



**School development plan 2024-2025**

Priority 1: To raise achievement, through quality first teaching, so that in all year groups, the minimum expectation is that children will achieve at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject at the conclusion of the academic year. In each year group Greater depth for RWM will be at least the National Average.

## OBJECTIVES

- 1.1 All teaching within the school to be judged at least 'good' and at least 40% will be judged to be 'outstanding'
- 1.2 All classes to have achieved at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group Greater depth for RWM will be at least the National Average.
- 1.3 Weekly focus and monitoring of core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects.
- 1.4 Quality of work and presentation in all books to be high and all books demonstrate clear progression of skills.
- 1.5 All staff held to account for their performance and that of their class, leading to better outcomes for all.
- 1.6 Pertinent CPD addresses individual staff training needs and the needs of further school development.
- 1.7 Termly pupil progress meetings, identifies and targets high performing and underachieving groups in the core subjects and staff aware of whole school performance through the sharing of data at each milestone.
- 1.8 Tracking system effectively monitors both attainment and progress.
- 1.9 Higher ability children fulfil their potential in all year groups and a higher percentage, at least 40% (in most year groups) exceed age related expectations.
- 1.10 The percentage of disadvantaged children making expected progress and more than expected progress is above the National average and in-line with non-disadvantaged children in the school, in each class.
- 1.11 Weekly Phase meetings to discuss implications of current outcomes for pupils, work sampling and moderation of standards and this leads to higher standards for all children.
- 1.12 Attendance of children to be above the national average for all groups.
- 1.13 Increased parental engagement in the learning of their children; parental survey, family learning and parenting classes, sharing assemblies.
- 1.14 Children enthusiastic about all aspects of school and experience an enriched curriculum through a wide range of experiences on offer. In-house high-quality enrichment weeks, house sporting competitions, external visits and internal visitors.
- 1.15 Children participate in a wide range of extra-curricular opportunities including participation in music events, interschool sporting events, drama productions, and

## SUCCESS CRITERIA

The following criteria will need to be met:

- By the conclusion of the academic year, all classes to have achieved at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group Greater depth for RWM will be at least the National Average.
- All teaching throughout the school to be judged at least 'good' and at least 40% of teaching will be judged to be 'outstanding'.
- A culture of high aspirations and expectations ensures that these characteristics are demonstrated at all times by all members of staff.
- Pupil progress meetings at the conclusion of each academic term will demonstrate accelerated progress for all children, including underachieving pupils and provision will be made for children who may not be reaching their full potential.
- Staff evaluate and modify practice for effective teaching and learning.
- Provision for all pupils, including SEN/EAL/G&T pupils will be at least good and leads to at least good progress in the core subjects.
- Effective interventions in Reading, Writing, Mathematics and Science accelerate attainment and progress for all.
- Effective use of Pupil Premium money ensures that all children entitled to this are making much better-than-expected progress.
- Parental surveys completed twice throughout the academic year, shows 90%+ agreement with the Ofsted Parent view survey statements. Parents ability to access the parent view surveys online, facilitated in parents evening and hyperlink sent home via ParentPay. Ofsted ParentView Survey will be advertised in the fortnightly newsletter.
- Children surveys show completed twice throughout the academic year, proves that 90% of children agree that they are receiving an excellent education.
- Attendance will be above National Average and effective monitoring of attendance and punctuality ensures that children are making accelerated progress and attainment. Focus on children with known CP issues.
- EYC is fully inclusive and most parents of children who attend the EYC, chose Manor Court Primary School as their preferred school of choice. A strong business plan is written for the EYC.
- The breakfast and after school club runs effectively as a business, at least covering its costs and ultimately making profit.

