



KINGFISHER PRIMARY SCHOOL

DEVELOPMENT PLAN 2024 - 2025



Boxes Highlighted in green indicate that the task has been fully or partially met. Red text indicates that the task has not been yet met.

PRIORITY 1: To continue to achieve high standards in Reading, Writing and Maths throughout the school and improve the rates of progress still further. Rationale: Ensure standards across the school are the highest possible. The school was judged as Outstanding in the last Ofsted inspection (2019). The Leadership of the school makes their high expectations very clear, and staff are fully aware that to maintain this judgement pupil achievement must always remain high. This is particularly important for new members of staff.	Success criteria 90% of pupils throughout the school make at least expected progress between Yr 1 and Yr 6; 90%+ pupils meet Age Related Expectations throughout the school (ARE); 35%+ of pupils exceed National expectations by the end of Yr6; 90%+ of pupils meeting the benchmark for the Y1 phonics screening must significantly exceed national averages. 90%+ of Yr4 pupils achieve 20+ in the Y4 MTC. 90%+ of Early Years pupils must significantly achieve higher than national averages in 'good level of development' by the end of Reception.
Links: Priority 2, Curriculum development Priority 3, Learning culture and quality of teaching. Ofsted Evaluation Schedule: Quality of teaching, achievement of pupils and effectiveness of Early Years.	- Standards in spelling & grammar continue to improve throughout the school. This requires accurate assessment & recording of performance in spellings and effective teaching of strategies. - All pupils understand their targets (or 'Next steps') and know how to improve. - All staff are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes. - Continued focus on reading throughout the school (at least weekly independent and 1:1 reading). Weekly reading to be tracked and logged by staff in each class. - Improved focus on comprehension (weekly comprehension tasks in KS1 and KS2). - Further develop children's vocabulary knowledge – continue to focus understanding, meaning and identifying other words with the same meaning. - Continue to develop pupils skills in problem solving and reasoning in mathematics through regular independent opportunities.

Sequence of tasks	Personnel/Monitoring	Timescale	Resourcing	Expected Outcome	Review
1. Review data and clear benchmarks for all staff regarding starting points for Sept 24, Dec 24, April 25 and July 25	DG All staff LGB	By Sept 24 Termly	Staff Meeting in September September Inset	Data on track throughout both classes. Vulnerable groups identified and programmes/ specific input organised.	
2. Rigorous monitoring of all pupil progress including: - GLD - Y1 Phonics - Y2 – End of KS1 outcomes - Y2 Phonics - Y4 – MTC - Y6 – End of KS2 outcomes - Foundation Subjects	DG EB SLT Subject Leads	At least half-termly updates on pupil progress.	Staff meetings PPMs	All pupils' progress will be carefully monitored, and interventions will be in place swiftly. Better outcomes for all pupils. Teachers more secure in their judgements.	
3. To further increase the % of Pupil Premium children achieving greater depth in Mathematics at the end of KS2.	DG LK CB SLT	Half-termly PPM	Time Additional revisiting sessions.	Increase on 2024 outcomes of 13% GD for PP children.	
4. To further increase the % of EAL children achieving greater depth in Reading at the end of KS2.	DG SK CB SLT	Half-termly PPM	Time Additional revisiting sessions.	Increase on 2024 outcomes of 0% GD for EAL children.	

5. To ensure that 90%+ of Y4 pupils master times tables (scoring 20+) as set out in the NC and are ready for the multiplication tables check.	DG JG LK Teachers	Sept 24 – baseline At least half-termly assessments.	Time	Children in Y4 have rapid recall of times tables facts.	
6. Identification of groups at risk of underperformance Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for targeted teaching and interventions. E.g. letter and number formation, handwriting, phonics and basic key spelling.	DG SLT All staff LSAs	By Sept 24 Dec 24 April 25 July 25	PPA time. PPMs. SENCo meetings.	Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed. Better outcomes for all pupils.	
7. Track progress of pupils eligible for ‘Pupil Premium Grant’ (PPG). - Effective strategies, interventions and provision planned to accelerate progress. - Reviewed by LGB board to check effectiveness.	DG SLT Teachers LGB	Termly	£64,510 Pupil Premium & Service Premium Budget	Pupils eligible for PPG make at least expected progress. Provision is effective, monitored regularly and adjusted if necessary.	
8. To ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non-disadvantaged pupils.	All staff DG LGB to review	Termly checks and ongoing monitoring.	Time/SLT time. PPMs	More disadvantaged children exceeding and in line with their non-disadvantaged peers.	
9. Identification of individuals to ‘Exceed Age-related expectations’ to ensure that provision is sufficiently challenging. All subjects	DG All staff	Sept 24 Termly PPM	PPMs	Number of pupils reaching higher levels increasing.	

