



Tranmere Park Primary School

School Development Plan Overview

Overview Leadership/Governor Audit and Review schedule

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Key aspects of School Development in 2023 - 24

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 2023 -24 academic year.

Action plan:	Action plan:	Action plan:	Action plan:
Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management
<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>Summary of Action Taken: Introduction of new FFT Success for All Phonics programme from</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 significant influence on attainment.</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: Subject page for all core and non core subjects developed for website focusing upon provision beyond the planned curriculum – enhancement and</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> <p>Summary of Action Taken: ML mentored each subject leader to address the Ofsted Subject</p>



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<p>YR-Y1. All relevant staff trained.</p> <p>Impact: 100% Y1 Phonics Screening Test</p> <p>Evidenced by; Deep Dive Kathryn Atkins/Deep Dive Duncan Grant – shared with Governors</p> <p>Next steps: Introduction of 1) FFT Success for All Y2 specific programme – only released September 2023 and 2) Introduction of Phonics focused KS2 Intervention ‘Tutoring with the Lightning Squad’ for KS2 pupils working below EXS in Reading.</p> <p><u>Priority Action for 23-24</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 extension of an approved research informed SSP (Systematic Synthetic Phonics) scheme – FFT Success for All Phonics into Y2 and a focused intervention in KS2 – Tutoring with the Lightning Squad</p> <p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Sarah Gibson/Kirsten Finley/Victoria Marsden</p>	<p>Link Governors/Sub Committee – Pupil Support</p> <p>Responsible members of staff – Phil Joynson/Dan Beech</p> <p>Summary of Action Taken: Thrive Class Profiles completed/Recommended personalised interventions carried out.</p> <p>Impact: Positive outcomes for Disadvantaged/SEND/EAL pupils</p> <p>Evidenced by; Novac Duncan Grant</p> <p>Next steps: Comprehensive coverage according to need – SA to cover KS1/PJ to cover KS2/Broaden well-being focus to encompass staff & family support - Mindmate</p> <p><u>Priority Action for 23-24</u></p> <p>BA1 THRIVE - To extend current THRIVE implementation and develop right time learning within class, small groups and 1-1 sessions for children.</p> <p>Develop connection with Mindmate to support pupils/staff and families.</p> <p>For pupils in need of additional support, EEF research suggests that providing targeted support finely tuned to the needs of individual</p>	<p>enrichment – which was regularly updated.</p> <p>Impact: Pupil Voice exercise evidencing pupil enjoyment of subjects.</p> <p>Evidenced by; River Education Survey</p> <p>Next steps: To refocus upon Quality Marks for non core subjects – beginning with Artsmark and the Primary Science Quality Mark</p> <p><u>Priority Action for 23-24</u></p> <p>PD1 Enrichment - To provide enhanced enrichment opportunities for children which allow them to develop their Personal, Social and Emotional Development through an enhanced offer for music, dance, drama and the arts and for science.</p> <p>Link Governors/Sub Committee – Pupil Support</p> <p>Responsible members of staff – Kirsten Finley/Subject Leaders</p>	<p>Review and develop skills for each individual to Deep Dive their own subject.</p> <p>Impact: Pupil Voice exercise evidencing pupil enjoyment of subjects.</p> <p>Evidenced by; River Education Survey</p> <p>Next steps: Formalise the process for regularly revisiting and retrieving information taught in previous years – Retrieval Practice</p> <p><u>Priority Action for 23-24</u></p> <p>QE2/LM1 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. There is a formalised process for the revisiting of core knowledge and skills which all teachers are aware of and implement in the classroom which feeds into the assessment process</p> <p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Kirsten</p>
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<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: All staff have completed one cycle of implementation and review. All staff have reviewed the planned curriculum in light of Ofsted Research Reviews.</p> <p>Impact: All subject areas reviewed and updated in light of the Ofsted Research Reviews. Curriculum subject areas linked to EYFS curriculum to outline starting points.</p> <p>Evidenced by: Positive outcomes EYFS/KS1/KS2</p> <p>Next steps: Formalise the process for regularly revisiting and retrieving information taught in</p>	<p>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 significant influence on attainment.</p> <p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Kirsten Finley/Ali Hodgson</p>		<p>Finley/Matt Learmonth/Ali Hodgson</p>
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previous years – Retrieval Practice

Priority Action for 23-24

QE2/LM1 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. There is a formalised process for the revisiting of core knowledge and skills which all teachers are aware of and implement in the classroom which feeds into the assessment process

Link Governors/Sub Committee – Teaching, Learning and Curriculum

Responsible members of staff – Kirsten Finley/Matt Learmonth/Ali Hodgson

QE3 High Quality Teaching - CPD builds and 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.

Evidence tells us that high quality teaching is



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<p>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"> • high quality daily teaching: Tom Sherrington's Walk Thrus and the 'five-a-day' approach promoted by the EEF; • improving literacy and mathematics outcomes; • securing effective professional development; and • using diagnostic assessment to address learning gaps and provide quality targeted academic interventions. <p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Kirsten Finley</p> <p>Summary of Action Taken: Walk Thru's provided for each teacher/Phase implementation of strategies.</p> <p>Impact: Positive outcomes EYFS/KS1/KS2</p> <p>Evidenced by: Pupil Voice Exercise/Novac –</p>			
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<p>Duncan Grant</p> <p>Next steps: Classroom drop ins and feedback to gauge extent of compliance with recommended techniques and strategies</p> <p>QE3 High Quality Teaching - CPD builds and 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">• high quality daily teaching: Tom Sherrington's Walk Thrus;• improving literacy and mathematics outcomes;• securing effective professional development; and• using diagnostic assessment to address learning gaps and provide quality targeted academic interventions.			
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<p>Link Governors/Sub Committee – Teaching, Learning and Curriculum</p> <p>Responsible members of staff – Matt Learmonth</p>			
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Link class governors/Link subject/aspect governors

