Powerstock CE VA Primary School

School Development Plan 2025 – 2026

'Learning together to be the best that we can be.'

'I am come that they might have life and they might have it more abundantly.' John 10:10

Key Priorities

- To implement the new leadership model.

- To enhance the effectiveness of assessment.

- To improve pedagogical consistency and effectiveness.

Key priority	Rationale	Autumn Term Objectives: Evidence of Impact	Spring term Objectives: Evidence of Impact	Summer term Objectives: Evidence of impact	Evaluation
To implement the new leadership model.	The new model focuses on core curriculum values, ensuring that each teacher takes on one of the core curriculum values. This will enhance leadership skills, improve curriculum delivery, and ensure a cohesive approach to school improvement.	**- Roles and Responsibilities Defined**: Leaders know and understand their leadership expectations. **- CPD Provided**: Staff demonstrate improved leadership skills and understanding of core values. **- Monitoring and Support System Revised**: Effective implementation of the new leadership model. **- Collaborative Planning Sessions Held**: Curriculum delivery aligns with core values.	**- Effectiveness of Leadership Model Monitored**: Regular feedback and monitoring indicate successful implementation. **- Ongoing CPD and Support Provided**: Challenges addressed through additional training and support. **- Impact on Curriculum Delivery Evaluated**: Positive impact on curriculum delivery and pupil outcomes. **- Roles and Responsibilities Adjusted**: Adjustments made based on feedback and evaluation.	**- Comprehensive Review Conducted**: Review of the new leadership model and its impact. **- Long-Term Impact Analysed**: Sustained improvement in curriculum delivery and pupil outcomes. **- Adjustments Made to Improve Effectiveness**: Necessary adjustments to the leadership model implemented. **- Plan for Continued Development Developed**: Strategy for continued development and support of leadership roles in the next academic year. **- Improved Pupil Engagement**: Pupil surveys indicate increased engagement and enthusiasm for learning, reflecting the positive impact of the new leadership model. **- Enhanced Academic Performance**: End-of-year assessments show improvement in core subjects, demonstrating the effectiveness of the curriculum delivery aligned with core values.	**Costs:** Continue with SL release time of ½ a day/week for CTs for one year to develop and embed the new model.

Person leading / responsible	Action(s) (including resource implications)		
HT, SL and Link Gov.	**Autumn** Define roles and responsibilities (Sum Term 25') Provide CPD on leadership skills and core values (Wk1) Revise monitoring and support system (Wk2) Continue collaborative planning sessions (ongoing)	**Spring** Monitor effectiveness of leadership model (ongoing) Provide ongoing CPD and support (Wk4) Evaluate impact on curriculum delivery and pupil outcomes (Wk1) Adjust roles and responsibilities as needed (ongoing)	**Summer** Comprehensive review of leadership model (Wk3) Analyse long-term impact (Wk4) Make adjustments to improve effectiveness (Wk2) Plan for continued development and support (Wk1)

Updated: 09/09/25

Key priority	Rationale	Autumn Term Objectives: Evidence of Impact	Spring term Objectives: Evidence of Impact	Summer term Objectives: Evidence of impact	Evaluation
To enhance the effectiveness of assessment.	We will capture pupils' learning journeys through Learning Journals. This approach will provide a comprehensive view of pupil progress and inform teaching practices so that we can tailor learning more closely to the needs of all pupils.	**- Staff Trained on Learning Journals**: Staff are confident in using Learning Journals. **- Learning Journals Integrated into Daily Practice**: Learning Journals are regularly used in classrooms. **- Teaching Informed by Learning Journals**: Teachers adapt learning activities based on Learning Journal entries. **- Initial Implementation Monitored**: Feedback from staff and pupils indicates successful integration.	**- Effectiveness of Learning Journals Evaluated**: Learning Journals effectively capture pupil progress. **- Additional Training and Support Provided**: Staff receive ongoing support and training. **- Consistent Use Across Classes Ensured**: Learning Journals are used consistently in all classes. **- Learning Gaps Identified and Addressed**: Learning Journals help identify and address gaps in learning.	**- Comprehensive Review Conducted**: Review of Learning Journals and their impact on pupil progress. **- Impact on Teaching Practices Analysed**: Learning Journals positively influence teaching practices. **- Adjustments Made to Improve Effectiveness**: Necessary adjustments to Learning Journals implemented. **- Plan for Continued Use Developed**: Strategy for continued use and development of Learning Journals in the next academic year. **- Progress in Learning Journals**: Analysis of Learning Journals shows clear evidence of pupil progress and understanding, with pupils able to articulate their learning journey. **- Target Achievement**: A higher percentage of pupils meet or exceed their individual learning targets, as documented in Learning Journals, end-of-year assessments, and PSGs.	**Costs:** This will reduce expenditure on workbooks.