10. Moderate and benchmark pupils' standards in R, W and Ma, with PP. Action taken to address any weaknesses in pupils' outcomes.	All staff SLT Subject Leads	1 each half term Termly on-going	DHT management time. Trust-wide moderation.	Meetings continue to be an invaluable opportunity to monitor standards to act. High standards and moderated work in Writing, Reading and Numeracy.	
11. Audit effectiveness of Intervention groups/ Challenge groups termly. - Specific Interventions to be monitored and evaluated: e.g. NELI, ILI; SALT/OT; Learn to Move; Emotional and Wellbeing interventions. - Continue to make effective use of Behaviour and Vulnerability Profile Tool (BVPT) and review annually.	All staff EB	Oct 24 Dec 24 March 25 July 25	External support.	Analysis of data reveals that more children are performing at or above national expectations in the core areas. Effective interventions for all pupils, including SEND support.	
12. Effective use of assessment tools identified and discussed in staff meetings including pupils' improved understanding of their next steps. Effective moderation across classes	All staff	October 2024 Reviewed regularly	Staff Meetings	Pupils will show a good understanding of how to improve their work and be given sufficient time to make adjustments to marked work.	

13. Review pupils on the SEND register (Special Educational Needs and Disability) register and amend in-line with SEND Code of Practice requirements. Review SEND procedures.	SENCO DG	Sept 24 Dec 24 Apr 25 Jul 25	Staff meeting Meet with teachers	Effective SEND identification and support in place.	
14. Continued Professional Development meetings and additional resources as necessary to develop aspects of English and Maths in line with NC requirements.	All staff. LK - MTC SLT	Autumn Term 24 October 24 April 25 June 25	CPD	All staff to have a strong awareness and understanding of the aspects of the English and Mathematics Curriculum that they are responsible for.	
15. Performance Management for all staff based on rigorous target setting. Pupil Progress Meetings termly. Breakdown attainment of specific groups of pupils.	DG and teachers. JG EB	Autumn Term 2024 Mid-year review February 2025		All members of teaching and support staff have initial Performance Management and teachers have objectives linked to pupil performance.	
16. Link attendance figures to underperformance and arrange meetings with parents of identified pupils. Celebrate good attendance in assembly.	Class teachers JG LGB to review	3-weekly attendance report On-going review	After school meetings	97+% attendance for all pupils. Class attendance award presented in weekly assembly.	

17. Continue to monitor the planning, teaching and outcomes of phonics in EYFS, Year R, Year 1 and 2. - Target pupils to receive specific phonics intervention. - Targeted teaching and intervention for those who did not pass the Yr1 phonics screening.	DG GJ / ZW SK / NJ	Autumn Term 24 Weekly ongoing	Time	All pupils to have a thorough knowledge and application of phonics. Daily teaching is effective to ensure all children are confident and knowledgeable about phonics and pass the phonics screening.	
18. Reception teacher to be fully aware of Yr1 expectations. National Curriculum delivery for YR in the summer term.	Reception staff	April 2025	PPMs	Pupils ready for Yr1.	
19. To ensure at least expected progress is made: - From Yr R to Yr2 - From Yr2 to Yr6 - Ensure all pupils who exceeded national expectations in Yr2, continue to do so in Yr6.	DG JG All staff	Dec 24 March 25 July 25	Regular PPMs	100% of pupils meet or exceed expected progress.	
20. Monitor and improve the effectiveness of spelling teaching across the school. Create a clear overview taken from the NC to ensure all rules are taught consistently.	DG English Lead – SLT	Autumn term On-going monitoring	Staff meeting Release time for Eng lead	Spelling across the school and particularly KS2 is improving and spelling scores in assessments rise.	