classes	teacher	Governor
Robins	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk	Sophie Bell
Bluebirds	Carmel Holland carmelholland@tranmerepark.leeds.sch.uk Rachel Wright rachelwright@tranmerepark.leeds.sch.uk	Sophie Bell
Eagles	Sarah Gibson sarahgibson@tranmerepark.leeds.sch.uk Rachel Wright rachelwright@tranmerepark.leeds.sch.uk	James Davis
Skylarks	Lucy Elliot lucyelliott@tranmerepark.leeds.sch.uk	David Pass
Hérons	Charlotte Taylor charlottetaylor@tranmerepark.leeds.sch.uk	Claire Napoli
Red Kites	Sophie Bell sophiebell@tranmerepark.leeds.sch.uk	Rob Fordyce
Woodpeckers	David Housden davidhousden@tranmerepark.leeds.sch.uk	Hannah Gomersall
Falcons	Hannah Gomersall hannahgomersall@tranmerepark.leeds.sch.uk	Jacky Cooper



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



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Speaking and Listening	Rachel Wright rachelwright@tranmerepark.leeds.sch.uk	Louise Woffendin
Writing	Kirsten Finley kirstenfinley@tranmerepark.leeds.sch.uk	Jacky Cooper
Science	Danielle Ingram danielleingram@tranmerepark.leeds.sch.uk	Simon Armstrong
Maths	Victoria Marsden victoriamarsden@tranmerepark.leeds.sch.uk	James Davis
SEND	Marie Byrne mariebyrne@tranmerepark.leeds.sch.uk	James Davis
Curriculum	Matt Learmonth mattlearmonth@tranmerepark.leeds.sch.uk	Jacky Cooper
Early Years	Victoria Marsden victoriamarsden@tranmerepark.leeds.sch.uk	Jacky Cooper
Pupil Premium	Kirsten Finley kirstenfinley@tranmerepark.leeds.sch.uk	Claire Napoli
Safeguarding	Alison Hodgson	Rob Fordyce



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	alisonhodgson@tranmerepark.leeds.sch.uk	
School Council	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk	Helen Perry
Pupils Looked After	Kirsten Finley kirstenfinley@tranmerepark.leeds.sch.uk	Rob Fordyce
Attendance	Matt Learmonth mattlearmonth@tranmerepark.leeds.uk	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
routine:	routine monitoring should include reference to disadvantaged pupils as much as possible					
Parent Voice	Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee	Governors to attend Parent Consultation events	Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee	Governors to attend Parent Consultation events	Governors to review parent feedback from Pupil Mentoring process – Pupil Support Sub Committee	Governors to review parent feedback from End of Year Reports – Pupil Support Sub Committee
Pupil Voice	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
Governor Learning Walk/Book Scrutiny	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
Governor Marketplace events	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"/> Instrument of government (frequency – GB to decide) <input type="checkbox"/> Minutes of, and papers considered at, meetings of the governing body and its committees (frequency – NA) <input type="checkbox"/> Register of business interests (frequency – GB to decide, subject to LA scheme)		<input type="checkbox"/> Registers of pupils' admissions and attendance (frequency – live) <input type="checkbox"/> EYFS (covered in other policies, procedures, documents)
	T1.1	T2.1	T3.1
Teaching, Learning and Assessment	<input type="checkbox"/> End of year assessments, data sets <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> Policies: focus: curriculum & AGENDA ITEMS	<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"/> Policies: focus: Reading/Writing & AGENDA ITEMS	<input type="checkbox"/> Term 2 assessments <input type="checkbox"/> Pupil premium <input type="checkbox"/> Monitoring, evaluations, moderations <input type="checkbox"/> Policies: focus: maths & AGENDA ITEMS
Pupil Support & Personnel	<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"/> Policies: Relationships and behaviour management (ie school behaviour (frequency – HT to decide); behaviour principles written statement (frequency – GB to decide)) SEN (frequency – GB to decide) <i>Managing Medicines</i> <i>Uniform</i> <i>Single equality scheme</i> & AGENDA ITEMS	<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"/> Policies: SRE (ie sex education) (frequency – GB to decide) Central record of recruitment and vetting checks (frequency – live document covering current employed staff) Child protection policy and procedures (frequency – annual) Statement of procedures for dealing with allegations of abuse against staff (frequency – GB to decide) & AGENDA ITEMS	<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"/> Policies: Home-school agreement (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> & AGENDA ITEMS
Resources (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"/> Policies: Health and safety (frequency – GB / LA to decide) Freedom of information (frequency – GB to decide) Governors’ allowances (schemes for paying) (frequency – GB to decide) Others for premises management (refer to *) & AGENDA ITEMS	<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"/> Policies: Accessibility plan (frequency – every three years) Equality information and objectives (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> & AGENDA ITEMS	<input type="checkbox"/> attend: budget overview (Finance Officer meeting) <input type="checkbox"/> Policies: Charging and remissions (frequency – GB to decide) Data protection (frequency – at least every two years) Admissions arrangements (frequency – annually; refer to*) Complaints procedure statement (frequency – GB to decide) & AGENDA ITEMS
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