



Barley Croft Primary School

School Development Plan

August 2025 – July 2026

- The whole Phase Leadership Team (PLT) have provided information and actions that have been incorporated into the development plan for the school
- Progress against the targets in this document will be reviewed by the Head, Deputy Headteacher and the Chair of Governors regularly alongside the PLT. Progress will be reported to the Performance and Standards Committee and the full governing body termly.
- Rag Rating of progress will be conducted half termly in the Autumn term and then termly after this.
- The plan will be revised in the light of progress made and the comments and next steps identified by the School's Leadership Team and external support (Triad and SIP)

DEVELOPMENT PLAN TARGETS –	
Target 1	Further develop the quality of provision for all pupils and staff through; • Embedding the teacher CPD strategies begun in 24/25 leading to higher quality provision for all pupils (ie walk thrus, adaptive teaching) • Improve the quality of CPD for all TA's leading to higher quality provision for all pupils • Develop the quality of provision for Maths leading to improved attainment in Y1, Y3 and improved progress in Y3, Y5
Target 2	Further strengthen behaviour, relationships and the link to the school's learning powers and vision

2025/26 School Development Plan – Priority 1 – Further develop the quality of provision for pupils and staff

- Embed the teacher CPD strategies begun in 24/25 leading to higher quality provision for all pupils
- Improve the quality of CPD for all TA's leading to higher quality provision for all pupils
- Develop the quality of provision for Maths leading to improved attainment in Y1, Y3 and improved progress in Y3, Y5

Key Actions	Lead	Expected evidence of impact/success criteria				Monitoring	Resources	RAG			
		Milestones									
		October Half-Term	Christmas	Easter	End of Summer Term						
Embed the teacher CPD strategies begun in 24/25.	JC/DE/BB/KL/AB	<i>Emotional Check-In/Way for Words</i> <i>Active Learning</i> Staff meetings completed for above strategies Learning walk evidence shows that ALL classes use emotional check-in boards/way for words at start / middle of the day.	<i>Positive framing</i> <i>Live modelling</i> <i>Widgets/ Sentence stems/assisted technology</i> Staff meetings completed for above strategies Learning walk shows evidence of the above for 80% of teachers. Feedback 5P's (Praise/Probe/Problem/Practise/Plan	<i>Cold calling</i> <i>TNPS</i> <i>SPI</i> Staff meetings completed for above strategies Learning walk shows evidence of the above for 80% of teachers. Feedback 5P's (Praise/Probe/Problem/Practise	Learning walk shows evidence that 90% of teachers are utilizing 100% of the strategies to improve the quality of provision in lessons. Action Plan for 26/27 completed based on impact / a.o.d. 25/26.	Half termly learning walks completed by either JC/DE/BB/KL/AB – all teachers part of learning walk evidence at least once every term. A.O.D. identified for specific teachers as result of learning walk are followed-up in next half term.					

		Learning walk evidence shows that 80% of classes are implementing active learning strategies. Feedback 5P's (Praise/Probe/Problem/Practise/Plan) given to teachers seen in learning walk. Follow-up coaching plan in place for specific teachers to support continual development.	) given to teachers seen in learning walk. Follow-up coaching plan in place for specific teachers to support continual development.	/Plan) given to teachers seen in learning walk. Follow-up coaching plan in place for specific teachers to support continual development.								
Improve the quality of CPD for TA's	JC PLT	Evaluate strengths /areas of development for TA's and create specific plan for each TA that highlights one area of development for 25/26 Deliver CPD to all TA's on 'Questioning' (EYFS/KS1/KS2)	Deliver CPD to all TA's on 'Positive Framing' (EYFS/KS1/KS2) Learning walk shows evidence of 80% of TA's using questioning effectively	Learning walk shows evidence of 80% of TA's using positive framing effectively	Learning walk shows evidence of improvement for each TA in their A.O.D. Learning walk / Phase lead monitoring shows evidence of 90% of TA's using positive framing / questioning in lessons.	Half termly for selected Phase TA's (Aut1,Spr1,Sum1 EYFS/KS1) (Aut2,Spr2,Sum2 KS2)						

