



# Tranmere Park Primary School

## School Development Plan Overview

### Overview Leadership/Governor Audit and Review schedule

#### 2022 - 23

#### Key aspects of School Development in 2022 - 23

Priorities identified for inclusion within the School Development Plan have arisen from our School Self Evaluation Processes. Self-evaluation and school improvement are inextricably connected and we constantly self-evaluate – our SEF (Self-Evaluation Form) is reviewed on a termly basis by the Senior Leadership Team and published on the website. Similarly, actions and directions which might drive forward further school improvement are considered throughout the school year. During audits and reviews, existing SEF content is reviewed, as are, crucially, outstanding actions on action plans and curriculum team timelines. From these processes, actions are identified for inclusion within our School Development Plan. The following are our priority areas for development in the 2022 -23 academic year.

Action plan:	Action plan:	Action plan:	Action plan:
<b>Quality of Education Intent Implementation Impact</b>	<b>Behaviour &amp; Attitudes</b>	<b>Personal Development</b>	<b>Leadership &amp; Management</b>
<p><u>Priority Actions for 22/23:</u></p> <p>QE1 Phonics and Early Reading – To ensure all pupils are enabled to access our full curriculum offer by meeting expected levels in reading through the introduction of an approved research informed SSP (Systematic Synthetic Phonics) scheme – FFT Success for All Phonics.</p> <p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Sarah Gibson/Kirsten Finley/Dan Beech EY</p>	<p><u>Priority Actions for 22/23:</u></p> <p>BA1 THRIVE - To build on current THRIVE implementation and develop right time learning within class, small groups and 1-1 sessions for children.</p> <p>For pupils in need of additional support, EEF research suggests that providing targeted support finely tuned to the needs of individual pupils offers great benefits. School planning is therefore open to the idea of planning interventions to complement high quality classroom teaching and to implement wider strategies which address non-academic barriers to success at school that have a</p>	<p><u>Priority Actions for 22/23:</u></p> <p>PD1 Enrichment - To provide enhanced enrichment opportunities for children which allow them to develop their Personal, Social and Emotional Development.</p> <p>Link Governors/Sub Committee – Pupil Support</p> <p>Responsible members of staff – Matt Learmonth/Subject Leaders</p> <p>Summary of Action Taken:</p> <p>Impact:</p>	<p><u>Priority Actions for 22/23:</u></p> <p>LM1 Developing Subject Leadership – To ensure all leaders are equipped to speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced, vocabulary enriched and reviewed for impact in order to meet the needs of the pupils.</p> <p>Link Governor/Sub Committee – Resources Sub</p> <p>Responsible members of staff – Matt Learmonth/Alison Hodgson/Kirsten Finley</p>



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<p>Summary of Action Taken:</p> <p>Impact:</p> <p>Evidenced by;</p> <p>Next steps:</p> <p>QE2 Curriculum Assessment – To ensure that assessment for all subject areas, both core and non-core, is fit for purpose and that skills and knowledge are repeated and rehearsed through a progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that teaching builds on previous learning and retention is regularly reviewed.</p> <p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Matt Learmonth</p> <p>Summary of Action Taken:</p> <p>Impact:</p> <p>Evidenced by;</p> <p>Next steps:</p> <p>QE3 High Quality Teaching - CPD builds and</p>	<p>significant influence on attainment.</p> <p>Link Governors/Sub Committee – Pupil Support</p> <p>Responsible members of staff – Phil Joynson/Dan Beech</p> <p>Summary of Action Taken:</p> <p>Impact:</p> <p>Evidenced by;</p> <p>Next steps:</p>	<p>Evidenced by;</p> <p>Next steps:</p>	<p>Summary of Action Taken:</p> <p>Impact:</p> <p>Evidenced by;</p> <p>Next steps:</p>
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<p>secures teachers' and subject leaders' knowledge to sustain Quality First Teaching and ensure high standards in progression in learning for all pupils and gaps in learning are diminished.</p> <p>Evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Our focus is to develop teaching practice over a sustained period to drive meaningful change in our setting. School strategies to maximise teaching quality include:</p> <ul style="list-style-type: none"><li>• high quality daily teaching: Tom Sherrington's Walk Thrus and the 'five-a-day' approach promoted by the EEF;</li><li>• improving literacy and mathematics outcomes;</li><li>• securing effective professional development; and</li><li>• using diagnostic assessment to address learning gaps and provide quality targeted academic interventions.</li></ul> <p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Kirsten Finley</p>			
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<p>Summary of Action Taken:</p> <p>Impact:</p> <p>Evidenced by;</p> <p>Next steps:</p>			
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**Link class governors/Link subject/aspect governors**