<p>after school clubs that provide children with experiences not usually found in the classroom</p> <p>1.16 Opportunities for all children are embedded in the school, ensures that all children become more confident and able speakers to visitors and that they can explain what they are learning.</p>		<ul style="list-style-type: none"> <li>The Local Governing Body and Academy Trust Board have a clear awareness of school achievement and areas of development.</li> </ul>			
Benchmarks					
July 2024	October 2024	Dec 2024	Feb 2025	May 2025	July 2025
<p>1.6 Pertinent CPD timetable planned for Autumn Term 2024-2025.</p> <p>1.8 Staff aware of whole school performance through the sharing of data at each milestone.</p> <p>1.14 Children surveys show that children are happy and believe that they receive a good education.</p> <p>1.15 Parents have been informed that After school clubs (enrichment and wrap around for the Autumn Term. Parents select sessions through ParentPay.</p>	<p>1.2 Lesson observations to be completed as part of the performance management process.</p> <p>1.4 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects.</p> <p>1.8 Internal tracking shows that all classes to be working towards achieving at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group Greater depth for RWM will be at least the National Average at the end of the academic year.</p> <p>1.1 Quality of work and presentation is high and still improving further; all books demonstrate clear progression in standards.</p> <p>1.5 Teacher and support staff performance management complete and challenging</p>	<p>1.8 Internal tracking shows that all classes to be working towards achieving at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group Greater depth for RWM will be at least the National Average at the end of the academic year.</p> <p>1.3 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects.</p> <p>1.4 Quality of work and presentation in all books to be high and still improving further; all books demonstrate clear progression in standards.</p> <p>1.6 Pertinent CPD timetable planned for Spring Term 2024-2025.</p>	<p>1.1 Internal tracking shows that all classes to be working towards achieving at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group Greater depth for RWM will be at least the National Average at the end of the academic year.</p> <p>1.3 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects.</p> <p>1.4 Quality of work and presentation in all books to be high and still improving further; all books Demonstrate clear progression.</p>	<p>1.8 Internal tracking shows that all classes to be working towards achieving at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group Greater depth for RWM will be at least the National Average at the end of the academic year.</p> <p>1.2 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects.</p> <p>1.9 Quality of work and presentation in all books to be high and still further improving; all books demonstrate clear progression.</p>	<p>1.1 All Teaching throughout the school is judged to be 'good' and at least 40% 'outstanding'</p> <p>1.2 All classes to have achieved at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group Greater depth for RWM will be at least the National Average at the end of the academic year.</p> <p>1.4 Quality of work and presentation in all books to be high and still improving further; all books demonstrate clear progression.</p> <p>1.5 Teacher and support staff end of year performance management review, reviews individual and whole school targets.</p>

	<p>individual and whole school targets have been set.</p> <p>1.10 Weekly Phase meetings discuss implications of current outcomes for pupils, work sampling and moderation of standards.</p> <p>1.11 Parental survey to be completed at October's parents evening through Microsoft Survey programme (this will automatically tally the results and save manual working out of results). Provide opportunity for parents to complete Ofsted Parent view questionnaire before they leave the building.</p> <p>1.13 Children to enjoy all aspects of school and experience an enriched curriculum through a wide range of experiences on offer. In house enrichment weeks, house sporting competitions, external visits and internal visitors.</p> <p>1.14 Extra-curricular opportunities for all children to include participation in music events, interschool sporting events, drama productions, and after school clubs that provide children with experiences not usually found in the classroom.</p>	<p>1.7 Termly Pupil Progress Meeting to identify achievement and target underachievement, through specific interventions.</p> <p>1.8 Whole school data to be shared with all staff, Academy Trust and the local governing body.</p> <p>1.9 Review the percentage of disadvantaged children making expected progress and more than expected progress is above the National average and in-line with non-disadvantaged children in the school, in each class.</p> <p>1.10 Weekly Phase meetings to discuss implications of current outcomes for pupils, work sampling and moderation of standards.</p> <p>1.13 Children voice survey demonstrates that they enjoy all aspects of school and experience an enriched curriculum through a wide range of experiences on offer. In house enrichment weeks, house sporting competitions, external visits and internal visitors.</p> <p>1.14 Extra-curricular opportunities for all children to include participation in music events, interschool</p>	<p>1.5 Teacher and support staff mid-year performance management review, reviews individual and whole school targets.</p> <p>1.6 Pertinent CPD timetable planned for Summer Term 2024-2025.</p> <p>1.7 Termly Pupil Progress Meetings to identify achievement and target underachievement, through specific interventions.</p> <p>1.8 Whole school data to be shared with all staff, Academy Trust and the local governing body at the start of the Spring Term.</p> <p>1.13 Children voice survey demonstrates that they enjoy all aspects of school and experience an enriched curriculum through a wide range of experiences on offer. In house enrichment weeks, house sporting competitions, external visits and internal visitors.</p>	<p>1.7 Pupil Progress Meetings to identify achievement and target underachievement, through specific interventions.</p> <p>1.10 Whole school data to be shared with all staff, Academy Trust and the local governing body.</p> <p>1.11 Review the percentage of disadvantaged children making expected progress and more than expected progress is above the National average and in-line with non-disadvantaged children in the school, in each class.</p> <p>1.10 Phase meetings to discuss implications of current outcomes for pupils, work sampling and moderation of standards.</p> <p>1.13 Children to enjoy all aspects of school and experience an enriched curriculum through a wide range of experiences offer. In house enrichment weeks, house sporting competitions, external visits and internal visitors.</p>	<p>1.7 Pupil Progress Meetings to identify achievement and target underachievement, through</p> <p>1.7 Whole school data to be shared with all staff, Academy Trust and the local governing body.</p> <p>1.8 Higher ability children fulfil their potential in all year groups and a higher percentage, at least 20% exceed age related expectations in each class.</p> <p>1.9 The percentage of disadvantaged children making expected progress and more than expected progress is above the National average and in-line with non-disadvantaged children in the school, in each class</p> <p>1.10 Phase meetings to discuss implications of current outcomes for pupils, work sampling and moderation of standards.</p> <p>1.11 Attendance of children to be above the national average</p>
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	<p>1.15 School review sets targets for improvement that can be worked on throughout the school year. Linked to Head Teachers Performance Management and school improvement set by PPAT CEO.</p>	<p>sporting events, drama productions, and after school clubs that provide children with experiences not usually found in the classroom.</p>	<p>1.14 Extra-curricular opportunities for all children to include participation in music events, interschool sporting events, drama productions, and after school clubs that provide children with experiences not usually found in the classroom.</p>	<p>1.14 Extra-curricular opportunities for all children to include participation in music events, interschool sporting events, drama productions, and after school clubs that provide children with experiences not usually found in the classroom.</p>	<p>1.13 Children to enjoy all aspects of school and experience an enriched curriculum through a wide range of experiences on offer. Inhouse enrichment weeks, house sporting competitions, external visits and internal visitors.</p> <p>1.14 Extra-curricular opportunities for all children to include participation in music events, interschool sporting events, drama productions, and after school clubs that provide children with experiences not usually found in the classroom.</p>
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**Priority 2: Leadership and management will be consistently effective and judged Outstanding.**