CPD, in-set, courses • Marking policy, including next step marking • Attendance Policy • Spelling & Grammar • Basic skills for TAs		Monitoring *Key sources of evidence: * Whole school cohort data sheet * Pupil progress meetings with class teachers * Termly data analysis including phonics and spellings * Scrutiny of books, including adherence to Marking Policy, including next steps. * Key SEND documents in place following introduction of New SEND code of practice. * Whole school moderation between key phases
Final Evaluation Date completed	Outcomes: Judgements:	
Indication of next priorities: •		Rationale:

PRIORITY 2: To develop the school curriculum further, enhancing provision in a variety of ways, including further development of the staff team and learning environment. Rationale: The basic provision is excellent, and the curriculum already enhanced. However, there will remain always a greater scope to increase the capacity of the school through improvements to the learning environment, the curriculum provision both within and beyond the school day and through links with other learning communities and with parents. Redistribution and widening of some staffing roles to support new developments. We must ensure that capacity at Kingfisher Primary remains very strong. We want all our children to become good citizens.		Success criteria • a wider range of high-quality opportunities are available to pupils which extend their thinking and broaden their horizons; • the curriculum takes more account of children's individual aptitudes & interests and gives scope for independent enquiry; • the revised curriculum ensures progression, avoids repetition and makes meaningful cross curricula links to deepen children's understanding • improvements are evident in a range of new provision such as the Arts, Computing and Environmental studies; • strong links between the on-site nursery, EYFS and KS1; • LGB have a clear understanding of the strategic direction in which the school is moving. • improved international links with a partner school, enabling scope for pupils to develop further their cultural understanding and their social and emotional skills;			
Links: ▪ Priority 1, Standards, progress, and outcomes. ▪ Priority 3, Learning culture and quality of teaching. ▪ Ofsted Evaluation Schedule: The school's curriculum promotes and sustains a thirst for knowledge & understanding and a love of learning.					
Sequence of tasks	Personnel	Timescale	Resourcing	Expected Outcome	Review
1. Roles & responsibilities are reviewed for all staff. ▪ Update job descriptions ▪ Rigorous performance management ▪ New SLT members to receive in-house training.	DG & SLT	Sept 2024 On-going	Time	More effective school ensuring better outcomes for pupils. A conducive learning environment.	
2. All planning to include the National Curriculum expectations and enhanced curriculum provision.	SLT Subject leads	Autumn 2024 Staff meetings for specific subject areas.	Time	Evidence that teachers are planning and delivering the National Curriculum 2014 and a wider variety of activities to inspire and motivate.	

3. Rigorous monitoring of all subject areas, focussing on - Planning (Intent) - Books and outcomes (implementation) - Pupil knowledge, understanding and skills (impact) - Lesson visits	SLT Subject leads	At least half-termly monitoring by subject leads and SLT.	Staff meetings PPA meetings Release time Observations Book monitoring	All pupils' progress will be carefully monitored. Subject leads fully aware of the progression of their subject. Better outcomes for all pupils. Teachers more secure in their judgements.	
4. Further develop the skills of subject leaders across all subjects – ensuring that, Intent, Implementation and Impact are all clearly explained and understood.	DG All teachers	Autumn 24 On-going CPD	Staff meetings Release time and supply costs.	Subject leaders confidently articulate about their subjects. Leaders feel empowered and take ownership in their subjects.	
5. Further embed and develop outdoor learning curriculum.	DG SLT KH	Throughout year	Time Cost of new equipment. Staffing.	Pupils more engaged with learning and staff making links to areas of NC.	
6. To develop an effective and engaging careers curriculum to prepare pupils for later life.	SLT Class teachers	Half-termly visitors to school / classes for assembly.	Monitoring Time for visitors.	Pupils speak confidently about the careers which interest them and show aspiration to achieve.	
7. Further develop the roles of middle leaders so that they take a proactive role in the subject development of English and Maths	DG SLT LK / SK / GJ	On-going	Release time CPD	Middle leaders actively lead Maths and English to ensure standards are high and areas for development are identified and addressed.	

