can explain the intent, implementation and impact of all subjects and why it is being taught in this way.</p> <p>Ensure that all staff have a clear understanding and continue to embed the intent, implementation and impact of all subjects and why it is being taught in this way.</p> <p>Main focus History / Spanish</p>	<ul style="list-style-type: none"> • Continue to develop Core Drivers approach to curriculum areas, so that the children can relate current learning to prior learning. • SLT to carry out deep dives interviews in all subjects at least twice a year. • Governors to carry out interviews in all subjects at least twice a year. • Ensure that teaching staff (teachers and support staff) are clear about ways to question the children to build confidence when they are talking or relating current learning to prior learning. • Evaluate the systems we are currently using and implement new schemes where necessary. 	<ul style="list-style-type: none"> • Double check NC objectives to make sure that coverage and progression are complete across all year groups and inter/intra links are used where appropriate. 	<p>OH and all curriculum leaders, evaluated on a termly basis see action plans for more details.</p> <p>Staff meeting time</p> <p>Resources as needed for specific curriculum areas for more details see individual action plans</p> <p>Termly monitoring</p>	<ul style="list-style-type: none"> • Evaluation and publication of Chase Side curriculum map. • Evaluation and publication of Chase Side progress documents. • Evaluation and publication of Chase Side bespoke intent, implementation and impact document for all curriculum areas. • During SLT deep dive interviews with curriculum leaders they are able to speak confidently and clearly about when, what and why their curriculum is being taught in this way and progression of coverage of skills. • During Governors meetings with curriculum leaders, they are able to speak confidently and clearly about when, what and why their curriculum is being taught in this way and progression of coverage of skills.
---	--	---	---	--

Autumn Update	Spring Update	Summer Update

2024 – 2025 Area for development: Behaviour and attitudes (Area 2)

- To introduce the use of ‘Zones of Regulation’ and trauma informed approaches to ensure a positive environment is created and all stakeholders demonstrate a positive and respectful attitude toward education which enables all pupils and especially significant groups to access the curriculum and achieve at least in line with their peers nationally and within London.

Objectives	Strategies	Expected Outcomes	Lead person, Cost & Time Scale	Monitoring Evaluation
------------	------------	-------------------	--------------------------------	-----------------------

<p>To introduce the use of 'Zones of Regulation' to be used in all classes.</p> <p>To introduce the use of 'Behaviour for Learning' whole school rules, to be used in all classes.</p> <p>To continue to train the staff in trauma informed approaches</p> <p>Equality Objectives To monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs.</p>	<ul style="list-style-type: none"> • To provide training introducing 'Zones of Regulation' to the whole staff. • To introduce the Behaviour for Learning expectations poster to whole staff. • Monitor the implementation of daily routines related to the 'Zones of Regulation' • Monitor the implementation of Behaviour for Learning expectations related to daily routines. • To provide training introducing 'Trauma informed approaches' to the whole staff. • Monitor the impact of the trauma informed training. 	<ul style="list-style-type: none"> • The school will have rigorous and distinct vision and values that are known and promoted by all. • Behaviour for Learning Rules creates consistency for all across the school day. • Zones of Regulation support the children to have the language to explain how they feel and support them to get back to being ready to learn. • Speak Up to support all teaching staff in developing a range of strategies to promote positive attitudes toward learning. • All staff are more aware of Trauma based approaches to behaviour and are better able to manage the children. 	<p>EP, OH and EV, evaluated on a termly basis see action plan for more details.</p> <ul style="list-style-type: none"> • Speak Up to support staff through CPD. • Family Support Advisor to support parents with behaviour concerns and highlight training opportunities. • Training provided by Swerrl. • Training provided by KS and LT. 	<ul style="list-style-type: none"> • SLT / MLT learning walks & observations. • PSHCE monitoring. • Feedback from visitors. • Feedback from residents.
<p>To provide an induction procedure for all in year admissions to enable them to develop positive personal traits to be able to behave with integrity and cooperate well with others. Building on our inclusive Community ethos.</p>	<ul style="list-style-type: none"> • Provide induction procedure for all new children, parents and staff into the ethos of the school and the behaviour expectations. (School to articulate our expectations to parents and to act quickly as an incident arises). 	<ul style="list-style-type: none"> • Staff have a check list to work through to make sure that everything is in place before the children start with us. • Staff have a checklist to work through with the children when they start to ensure a smooth transition into the school. • Information from previous school and checklist enable child to continue to progress positively in the school. 	<p>SLT with MLT develop a check list to be trailed in the Spring term and adapted as necessary.</p>	<ul style="list-style-type: none"> • Feedback from staff about how the checklists are working through staff survey and team meetings. • Feedback from children about how the checklists are working through discussions with Speak Up.
<p>To continue ensure that pupils' attendance is of an acceptable level and that strategies are in place to take action if this is not the case.</p>	<ul style="list-style-type: none"> • Attendance Officer in place to address any ongoing issues with individual families. • Attendance Officer working through the new government Attendance paper to ensure that school is doing everything possible to 	<ul style="list-style-type: none"> • 100% of children return to school. • Governors are aware of the 16-point attendance plan that the school needs to follow. • School is meeting the expectations of the 16-point attendance plan. 	<p>JH and MS, evaluated on a termly basis see action plan for more details.</p> <ul style="list-style-type: none"> • Half termly attendance meeting with Governors • Fortnightly meeting with JH, MS and PL 	<ul style="list-style-type: none"> • Attendance of key children to be monitored by Head teacher and Attendance Officer. • Families targeted with lateness when dropping off or collecting are reduced.