OBJECTIVES	SUCCESS CRITERIA In order to be judged at least Outstanding, the following criteria will need to be met:
<p>2.1 Leaders at all levels, including Phase Leaders, have demonstrably high expectations and are effective in raising progress and achievement for all children who attend Manor Court Community Primary.</p> <p>2.2 Half termly pupil progress meetings, identifies and targets underachieving groups in the core subjects and staff aware of whole school performance through the sharing of data at each milestone.</p> <p>2.3 There is clear and highly effective management of SEN and inclusion throughout the school. EAL and those children classed as being disadvantaged enabled to reach their full potential.</p> <p>2.4 Teacher and support staff performance management sets challenging individual and whole school targets and holds all staff to account for their performance and that of their class, leading to better outcomes for all.</p> <p>2.5 Pertinent CPD for middle and senior leaders, including 1:1 coaching with and shadowing of the Head Teacher, will ensure that they understand whole school improvement strategy.</p> <p>2.6 Pertinent CPD of teaching and support staff, led by senior and middle leaders, will address individual staff training needs and the needs of further school development.</p> <p>2.7 Safeguarding is consistently effective and best practice is followed throughout the school.</p> <p>2.8 Website, local press opportunities and social media (X and Facebook) publicises Manor Court Community Primary effectively.</p> <p>2.9 The curriculum continues to place great importance on the core skills in each subject and is effective in inspiring children.</p> <p>2.10 Middle and Senior Leaders, and those aspiring to be middle or senior leaders, will utilise scholarships for NPQ's and complete these nationally recognised courses.</p>	<ul style="list-style-type: none"> <li>• By the conclusion of the academic year, all classes to have achieved at least 80% ARE and most (including years at the key milestones) will be working towards 85% ARE for each subject by the end of the academic year. In each year group the Greater Depth for each individual subjects will be at least the National Average.</li> <li>• A culture of high aspirations and expectations ensures that these characteristics are always demonstrated by all staff members.</li> <li>• Pupil progress meetings throughout the academic year will show accelerated progress for all children, including underachieving pupils and those classed as disadvantaged.</li> <li>• Senior and Middle Leaders will hold all colleagues to account for their performance.</li> <li>• Middle and Senior Leaders will effectively evaluate and modify practice of themselves and their colleagues to ensure effective teaching and learning.</li> <li>• Phase Leaders will have written effective development plans for their phases and core subject that they are leading.</li> <li>• Provision for all pupils, including SEN/EAL/G&amp;T pupils will be Outstanding.</li> <li>• Effective interventions are proven to accelerate attainment and progress for all children in Reading, Writing, Mathematics and Science. Including G&amp;T lessons in Numeracy and Literacy.</li> <li>• The CEO, MAT (Multi Academy Trust) board and local governing body will hold the Head Teacher, Senior and Middle Leaders to account.</li> <li>• Parental surveys throughout the academic year shows an increased agreement with the Ofsted Parent view survey statements.</li> <li>• The reputation of the school in Chard and in Somerset will improve further, through improved attainment and progress and positive media presence.</li> <li>• Effective use of Pupil Premium money will ensure that all children entitled to this additional funding are making better than expected progress.</li> </ul>