<b>classes</b>	<b>teacher</b>	<b>Governor</b>
<b>Robins</b>	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk	David Pass
<b>Bluebirds</b>	Dan Beech danbeech@tranmerepark.leeds.sch.uk Carmel Holland carmelholland@tranmerepark.leeds.sch.uk	David Pass
<b>Eagles</b>	Sarah Gibson sarahgibson@tranmerepark.leeds.sch.uk Rachel Wright rachelwright@tranmerepark.leeds.sch.uk	James Davis
<b>Skylarks</b>	Lucy Elliot lucyelliott@tranmerepark.leeds.sch.uk	Sophie Bell
<b>Hérons</b>	Charlotte Taylor charlottetaylor@tranmerepark.leeds.sch.uk	Claire Napoli
<b>Red Kites</b>	Sophie Bell sophiebell@tranmerepark.leeds.sch.uk Phil Joynson philjoynson@tranmerepark.leeds.sch.uk	Rob Fordyce
<b>Woodpeckers</b>	Danielle Ingram	Hannah Gomersall



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	danielleingram@tranmerepark.leeds.sch.uk	
Falcons	David Housden davidhousden@tranmerepark.leeds.sch.uk	Jacky Cooper
Puffins	Hannah Gomersall hannahgomersall@tranmerepark.leeds.sch.uk	Louise Woffendin
Kingfishers	Rachel Savage rachelsavage@tranmerepark.leeds.sch.uk Angharad Pass angharadpass@tranmerepark.leeds.sch.uk	Peter Lewis
Doves	Sarah Tate sarahtate@tranmerepark.leeds.sch.uk Matt Learmonth mattlearmonth@tranmerepark.leeds.sch.uk	Helen Perry

**Governor – please contact your class teacher via e-mail to arrange the date for your class visit. Please advise KF of the visit date.**

**Class Teacher – Governors will arrange to visit the class for a session. Within that session, they will talk to the children about the role of the Governor and will spend some time looking for evidence of School Development initiatives. They may visit classes, talk to children during the session, look in books, look at displays, etc.**



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<b>RE/PSHE</b>	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk	Peter Lewis
<b>Music</b>	Carmel Holland carmelholland@tranmerepark.leeds.sch.uk	Helen Perry
<b>Phonics and Early Reading</b>	Sarah Gibson sarahgibson@tranmerepark.leeds.sch.uk	Louise Woffendin
<b>History</b>	Lucy Elliot lucyelliott@tranmerepark.leeds.sch.uk	Rob Fordyce
<b>Geography</b>	Charlotte Taylor charlottetaylor@tranmerepark.leeds.sch.uk	David Pass
<b>DT</b>	Danielle Ingram danielleingram@tranmerepark.leeds.sch.uk	Peter Lewis
<b>Outdoor Learning</b>	Sophie Bell char@tranmerepark.leeds.sch.uk	Claire Napoli
<b>Computing</b>	David Housden davidhousden@tranmerepark.leeds.sch.uk	David Pass
<b>PE</b>	Hannah Gomersall hannahgomersall@tranmerepark.leeds.sch.uk	Jacky Cooper
<b>Art</b>	Rachel Savage rachelsavage@tranmerepark.leeds.sch.uk	Kirsten Finley
<b>MFL</b>	Sarah Tate	Marie Stout



