

School Development Plan Overview 2024-2025 – updated 18/10/24



Elmbridge Primary School is one big family. We foster warm relationships, mutual respect and a love of learning that helps us to conquer an ever-changing world. Our exciting journey is one of growth, discovery and opportunity for **everyone**, opening doors to a bright future.

| Strand | Objective | Link to document/ Evidence | Expected Impact (July 2025) |
|-----------------------------|--|--|---|
| Quality of Education (A) | <ol style="list-style-type: none"> 1. Continue to review, evaluate and adapt all subjects 2. Implement changes to the maths curriculum, to maximize learning and develop reasoning and more independent learning 3. Increase focus on the application of writing across the curriculum, including improving GDS. 4. Continue to make the curriculum accessible for all children, where teaching and learning is prioritised for disadvantaged pupils 5. Develop children’s oracy skills across all subjects | Subject action plans SEND action plan Observations/ drop-ins Book scrutiny Pupil conferencing Pupil voice | <ol style="list-style-type: none"> 1. GLD in EYFS, Phonics in KS1 and Y6 EOY results continue to be in line or above NA 2. Fluency (including x tables) and reasoning in maths evident 3. Improvements in the composition, productivity and presentation of writing across the school, particularly to meet GDS 4. Reduced gap in PP/ SEND outcomes across the curriculum 5. Children are confident and articulate, having a good grasp of subject specific vocabulary |
| Behaviour & Attitudes (B) | <ol style="list-style-type: none"> 1. Develop policy and practice (in line with statutory guidance) to maximise attendance and minimise absence 2. Continue to embed clear routines and expectations of behaviour of pupils across all aspects of school life, not just in the classroom | B & A action plan Attendance reports Learning walks Behaviour logs/ HT reports to governors | <ol style="list-style-type: none"> 1. Persistent absenteeism below 7% 2. Calm corridors during transitions; polite and respectful pupils (good manners); clear actions and strategies in place to address incidents of poor behaviour. Reduction in number of child on child incidents |
| Personal Development (C) | <ol style="list-style-type: none"> 1. Develop articulate speakers and active listeners to develop skills for life 2. Continue to raise awareness of British Values with a focus on Respect and Tolerance, including protected characteristics 3. Promote, develop and encourage a healthy, active lifestyle that supports physical and mental health 4. Continue to develop strategies to support the personal, social and emotional development of all children, including in EYFS | PD Action Plan Learning walks Pupil conferencing Observations/ drop-ins Assembly participation Behaviour logs/ HT reports to governors EYFS data & planning | <ol style="list-style-type: none"> 1. Children are able to express their views confidently and articulately in a range of contexts 2. School community awareness of protected characteristics. Fewer incidents of behaviour involving these PC’s 3. Mental Health Champions award achieved; increased opportunities for children to develop Healthy Active Lifestyles 4. Children have developed strategies to manage their emotions, ready for the next stage of their learning e.g. EYFS to Y1 |
| Leadership & Management (D) | <ol style="list-style-type: none"> 1. Develop ways to promote a healthy, active lifestyle, improve sustainability and the school environment 2. Increase governor involvement in the school including a focus on financial management 3. Promote parental involvement in all aspects of school life 4. Continue to support staff wellbeing, empowering staff to take responsibility for their own work life balance 5. To ensure equal opportunities for SEND pupils | L&M Action Plan Learning walks Head Teacher’s report/ governor minutes/ Gov visit notes Staff meeting minutes Observations and drop-ins SEND Provision maps/ book looks/ planning | <ol style="list-style-type: none"> 1. Travel Plan implemented to increase number of families walking to school 2. Greater governor presence and involvement in school; recovery plan written to reduce deficit budget 3. Greater parental involvement in all aspects of school life 4. Staff feel supported in managing their work/life balance 5. More accurate and consistent approach used to identify SEND pupils across the school in order to meet needs; Improved outcomes/ increased opportunities for SEND pupils |