	<p>support children's attendance.</p> <ul style="list-style-type: none"> • Ongoing communication with the EWO in order to assess and support families when necessary and complete the expectations of the attendance white paper. • Half termly attendance meeting (with Governor present) to assess the impact of the attendance white paper. • Regular attendance clinics attended by the EWO and Attendance Officer. • Work alongside social workers to support attendance and punctuality for key families which are known to a range of services. • Robust policy regarding attendance is made clear to parents. • Attendance is highlighted throughout the school with weekly assemblies rewarding good attendance. 	<ul style="list-style-type: none"> • Children come to school and are punctual meaning that they are able to learn effectively and maintain a positive attitude toward their education. • Key children and those who have particular needs are monitored closely and their attendance improves noticeably. 	<ul style="list-style-type: none"> • Attendance clinics to take place on a half termly basis. 	
<p>To continue to empower families to enable parents to fulfil their role as adult within the family and ensure that children are at the centre of family life.</p>	<ul style="list-style-type: none"> • If staffing allows Stay and Play sessions held weekly to support parents with young children and help to develop social skills. 	<ul style="list-style-type: none"> • Parents will be more confident in their role as the adult within the family. • Families have opportunities to access targeted support. 	<p>EP, SR and RM evaluated on a termly basis see action plan for more details.</p>	<ul style="list-style-type: none"> • Meeting notes with targeted families will demonstrate the progress made. • Parent feedback and assessment of children after completion of training.

	<ul style="list-style-type: none"> Accredited courses are offered to parents to develop their professional skills. Speak Up counselling sessions are available to parents on a weekly basis to support families Offer FSM support related to family administration issues. Introduction of Chase Side version of FAST project in the spring. 	<ul style="list-style-type: none"> Parents have the opportunity to access specific specialist information to deal with children's needs. Parents have a more open channel of communication with the school. Hard to reach families will start to engage with the school. 	<ul style="list-style-type: none"> Stay and Play sessions, led by member of teaching staff, on a weekly basis Counsellor available weekly to support parents Family Support Advisor salary 	
--	--	---	---	--

Autumn Update	Spring Update	Summer Update

2024 – 2025 Area for development: Personal development (Area 3)

- To ensure that the ambitious, aspirational curriculum provided by Chase Side enhances children's personal development giving them opportunity to broaden their strengths whatever they may be.
- To ensure that all established children at Chase Side Primary develop positive personal traits to be able to behave with integrity and cooperate well with others.
- To provide an induction procedure for all in year admissions to enable them to develop positive personal traits to be able to behave with integrity and cooperate well with others. Building on our inclusive Community ethos.

Objectives	Strategies	Expected Outcomes	Lead person, Cost & Time Scale	Monitoring Evaluation
To provide an induction procedure for all in year admissions.	<ul style="list-style-type: none"> Creation of induction procedure to settle new children into life at Chase Side. Training for production procedure. Monitoring of induction procedure. 	<ul style="list-style-type: none"> Staff have a check list to work through to make sure that everything is in place before the children start with us. Staff have a checklist to work through with the children when they start to ensure a smooth transition into the school. <p>Information from previous school and checklist enable</p>	SLT with MLT develop a check list to be trailed in the Spring term and adapted as necessary.	<ul style="list-style-type: none"> Feedback from staff about how the checklists are working through staff survey and team meetings. <p>Feedback from children about how the checklists are working through discussions with Speak Up.</p>

<p>To excite, inspire and empower children through a range of cultural experiences and provision especially for disadvantaged children ensuring that all pupils are given opportunities to discover new talents and interests.</p>	<ul style="list-style-type: none"> • Provide a range of sports and other activities, at the end of the day. Provided free for disadvantaged families • Provide a range of adventure-based activities at different age-appropriate levels eg Year 3 and 4 sleepovers, Year 5 camping and Year 6 school trip. • Participate in TOWNIEs Spelling Bee competition • Participate in TOWNIEs Mathematics Challenge competition • Participate in TOWNIEs Debating competition • Participate in TOWNIEs Science Challenge • Participate in TOWNIEs Music performance • Participate in TOWNIEs Art exhibition • Provide whole class music lessons with instrument loan to enable children to practice at home. • Provide a wide range of visits and visitors to enhance and bring the curriculum to life 	<p>child to continue to progress positively in the school.</p> <ul style="list-style-type: none"> • Children who would benefit from extra-curricular activities are quickly identified and supported to access this provision • For children to be exposed to experiences that they would otherwise not have access to, developing talents that they might not know they have. • Children can talk confidently about their aspirations, interests and talents. • Children become more confident, attending various events outside of own familiar school environment • Opportunities planned and taken place for all key pupils. 	<p>Evaluated on a termly basis see action plan for more details.</p> <ul style="list-style-type: none"> • School contribution to the TOWNIEs budget £2592 • FOCS paying for lunch time Dance Clubs 	<ul style="list-style-type: none"> • Analysis of the uptake of Sports Clubs monitored especially regarding identified PP children • TOWNIEs evaluation forms (before and after evaluation forms) • Monitoring the diversity of visitors to the school to reflect the school demographic. • Outside visits enrich the learning for the children in school and bring the learning to life.
--	---	---	--	--