Person leading / responsible	Action(s) (including resource implications)		
HT, SL and Link Gov.	**Autumn** Train staff on the use of Learning Journals (Wk1) Integrate Learning Journals into daily practice (ongoing) Use Learning Journals to inform teaching (ongoing) Monitor implementation and gather feedback (Wk4 and Wk10)	**Spring** Evaluate effectiveness of Learning Journals (Wk2) Provide additional training and support (Wk4) Ensure consistent use across all classes (ongoing) Use Learning Journals to identify learning gaps (ongoing)	**Summer** Comprehensive review of Learning Journals (Wk1) Analyse impact on pupil progress and teaching (Wk2) Make adjustments to improve effectiveness (Wk3) Plan for continued use in the next academic year (Wk4)

Updated: 09/09/25

Key priority	Rationale	Autumn Term Objectives: Evidence of Impact	Spring term Objectives: Evidence of Impact	Summer term Objectives: Evidence of impact	Evaluation
To improve pedagogical consistency and effectiveness.	There are inconsistencies in teaching methods and the implementation of interventions. Pupils are often set in fixed groups rather than being moved to suit their needs and utilise the 'More Knowledgeable Other' approach. Teaching Assistants (TAs) could be used more effectively to support not just SEND or LA pupils, but also those with high potential (GD pupils).	- **Teaching and Learning Policy Revised**: Staff understand and implement clear expectations for pedagogical approaches. - **CPD Sessions Conducted**: Staff demonstrate improved teaching strategies and adaptive techniques. - **Peer Coaching Implemented**: Teachers share best practices and provide constructive feedback. - **Interventions Audited**: Identified areas for improvement and implemented changes. - **TA Roles Clarified and Training Provided**: TAs effectively support a wide range of pupils, including GD pupils. - **Collaborative Planning Sessions Held**: Teachers and TAs plan together to ensure effective lesson delivery. - **Homework:** consistent homework implemented across the school, adapted for each class.	- **Teaching and Learning Policy Monitored**: Learning walks and book monitoring show consistent implementation. - **CPD Impact Evaluated**: Staff feedback and pupil progress indicate improved teaching quality. - **Peer Coaching Reviewed**: Effectiveness of peer observations and coaching assessed. - **Interventions Assessed**: Pupil progress meetings and PSGs show positive impact of interventions. - **Flexible Grouping Monitored**: Regular assessments lead to appropriate pupil regrouping. - **TA Training Evaluated**: Monitoring and pupil feedback indicate effective TA support. - **Collaborative Planning Integrated**: Consistent collaborative planning evident in daily practice. - **Homework:** pupil voice and surveys indicate positive impact on sticky knowledge.	- **Teaching and Learning Policy Reviewed**: Comprehensive review and necessary adjustments made. - **CPD Long-Term Impact Analysed**: Teaching quality and pupil outcomes show sustained improvement. - **Peer Coaching Evaluated**: Sustainability and impact of peer observations and coaching assessed. - **Interventions Reviewed**: Overall effectiveness of interventions evaluated and recommendations made. - **Flexible Grouping Assessed**: Strategies adjusted based on pupil progress. - **TA Training Impact Analysed**: Long-term impact on pupil outcomes evaluated (PSGs show positive trends). - **Collaborative Planning Reviewed**: Continued integration and effectiveness of collaborative planning ensured. - **Flexible Grouping Impact**: Pupils demonstrate improved performance and confidence in flexible group settings, as evidenced by assessments and pupil feedback. - **TA Support Effectiveness**: Pupils supported by TAs show significant progress in their learning, particularly those identified as GD pupils, as reflected in end-of-year assessments and PSGs.	**Costs:** None

Person leading / responsible	Action(s) (including resource implications)		
HT, SL and Link Gov.	**Autumn** Homework strategy devised (end Summer Term 24/25) Homework strategy implemented (Wk1) Develop Teaching and Learning Policy (Wk1) CPD sessions on effective teaching strategies (Wk3) Implement peer observations and coaching (Wk4) Audit current interventions (Wk2) Provide training on evidence-based interventions (Wk5) Ensure flexible grouping (ongoing) Clarify TA roles and provide training (Wk6) Encourage collaborative planning (ongoing)	**Spring** Monitor implementation of Teaching and Learning Policy (ongoing) Evaluate impact of CPD sessions (Wk2) Review effectiveness of peer observations and coaching (Wk4) Assess impact of interventions (Wk3) Monitor effectiveness of flexible grouping (ongoing) Evaluate impact of TA training (Wk5) Ensure collaborative planning is integrated (ongoing)	**Summer** Comprehensive review of Teaching and Learning Policy (Wk8) Analyse long-term impact of CPD sessions (Wk7) Evaluate sustainability of peer teaching and coaching (Wk5) Review overall effectiveness of interventions (Wk4) Assess impact of flexible grouping (ongoing) Evaluate long-term impact of TA training and collaborative planning (Wk5)

Updated: 09/09/25