



Malden Parochial Church of England Primary and Nursery School

SCHOOL DEVELOPMENT PLAN 2024-2025

Reflecting the Kingdom of God by Enriching and Transforming Lives

Priority 1 Early Years

Effective Early years in Action looks like this.....

Personalised Learning: Activities are tailored to meet the individual needs of each child, promoting engagement and learning.

Skilled Staff: Staff are highly trained and demonstrate a deep understanding of child development and pedagogy. Their interactions with children are warm, supportive, and encouraging.

Rich Learning Resources: The setting is well-resourced with a variety of high-quality materials that support all areas of learning and development.

Inclusive Atmosphere: The environment is welcoming and inclusive, catering to children of all backgrounds and abilities.

Visionary Leadership: Leaders have a clear vision for the setting and are committed to continuous improvement. They inspire and support their team effectively.

Effective Policies: Robust policies and procedures are in place for safeguarding, health and safety, and staff development.

Strong Relationships: There are strong, positive relationships between staff, children, and parents. Staff know the children well and work closely with parents to support children's learning and development.

Emotional Support: Children's well-being is a top priority, with staff providing excellent emotional support to help children feel safe, secure, and valued.



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Progress and Achievement: Children make exceptional progress from their starting points. They are confident, motivated, and demonstrate positive attitudes towards learning.

Preparedness for the Future: Children are well-prepared for the next stage of their education, with a strong foundation in key skills such as communication, literacy, and numeracy.

Objective	Success criteria	Who	Actions	Budget and Resources	Accountability (Monitoring & evaluation)
Strengthen the EYFS unit develop curriculum and teaching approaches	Increase number of children in nursery Reception SMART targets	All stakeholders PT	Visits from local authority and external partners Tours to nursery on demand as well as published dates Raise profile of nursery on social media and website Parental discussion groups re nursery termly	salary MR daily social media content shared	AfC AP



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PRIORITY 2 QUALITY OF EDUCATION

Objectives

1. Further develop strategies to support QFT
2. Use formative and summative assessment termly and set ambitious targets
3. Drive inclusive teaching and learning strategies for pupils with SEND
4. Embed National Oak Academy scheme for Maths (N-6) and Mastering Number programme in R, Year 1 and 2
5. Embed a culture of reading for pleasure and increase reading attainment

Quality of Education in Action

- Curriculum Intent: Schools must have a clear and ambitious curriculum that is well-planned and sequenced
- Curriculum Implementation: Effective teaching methods are crucial. Teachers should have strong subject knowledge and use assessment effectively to support and challenge pupils
- Curriculum Impact: The curriculum should lead to excellent outcomes for all pupils
- Reading and Literacy: A strong emphasis on reading is essential. Schools should foster a love of reading and ensure that pupils develop strong reading skills
- Support for All Pupils: Schools must provide high-quality support for all pupils, including those who are disadvantaged or have SEND

Objective	Success criteria	Who	Actions	Cost	Monitoring
1 Further develop strategies to support QFT	MPS 7 slides Quizzes Use of specific teaching techniques and strategies eg	LMcM	MN & PT QFT SparkEd project Publish the MPS Teaching Handbook by September revise termly	Supply cover £1500	Moderation fortnightly by all subject leaders for



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	<p>Hinge qu What is a hinge question</p> <p>Formative assessment in place</p>		<ul style="list-style-type: none"> Update the website to show QFT is our teaching strategy Use Visual Leadership, specifically a big QFT Display board in the staffroom, to show the key messages of QFT and the MPS7 Carry out cohort analysis to check the impact of the change to QFT Establish Deputy as QFT implementation lead Support PT and MN in QFT training 	JAN INSET QFT and neurodiverse learners	
<p>2 Use assessment to set ambitious termly targets</p> <p>National top quartile SATs results?</p> <p>Target for PIRA PUMA exceed last year's target for greater depth</p>	<p>Pupil progress meetings with gaps identified and support in place minited</p>	<p>NM FW</p>	<ol style="list-style-type: none"> Pupils progress meetings PIRA & PUMA data Practice sessions revision lessons included in timetable SODA (start of day activities to support 	<p>Supply as above</p>	<p>Share data with govs at curriculum meetings</p>



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			<p>retention of learning see now monitor</p> <p>6. Support from SENCO for progress of children with SEND and use of TAs</p> <p>7. Streamline the curriculum with objective to cover shown in medium term plans</p> <p>8. Quizzes added half termly to assess learning in science</p> <p>9. Use AfC curriculum leads for support ENg and Maths</p>		
3 Drive inclusive teaching and learning strategies for pupils with SEND	QFT/MPS7 Strategies seen in class	FW	<p>Lesson visits</p> <p>Learning walks</p> <p>Weekly updates from FW</p>		Staff meetings



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4 Increase number of children working at the expected standard and at greater depth in maths in all year groups	Successful feedback from AfC maths link advisor	NM DW PT MN	Monitor learning Lesson visits Embed National Oak Academy scheme for Maths (N-6) and Mastering Number programme in R, 1 and 2	3 ½ days for NM	
5 Embed a culture of reading for pleasure and increase reading attainment		FC	Reading on whole school timetable, pupil voice Planners to record reading	Time for FC 3 ½ days in Autumn Term	
6. Develop quality of the learning experience for children through implementation of the forest school	All year groups to have 2 ½ termly sessions in the forest school over the course of the year		Train further 2 people in Forest school	Pupil survey	

Priority 3 Behaviour and Attitudes

Ofsted say that best practice is Pupils have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.