Autumn Update	Spring Update	Summer Update

--	--	--

2024 – 2025 Area for development: Leadership and management (area 4)

- **Effective resourcing with diminishing budget.**
- **Investigate ways to promote the school and raise our profile within the Local Community.**
- **To continue to ensure the Leadership Team have the capacity to support and improve teaching skills and standards.**
- **Develop the UPS and TLR staff to enhance the provision available in the school and disseminate to all staff at all level.**

Objectives	Strategies	Expected Outcomes	Lead person, Cost & Time Scale	Monitoring Evaluation
<p>To develop the whole school team to ensure that it has an accountable ethos</p> <p>Equality Objectives To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.</p>	<ul style="list-style-type: none"> • Staff / Governors / Children / Parents to be made aware through INSET, staff meeting, Business meetings, newsletters, meet the teacher, the leadership structure of the school and who is accountable for what area. • All staff to be accountable for their area of work; not just their classroom but also whole school building environment. • MLT has clear written expectations of their role and the use of their release time. • UPS staff have clear written expectations of their role. • Governors have clear understand of roles and responsibilities. • Governors actively holding school to account. 	<ul style="list-style-type: none"> • All stakeholders know about the leadership structure within the school and who is responsible for what. • Staff are increasingly proactive in their work areas, taking responsibility and reporting incidents to appropriate people. • Governors have clearly defined roles. • Governors meet appropriate staff and complete visit forms on a regular basis. 	<p>MS, daily SLT briefings and weekly MLT sessions, see minutes.</p>	<ul style="list-style-type: none"> • SLT learning walks & observations. • MLT have written evidence of how they have supported and challenged their team to ensure progress. • Head teachers report to Governors. • Action plans and evaluations. • Governors minutes

<p>To ensure that policies and procedures are followed consistently</p>	<ul style="list-style-type: none"> • Regular meeting for SLT and MLT to ensure everyone understands what a policy or procedure entails. These are then disseminated to all staff. • Regular and thorough monitoring by SLT and MLT to ensure high quality learning and effective feedback is being given. • New staff to be inducted and made aware of school policies and procedure. evaluation of a new staff induction programme. 	<ul style="list-style-type: none"> • Staff and Governors are knowledgeable about school policies and procedure. • SLT and MLT have a clear and joint understanding of the standards of teaching and learning. • Governors are knowledgeable and hold staff to account about the key areas of school development. 	<p>MS, daily SLT briefings and weekly MLT sessions, see minutes.</p> <p>Staff salaries. Weekly MLT management time Regular Curriculum release time Regular SLT Deep Dives.</p>	<ul style="list-style-type: none"> • SLT learning walks & observations. • Head teachers report to Governors. • Action plans and evaluations. • Deep Dive evidence • Curriculum Monitoring Feedback. • MLT Monitoring Feedback.
<p>To develop the confidence levels and skills set of the curriculum leaders, especially those new to the role</p>	<ul style="list-style-type: none"> • Weekly SLT/MLT meeting to ensure everyone understands what the current issues are. • For all middle leaders to have an SLT partner to work with to discuss team related issues. • Curriculum leaders aware of expectations upon them. • Curriculum leaders have clear written expectations of their role and the use of their release time. 	<ul style="list-style-type: none"> • SLT and MLT have a clear and joint understanding of the standards of teaching and learning. • Concerns about staff are highlighted quickly and support structures are put in place. • SLT and MLT have the confidence and skills set necessary to have difficult conversations before matters start to impact on the children. • Curriculum leaders are able to talk confidently about their curriculum area. • Chase Side curriculum is developed and strengthened across the school 	<p>MS, daily SLT briefings and weekly MLT sessions, see minutes.</p> <p>Weekly MLT management time Regular Curriculum release time Regular SLT Deep Dives.</p>	<ul style="list-style-type: none"> • MLT Monitoring Feedback • MLT release time notes and impact. • Deep Dive evidence • Pupil progress minutes. • SLT learning walks & observations. • Curriculum action plans • Action plan review and update meetings. • Blue Sky monitoring. • Curriculum leaders have written evidence of how they have supported and challenged to support the progress of their subject.

Autumn Update	Spring Update	Summer Update