Develop the quality of provision in Maths (EYFS – Year 6) • Improve quality of progressive planning model • Embed Maths Mastery EYFS • Embed Mastering Number KS1/2	DE	Stall meeting on active learning strategies completed Learning Walk completed for all teachers highlighting strengths and A.O.D. Planning scrutiny completed for all teachers – information fed into ongoing CPD plan. Bespoke plans created for individual teachers that identify CPD focus and how it will be facilitated.	Bespoke CPD delivered to teachers from Maths Hub link – 2 sessions minimum Planning scrutiny completed for identified teachers. PPM completed for each teacher that includes feedback from learning walk / results of book scrutiny. Book scrutiny completed for all teachers to quality assure levels and support assessment process for identified teachers.	Learning walk for all teachers shows evidence of improved provision. Staff meeting – focus based on results from learning walk – completed. CPD plans for teachers reviewed, actions set for Sum.Term. Planning scrutiny completed for identified teachers.	Improved attainment for Years 1, 3, Improved progress for Years 3, 5 Staff meeting – focus based on results from learning walk – completed. Planning scrutiny completed for identified teachers. Book scrutiny completed for all teachers to quality assure levels given.	One learning walk completed for each teacher termly. Planning scrutiny completed half termly. Book scrutiny completed termly.						
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2025/26School Development Plan – Priority 2 - Further strengthen behaviour, relationships and the link to the school’s learning powers and vision											
Key Actions	Lead	Expected evidence of impact/success criteria Milestones			Monitoring		Resources	RAG			
		October Half-Term	Christmas	Easter	End of Summer Term			Oct	Dec	Mar/Ap	July
The school has a clear vision for pupils and this is lived and modelled daily by pupils and staff	RD/AE/Working party	Visioning day held on August inset day - tag line produced that embodies the school learning powers (Values) 2 week reset of values with children and staff – project lessons all based on 5 Rs. Bank of activities provided to staff. Learning walk reinforces expectations with staff and pupils Phase lead action plans incorporate action for strengthening relationships	Positive reinforcement of learning powers (values) is embedding within all areas of staffing Vision (Tag line) is revisited weekly in all assemblies/meetings Children that display behaviour that does not meet the 5 Rs can explain which value they need to improve and why this is important Learning walk shows improvement in discussions between staff and children – ie learning powers (values) are being used as a point of discussion. Good practise is shared and celebrated at the start of all meeting	Well being check in/check out rolled out across school if trial successful Dojo points are consistently given for 5 RS – these are explained to pupils – this is observed to be happening in all areas of the school ie play team, office, all phases Positive framing is heard consistently throughout the school – all staff are empowered to challenge negative framing	Pupil survey shows that children are clear on the 5 Rs, how they can improve these and why they are important Learning walks carried out by any member of staff/triad/governors – show clear examples of school vision and 5 Rs across the school.	Focus of triad /Governor visit 25/26 Working party representative to feedback to SLT (not AE)/PLT SLT/Governors to monitor impact of work on strengthening relationships Working party representative invited to Governors meeting to share draft policy (Autumn) and impact	Release time for working party Phase leader time for action plan drafting and learning walks Restorative practice book Purchased for working party members				

A revised behaviour policy is in place and is consistently applied by all staff leading to strengthened relationships between staff and pupils.		Staff meetings/TA meetings timetabled for the year on strengthening relationships ie toolkit of behaviour strategies	(PLT/SLT/phase/staff/play team/office/PO)	Lessons have a clear focus on		(summer term)						
		Well being check in/check out trialled by working party teachers/PLT	Staff meetings timetabled for the year on strengthening relationships ie toolkit of behaviour strategies	Phase leader action plans include strand on implementation of behaviour policy and how to support staff who are not applying consistently	Learning walks show that behaviour policy expectations are applied consistently by all staff leading to strengthened relationships between staff and pupils							
		Strengthening relationship Working party set up (July 2025)	Working party to review draft of new behaviour policy and representative to present to PLT and Governors at Performance and standards meeting	New tracking system to better monitor behaviour investigated by working party – proposal to be presented to SLT	Pupil interviews carried out by working party to establish impact on relationships and attitudes within school							
		Attachment training completed August inset	Agreed policy shared with wider staff at inset – Phases agree how to 'practically' live the policy	Working party with members of SLT to review implementation of behaviour policy – actions	Staff survey June 24 revisited – impact of this shared with the wider staff							
		Current behaviour policy is reviewed – what is working/isn't working. Why?										
		Flow charts (shared with staff on inset day) in place for current behaviour policy to ensure consistency in approach from all staff – all staff empowered to raise if these aren't followed										
		Working party to review restorative practise			New tracking begins to show impact of changes							

		approach/attachment training – decide what is needed to be incorporated into new behaviour policy		are fed into staff meeting schedule and TA meeting schedule	to how behaviour is managed.						
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