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Behaviour and Attitudes in Action

1. Calm and orderly environment conducive to learning
2. Clear routines and high expectations for behaviour
3. Attendance and punctuality
4. Effective behaviour policies
5. Positive attitudes to learning pupils are motivated

Objective	Success criteria	Who	Actions	Cost	Monitoring
Pupils demonstrate exemplary behaviour and care for one another and the environment through an understanding of the school's Christian values	<p>Cohesive behaviour policy in place using school values and is complied with by all pupils</p> <p>Attendance targets- EAL/ SEND no less than 2% under whole school</p> <p>Implementation of school behaviour policy</p>	LMcM MR All staff	<ul style="list-style-type: none"> Attendance, progress and attainment data compared with national and local data, including for vulnerable pupils CPOMS embedded to track behavioural data over time Summaries of parent and pupil surveys, parental feedback, and comparisons over time <p>Values and behaviour on display</p> <ul style="list-style-type: none"> Office staff to contact parents on first day of absence by 9.15 All holidays unauthorised Ensure 4 values are used when discussing pupils misbehaviour 		<p>Pupil voice/ parental voice/staff voice</p> <p>Parental discussion groups</p> <p>Staff feedback</p> <p>staff wellbeing</p>



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			<ul style="list-style-type: none"> Governor learning walks, book scrutinies and discussions with pupils according to schedule <p>Share need for increased attendance with parents</p> <p>Track data and compare with Kingston averages (on HT report)</p> <p>track poor performance of individuals</p> <p>decide on specific strategies once this analysis has taken place</p>		
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Priority 4 Personal Development

Personal development in action look like this

- developing responsible, respectful and active citizens
- promoting equality of opportunity
- promoting an inclusive environment
- developing pupils' **character**, giving them qualities they need to flourish in society
- developing pupils' **confidence** and **resilience** so that they can keep themselves mentally healthy
- preparing pupils for the next phase of education
- A curriculum which extends beyond the academic, providing for pupils' broader development
- The curriculum and wider work of the school supports pupils to be **confident, resilient and independent**



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- There is high-quality pastoral support within the school
- Pupils are prepared for life in modern Britain, and understand how to be responsible, active citizens that contribute positively to society
- Effective promotion of equality and diversity within the school
- Students are **prepared for future success** in education, employment or training

Ensure pupils have access to a wide, rich set of experiences in a coherently planned way. Opportunities for pupils to develop their talents and interests are of exceptional quality, and there is strong take-up by pupils. In particular disadvantaged pupils benefit from this support and provision. [Finding Futures \(yesfutures.org/\)](https://yesfutures.org/)

Objective	Success criteria	Who	Actions	Budget & resources	Accountability
To increase pupils role and participation in school decision making	<p>Pupils can articulate the roles they have in school</p> <p>Rights respecting Gold is begun</p> <p>Racial Justice training for staff</p>	DW all staff	<p>Buddies for all class groups</p> <p>Class Worship include their courageous advocate</p> <p>Lead worship in class and in church</p> <p>Opportunities to perform outside school</p> <p>Lead a whole school project</p> <p>RRschool currently a free programme, needs a lead teacher to drive to Gold in addition Racial Justice and include children in roles of responsibility including</p>	Supply costs £2000	



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			Faith Group Pupil voice House leadership and Roles of responsibility in the classroom		
Staff wellbeing - create a positive, nurturing environment in which staff can develop and thrive (thus creating a positive learning environment for children)	Track staff survey results	AR	Staff surveys ANALYSIS FW as mental health lead for staff		



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5 Leadership and Management					
Objective	Success criteria	Who	Actions	Budget	Accountability
To further develop the skills of subject leaders to continue to drive curriculum development	All subject leaders carry out monitoring and report to govs termly in line with Curriculum Monitoring Plan	LMcM PW subject leaders	Termly expectation shared with staff		
To ensure the FGB provide a high level of support and challenge to support on-going change	Challenge and support minuted to improve outcomes	LMcM FGB			



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Develop the school's wider digital and social media presence	Staff using google for all admin wider social media presence	Governors			
Increase parental engagement and feedback to the School Leadership through the use of parent focus groups	improved website, improve parent communications, improve office interaction, look at pupil admissions & onboarding procedures, etc).		Professionalise and modernise school administration. Big 5 Reduce staff workload, streamline, automate or remove unnecessary tasks (e.g. move to paperless forms), improve parent experience in dealing with the school in all non-teaching aspects		



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Update governance to bring these into line with approach to the school: the website, the teaching handbook, the policies, the vision display, the communications plan, and the Visual Leadership	Govs attend training	Govs	Govs feedback from training minuted in meetings		
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