**Benchmarks**

July 2024	Oct 2024	Dec 2024	Feb 2025	May 2025	July 2025
2.5 Pertinent CPD of teaching and support staff planned for Autumn Term and to be led by senior and middle leaders where appropriate.	2.1 Phase leaders are managing effective processes that monitor and evaluate teaching and the progress of children. Development	2.1 Leaders at all levels, including Phase Leaders and emerging leaders, have demonstrably high expectations and are	2.1 Leaders at all levels, including Phase Leaders, have demonstrably high expectations and are effective in raising	2.1 Leaders at all levels, including Phase Leaders, have demonstrably high expectations and are effective in	2.1 Leaders at all levels, including Phase Leaders have demonstrably high expectations and are effective in raising

<p>2.9 Website updated and evaluated after the year and now publicises Manor Court effectively and meets the statutory standards for all academies.</p> <p>2.12 Curriculum review to ensure that it places an importance on core skills in the core subjects and is effective in inspiring children.</p>	<p>plans for each phase and interventions are in place.</p> <p>2.1 Pupil progress meetings, identify and targets underachieving groups in the core subjects.</p> <p>2.4 Teacher and support staff performance management to be completed. Targets set are challenging for individuals and whole school targets and holds all staff to account for their performance and that of their class, leading to better outcomes for all.</p> <p>2.8 Safeguarding audit shows that safeguarding is consistently effective and best practice is followed throughout the school.</p> <p>2.9 Governor training day to ensure existing and new governors are aware of their role and that governors are increasingly effective in supporting and challenging whole school improvement.</p>	<p>effective in raising progress and achievement for all.</p> <p>2.2 Pupil progress meetings, identify and targets underachieving groups in the core subjects and staff aware of whole school performance through the sharing of data at each milestone.</p> <p>2.7 Pertinent CPD of teaching and support staff planned for Spring Term and to be, led by senior and middle leaders where appropriate.</p> <p>2.10 Ensure that local press are invited into school and that articles for the Chard &amp; Ilminster and Western Gazette to publish news about the school is achieved.</p> <p>2.11 Whole school attainment, progress and development is reported to the PPAT Trust board.</p>	<p>progress and achievement for all.</p> <p>2.1 Pupil progress meetings, identify and targets underachieving groups in the core subjects and staff aware of whole school performance through the sharing of data at each milestone.</p> <p>2.2 External audit of the effectiveness of SEN provision throughout the school.</p> <p>2.4 Teacher and support staff mid-year performance management review to be completed</p> <p>2.7 Pertinent CPD of teaching and support staff planned for Summer Term and to be, led by senior and middle leaders where appropriate.</p> <p>2.10 Governing training day to ensure that new governors are aware of their role and that governors are increasingly effective in supporting and challenging whole school improvement.</p>	<p>raising progress and achievement for all.</p> <p>2.2 Pupil progress meetings, identify and targets underachieving groups in the core subjects and staff aware of whole school performance through the sharing of data at each milestone.</p> <p>2.10 Governing training day to ensure that new governors are aware of their role and that governors are increasingly effective in supporting and challenging whole school improvement.</p> <p>2.11 Whole school attainment, progress and development is reported to the PPAT Trust board</p>	<p>Progress and achievement for all.</p> <p>2.2 Pupil progress meetings, identify and targets underachieving groups in the core subjects and staff aware of whole school performance through the sharing of data at each milestone.</p> <p>2.4 Teacher and support staff end of year performance management reviews completed.</p> <p>2.10 Skills audit and impact of governors to be completed.</p> <p>2.11 Whole school attainment, progress and development is reported to the PPAT Trust board.</p>
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Priority 3: To further develop the leadership of non-core subjects so that there is a consistent approach to teaching and learning throughout the school, ensuring attainment and progress for all.