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<b>Speaking and Listening</b>	Rachel Wright rachelwright@tranmerepark.leeds.sch.uk	Louise Woffendin
<b>Writing</b>	Kirsten Finley kirstenfinley@tranmerepark.leeds.sch.uk	Jacky Cooper
<b>Science</b>	Phil Joynson philjoynson@tranmerepark.leeds.sch.uk	Marie Stout
<b>Maths</b>	Victoria Marsden victoriamarsden@tranmerepark.leeds.sch.uk	James Davis
<b>SEND</b>	Dan Beech danbeech@tranmerepark.leeds.sch.uk	James Davis
<b>Curriculum</b>	Matt Learmonth mattlearmonth@tranmerepark.leeds.sch.uk	Peter Lewis
<b>Early Years</b>	Dan Beech danbeech@tranmerepark.leeds.sch.uk	Jacky Cooper
<b>Pupil Premium</b>	Kirsten Finley kirstenfinley@tranmerepark.leeds.sch.uk	Claire Napoli
<b>Safeguarding</b>	Alison Hodgson	Rob Fordyce





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	<b>alisonhodgson@tranmerepark.leeds.sch.uk</b>	
<b>School Council</b>	<b>Helen Beestin</b> <b>helenbeestin@tranmerepark.leeds.sch.uk</b>	
<b>Pupils Looked After</b>	<b>Kirsten Finley</b> <b>kirstenfinley@tranmerepark.leeds.sch.uk</b>	Rob Fordyce
<b>Attendance</b>	<b>Matt Learmonth</b> <b>mattlearmonth@tranmerepark.leeds.uk</b>	Louise Woffendin



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### Leadership/Governor Audit & Review

assessment data | lesson observation | learning walk | learning conversation | book scrutiny | planning scrutiny | round table moderation | learning environment | stakeholder feedback | files

	autumn 1	autumn 2	spring 1	spring 2	summer 1	summer 2
<b>routine:</b>	<b>routine monitoring should include reference to disadvantaged pupils as much as possible</b>					
<b>Parent Voice</b>	<b>Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee</b>	Governors to attend Parent Consultation events	<b>Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee</b>	Governors to attend Parent Consultation events	<b>Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee</b>	<b>Governors to review parent feedback from End of Year Reports – Pupil Support Sub Committee</b>
<b>Pupil Voice</b>	School Council Governor to attend School Council meetings	Pupil Support Sub to conduct Pupil Interviews – Pupil Premium	School Council Governor to attend School Council meetings	Pupil Support Sub to conduct Pupil Interviews – Bullying/Feeling Safe	School Council Governor to attend School Council meetings	Pupil Support Sub to conduct Pupil Interviews – Safeguarding/Behaviour
<b>Governor Learning Walk/Book Scrutiny</b>	Learning Walk/Work Scrutiny with HTs and English Leads	Curriculum focused Learning Walk/Work Scrutiny with SLT	Learning Walk/Work Scrutiny with HTs and Maths Lead	Curriculum focused Learning Walk/Work Scrutiny with SLT	Learning Walk/Work Scrutiny with HTs and SENCO	Curriculum focused Learning Walk/Work Scrutiny with SLT
<b>Governor Marketplace events</b>	Meet with EYFS/KS1 phase leaders to discuss action plans and their impact in their phase	Meet with a group of subject leaders to discuss action plans and their impact in their subject	Marketplace	Meet with a group of subject leaders to discuss action plans and their impact in their subject	Meet with LKS2/UKS2 phase leaders to discuss action plans and their impact in their phase	Meet with a group of subject leaders to discuss action plans and their impact in their subject