8. Provide support and training for LSAs to improve their practice, subject knowledge and expertise in the classroom.	SLT EB	On-going	Release time for CPD Supply costs	LSAs are effective in the classroom and actively promote progress of all pupils in lessons.	
9. Local Governing Body continue to play an active role within the school. Understanding our curriculum offer and how it is planned and implemented.	DG LGB	Termly	Dedicated time for governor visits to school	LGB members have an excellent knowledge of the school and their area of responsibility.	
10. Whole school themed days to be arranged. Curriculum enriched when appropriate. ▪ Mental health and well-being day ▪ Science ▪ Art ▪ Geography ▪ European Day of Languages ▪ Sports ▪ World Faith Day	Subject leaders. All staff.	At least one per half-term.	Time	Enriched curriculum opportunities for all children and provision of activities outside of the normal curriculum.	
11. To establish and develop a link with a partner school in a different country.	JG	Autumn Term	Time	Children develop understanding of different communities within the world.	
12. Family Learning input for EYFS Y1, Y2 & Y3	DG SC	Timetabled throughout the year	Practical Room	The family learning projects are well-attended, and parents are involved in their child's learning.	

13. Community 'Showcasing' of musical and arts talents: art exhibition, carnival, music in nursing homes, Yeovil Together festival, Yeovil Ukulele festival; workings towards Arts Mark Award.	All year groups. CB / SK / BF / ZW CTs to plan and organise events for parents.	Throughout the year	Time	Opportunities for children to showcase their talents in music and art. Parents watch their children perform in a variety of activities.	
14. Further develop our Languages curriculum (French) and ensure that staff have the training and resources required.	DG CB	On-going	Time	Staff confident to teach French to pupils. Pupils obtain knowledge of French language but spoken, written and read.	
15. Further promote Reading for Pleasure across the school.	SK GJ	On-going	Time Resources	Pupils even more engaged with reading and are confident to discuss their love of reading, authors, and texts.	
16. Continual enhancement of P.E and sporting provision. Effective use of the Sport and P.E. Premium Grant to achieve best value and excellent outcomes for pupils.	DG/ Sports Coach NJ	Throughout year	£17830 Grant	Excellent provision for all children in P.E. and Extracurricular activities. Pupils engaging in sports clubs and representing the school in sporting fixtures.	

17. Further plan, implement and review the effectiveness of the EYFS curriculum provision in LKDN and Reception. Ensure all curriculum and assessment requirements are in place.	DG GJ ZJ	On-going throughout the year	Time to review. Moderation with Trust schools	Provision in Early Years and Reception are excellent with pupils hitting age related milestones at the appropriate time.	
18. Further update reading books for Early Readers to ensure that books match their phonetic levels.	EYFS Lead and KS1 staff	Autumn 2024	Time. Training. Money to buy new books.	Children's progress and attainment in reading is excellent and books are matched to their phonetic ability.	
19. Further develop support and intervention for pupils' mental health and well-being, including those with SEMH.	DG EB SLT	Dec 2024	Training costs. Supply costs. Time.	Pupils with mental health and SEMH will be better supported and able to access learning more effectively.	
20. Further develop 'Dandelion Club' to better support children with parents in the military.	DG SS	October 2024 On-going	Time. Cost covered by PPG	Service family children will feel secure and confident if parents are away on active service and will continue to make good progress in school. Behaviour of pupils will continue to be excellent.	