**OBJECTIVES**

- 3.1 To provide effective CPD for all subject leaders and confident teaching of each subject.
- 3.2 Website to be up to date and showcases the strengths in each subject.
- 3.3 The correct National Curriculum objectives followed for each subject will lead to the correct skills and knowledge being taught across each year group.
- 3.4 To further raise the profile of each non-core subject.
- 3.5 To have confident subject leaders.
- 3.6 Children to articulate confidently about each subject.
- 3.7 Planning to share clear link between enquiry, skill and knowledge.
- 3.8 Assessment strategies (and rationale) are clear for each subject in each year group.
- 3.9 All books show consistency in standards and approach to teaching and learning.

**SUCCESS CRITERIA**

In order to be judged a success, the following criteria will need to be met:

- Opportunities for retrieval in all subjects.
- Subject development plans.
- Assessment in each subject.
- Follow National Curriculum Objectives for all subjects.
- Book scrutinies show clear progression throughout the year and builds upon prior knowledge.
- Teaching of all non-core subjects to be judged to be at least 'good' and quality first.
- Children celebrate and highlight their successes in each subject.
- To ensure that there is a progression of language taught in each subject.
- To complete resource audit and purchase equipment when required.
- Subject leaders to monitor planning termly to ensure consistency.
- Pupil voice of each subject to be completed regularly and ideas.
- Subject leaders to have an awareness of the national picture in their subject and to lead CPD for all staff when appropriate.
- Subject days to be celebrated when appropriate alongside the National Day – Eg. Science Day, RE Day.
- To ensure that the website page for the subject is updated each term.
- All children to access and included in all areas of the curriculum

**Benchmarks**

September 2024	October 2024	Dec 2024	March 2025	May 2025	July 2025
<p>3.1 Pertinent CPD of teaching and support staff planned for Autumn Term and to be led by subject leaders.</p> <p>3.2 Website updated and evaluated for each curriculum area – demonstrating good examples of work, curriculum sheets, INTENTS etc are displayed.</p> <p>3.3 Curriculum review to ensure that it places an importance on core skills in the core subjects and is effective in inspiring children. Subject leaders to ensure that NCOs are being covered in the planning.</p>	<p>3.3 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects. Core skills and vocabulary for the subject to be developed as well.</p> <p>3.5 School review completed by Ofsted inspector/HMI proves that curriculum leads are confident and able to discuss their subject and leadership in depth.</p> <p>3.6 Children surveys show that children are happy and believe that they receive a good education.</p> <p>3.6 Pupil voice survey for each subjects show that children are clear about the content and purpose of each subject and what they are learning in these subjects.</p> <p>3.8 Clear assessment strategies for each subject have been developed and shared with all colleagues.</p> <p>3.9 Quality of work and presentation is high and still improving further; all books demonstrate clear progression in standards.</p>	<p>3.3 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects. Core skills and vocabulary for the subject to be developed as well.</p> <p>3.8 End of term assessments to be completed for each subject.</p> <p>3.9 Quality of work and presentation in all books to be high and still improving further; all books demonstrate clear progression in standards.</p>	<p>3.3 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects. Core skills and vocabulary for the subject to be developed as well.</p> <p>3.5 School review completed by Ofsted inspector/HMI proves that curriculum leads are confident and able to discuss their subject and leadership in depth.</p> <p>3.6 Pupil voice survey for each subjects show that children are clear about the content and purpose of each subject and what they are learning in these subjects.</p> <p>3.8 End of term assessments to be completed for each subject.</p> <p>3.9 Quality of work and presentation in all books to be high and still improving further; all books demonstrate clear progression in standards.</p>	<p>3.3 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects. Core skills and vocabulary for the subject to be developed as well.</p> <p>3.8 End of term assessments to be completed for each subject.</p> <p>3.9 Quality of work and presentation in all books to be high and still improving further; all books demonstrate clear progression in standards.</p>	<p>3.3 Continue to focus and monitor core basic skills in Reading, Writing and Mathematics and ensure that adequate time is allocated to quality first teaching in these subjects. Core skills and vocabulary for the subject to be developed as well.</p> <p>3.5 School review completed by Ofsted inspector/HMI proves that curriculum leads are confident and able to discuss their subject and leadership in depth.</p> <p>3.6 Pupil voice survey for each subjects show that children are clear about the content and purpose of each subject and what they are learning in these subjects.</p> <p>3.8 End of term assessments to be completed for each subject.</p> <p>3.9 Quality of work and presentation in all books to be high and still improving further; all books demonstrate clear progression in standards.</p>