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### Governance

Full Governing Body	<input type="checkbox"/> <b>Instrument of government</b> (frequency – GB to decide) <input type="checkbox"/> <b>Minutes of, and papers considered at, meetings of the governing body and its committees</b> (frequency – NA) <input type="checkbox"/> <b>Register of business interests</b> (frequency – GB to decide, subject to LA scheme)	<input type="checkbox"/> <b>Registers of pupils' admissions and attendance</b> (frequency – live) <input type="checkbox"/> <b>EYFS</b> (covered in other policies, procedures, documents)	
	T1.1	T2.1	T3.1
<b>Teaching, Learning and Assessment</b>	<input type="checkbox"/> End of year assessments, data sets <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> <b>Policies: focus: curriculum &amp; AGENDA ITEMS</b>	<input type="checkbox"/> Term 1 assessments <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> TA deployment <input type="checkbox"/> <b>Policies: focus: Reading/Writing &amp; AGENDA ITEMS</b>	<input type="checkbox"/> Term 2 assessments <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> <b>Policies: focus: maths &amp; AGENDA ITEMS</b>
<b>Pupil Support &amp; Personnel</b>	<input type="checkbox"/> Attendance data <input type="checkbox"/> Attendance intervention impact <input type="checkbox"/> Behaviour data (ie warnings tracker) <input type="checkbox"/> Behaviour intervention impact <input type="checkbox"/> Cause for concerns (ie tracker) <input type="checkbox"/> PE money <input type="checkbox"/> <b>Policies:</b> Relationships and behaviour management (ie <b>school behaviour</b> (frequency – HT to decide); <b>behaviour principles written statement</b> (frequency – GB to decide)) <b>SEN</b> (frequency – GB to decide) <i>Managing Medicines</i> <i>Uniform</i> <i>Single equality scheme</i> <b>&amp; AGENDA ITEMS</b>	<input type="checkbox"/> Attendance data <input type="checkbox"/> Attendance intervention impact <input type="checkbox"/> Behaviour data <input type="checkbox"/> Behaviour intervention impact <input type="checkbox"/> Cause for concerns <input type="checkbox"/> PE money <input type="checkbox"/> <b>Policies:</b> <b>SRE (ie sex education)</b> (frequency – GB to decide) <b>Central record of recruitment and vetting checks</b> (frequency – live document covering current employed staff) <b>Child protection policy and procedures</b> (frequency – annual) <b>Statement of procedures for dealing with allegations of abuse against staff</b> (frequency – GB to decide) <b>&amp; AGENDA ITEMS</b>	<input type="checkbox"/> Attendance data <input type="checkbox"/> Attendance intervention impact <input type="checkbox"/> Behaviour data <input type="checkbox"/> Behaviour intervention impact <input type="checkbox"/> Cause for concerns <input type="checkbox"/> PE money <input type="checkbox"/> <b>Policies:</b> <b>Home-school agreement</b> (frequency – GB to decide) <i>Physical activity</i> <i>Food in school</i> <i>Packed lunch</i> <i>Attendance</i> <i>Educational visits</i> <i>Care and control</i> <b>&amp; AGENDA ITEMS</b>
<b>Resources</b> (Estate, Finance, Health & Safety)	<input type="checkbox"/> Pupil premium <input type="checkbox"/> PE money <input type="checkbox"/> Health and safety inspection <input type="checkbox"/> SFVS (Financial Value Standard)	<input type="checkbox"/> Pupil premium <input type="checkbox"/> PE money <input type="checkbox"/> Benchmarking exercise <input type="checkbox"/> Health and safety inspection	<input type="checkbox"/> Pupil premium <input type="checkbox"/> PE money <input type="checkbox"/> Review financial year and agree new budget <input type="checkbox"/> Health and safety inspection



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	<input type="checkbox"/> Performance management <input type="checkbox"/> attend: budget overview (Finance Officer meeting) <input type="checkbox"/> <b>Policies:</b> <b>Health and safety</b> (frequency – GB / LA to decide) <b>Freedom of information</b> (frequency – GB to decide) <b>Governors’ allowances (schemes for paying)</b> (frequency – GB to decide) <b>Others for premises management</b> (refer to *) <b>&amp; AGENDA ITEMS</b>	<input type="checkbox"/> Review estate management (use London LA compliance monitoring) <input type="checkbox"/> attend: budget overview (Finance Officer meeting) <input type="checkbox"/> Financial Value Standard <input type="checkbox"/> <b>Policies:</b> <b>Accessibility plan</b> (frequency – every three years) <b>Equality information and objectives</b> (frequency – every four years and publish annually) <i>Safe working</i> <i>ICT acceptable use</i> <i>Esafty</i> <i>Crisis management plan; continuity plan</i> <b>&amp; AGENDA ITEMS</b>	<input type="checkbox"/> attend: budget overview (Finance Officer meeting) <input type="checkbox"/> <b>Policies:</b> <b>Charging and remissions</b> (frequency – GB to decide) <b>Data protection</b> (frequency – at least every two years) <b>Admissions arrangements</b> (frequency – annually; refer to*) <b>Complaints procedure statement</b> (frequency – GB to decide) <b>&amp; AGENDA ITEMS</b>
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