21. Continual enhancement of Computing provision across the school. Staff training to ensure the demands of the Computing curriculum are met. Ensure online safety is embedded across the curriculum and monitored regularly.	DG GH	Throughout year. Termly monitoring	Time Staff meeting	Staff are confident to deliver an effective computing curriculum. Children have access to Computing resources/ iPads and use as a tool to enhance learning. Children are aware of how to stay safe using technology.	
22. Establish more links within the wider community. - Sports Clubs - Community Groups	DG All staff	Ongoing	Time	School develops links with the wider community to improve pupils SMSC and positive attitudes.	
CPD, in-set, courses - Computing inset/staff meeting(s) - Subject leader training / opportunities for development - CPD focussed on curriculum areas	Outcomes Key sources of evidence: * Lesson observations. * Scrutiny of plans and books across the school curriculum * Governor reports * Parental questionnaire (Oct 2024 –parent evening paper copy / March 2025 Parent eve) * Subject leader files				

Final Evaluation Date completed:	Outcomes	Judgements: Outstanding
Indication of next priorities:	Rationale:	

PRIORITY 3: To improve the learning culture within the school, including raising the quality of teaching so that it is consistently Good and frequently Outstanding. (Thereby improving the outcomes for pupils further.) Rationale: It is essential that all lessons are Good or better; however, to maintain and improve on previous standards and pupil progress, it is essential that all staff teach lessons and group tasks that are often Outstanding. This will involve using motivating teaching strategies, such as a range of exciting practical resources, and fostering pupils' curiosity and independence.		Success criteria 100% lessons are judged as Good or Outstanding - All pupils throughout the school are on track to make at least expected progress. - Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning, inspiring classroom environments. - Behaviour in all classes is excellent. - Teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific needs (based on high quality teacher assessment) - Lessons demonstrate precise learning goals for all pupils, who fully understand what they are learning and are confident to 'have a go' - The pace and depth of learning are maximised because of teachers' response to pupils during lessons.			
Links: - Priority 2, Curriculum development - Priority 1, Standards, progress, and outcomes. - SEN provision Ofsted Evaluation Schedule: The quality of teaching throughout the school, the behaviour and safety of pupils and the achievement of pupils.					
Sequence of tasks	Personnel	Timescale	Resourcing	Expected Outcome	Review
1. Staff to continue to use Ofsted Evaluation Schedule with good understanding of what constitutes outstanding teaching and learning. - Continue to adopt list of non-negotiables to promote successful learning principles. - Provide high-quality training for staff as appropriate.	All staff DG SLT	Sept 24 onwards	Staff Meeting Daily teaching throughout the year.	All lessons and evidence in books are at least good and often outstanding. Teaching and Learning principles observed in action. ECTs fully inducted and performing to a high standard as matched with PPS ethos and National Teacher Standards	

2. Effective monitoring of gaps in children's learning from previous years' curriculum to ensure all children are on track once more to achieve their best	DG Teachers	1 st half-term and on-going	Time	Children continue to make excellent progress within their learning.	
3. Ethos of school reflects teachers' high expectations.	All staff	On-going	N/A	Children are safe, well-behaved and make excellent progress.	
4. Teachers to continue to work with other PPAT schools to raise standards.	All staff	Sept 24 onwards	Supply	Best practice shared with other school.	
5. Staff meetings ensure that agreed strategies and non-negotiables as agreed are evident (e.g. in teacher's planning documents and pupils' outcomes).	All staff	Termly	Meetings	Consistent expectations across year groups and phases.	
6. Lesson observations for all staff, and re-visiting of lessons to ensure that actions for improvement are addressed. Develop use of peer observation alongside headteacher to develop staff understanding of outstanding teaching and learning.	DG. All teachers	Autumn Term 2024 Frequent, informal lesson feedback.	Supply costs	All lessons and learning over time (evidence in books) are at least good and often outstanding.	
7. Lesson and work sampling to monitor match of task to pupils with SEN.	SLT EB	Termly	Time	SEN pupils achieving very well across the school.	

CPD, in-set, courses NLE updates - BG Internal LSA training SENCo – funding EHCP support		Outcomes Key sources of evidence: Senior staff ensure that timetables make sufficient provision for quality first teaching in Core subjects * Pupil progress meetings with class teachers. * Lesson observations. * Scrutiny of books, including adherence to Teaching & Learning and Marking Policy	
Final Evaluation Date completed:	Outcomes	Judgements: Outstanding	
Indication of next priorities:			Rationale:
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