EP Collier School Development Plan – 2024/25

EP Collier is a dynamic and innovative school providing exciting opportunities for all children to achieve outstanding outcomes. Strong values create a safe environment where everyone is nurtured, respected and celebrated.

Behaviour & Attitudes - Personal development, behaviour and welfare		
LONG TERM AIMS/ PREFERRED REALITY:	**SHORT TERM PRIORITIES:**	**MEASURE**
For every child to become an active and independent learner through strong expectations of good behaviour and each child's understanding of the impact their behaviour has on their own learning and that of others around them.	*Behaviour policy implemented consistently across the school so the learning environment is the best it can be.* *Classroom displays updated to model positive behaviour traits*	*Children's voice (Strategy Day)* *Behaviour Log shows reduction* *HT Reports info*
Consistent and high attendance for all groups including vulnerable groups (96%) which reflects the children's desire to be at school and enjoyment of their own learning. (95.9% for all school)	*Ongoing and frequent identification of persistent offending families.* *Appropriate support/challenge put in place* *Process for fines followed at regular intervals*	*Attendance Data*
Hearing the voice of the children; their ideas and perspectives being taken into consideration and implemented where appropriate. Ensuring there is a response from Governors as well as staff.	*Governor on the School Council*	*School Council Link governor appointed in first meeting of September* *Pupil voice – strategy day*

Quality of Education – Reading & Phonics

LONG TERM AIMS/ PREFERRED REALITY:	SHORT TERM PRIORITIES:	MEASURE
All children make good progress from their starting points in Reading and Phonics curriculum areas.	*An updated assessment procedure is in place with clear indicators about what progress looks like and how it is measured.* *Data collection and monitoring plans and conversations are established by SLT with school staff with clear identification of what good progress looks like for all children.* *Reading and Phonics schemes, training for teachers and book looks/monitoring/lesson feedback are in place and utilised*	*Data collection* *Book looks/monitoring by SLT* *Monitoring plans and minutes*
Whole school 'Attainment' is at least at national average – Phonics and Reading	*Curriculum Committee to meet regularly to interrogate a wide range of information and data points to explore next steps in raising attainment and offer appropriate challenge* *RWI curriculum training for new staff*	*Data – summative* *Data – baseline assessment and progress against* *Lines of Enquiry/governor reports.* *ELT reports*
No gaps in outcomes for disadvantaged children or vulnerable groups.	*Curriculum Committee to meet regularly to interrogate a wide range of information in order to explore next steps in raising attainment and offer appropriate challenge. Specific focus on children within the PP and SEND groups.*	*Data*
Greater Depth — outcomes for those identified as capable of greater depth to be in line with the national average for that group	*Curriculum Committee and FGB to meet regularly to interrogate a wide range of information and data points to explore next steps in raising attainment and offer appropriate challenge* *Developing a clear strategy and building up resources for all staff to support greater depth learning in core subjects* *Use knowledge and understanding gained in Greater Depth in writing assessment to build on Greater Depth provision in reading and maths* *Proportion of children attaining greater depth is in line with national outcomes for end of key stages throughout a key stage* *Greater Depth to be evident in foundation subjects*	*Strategy Document* *Resources Library* *Personal/LA feedback* *Data*

Quality of Education – priority groups – new arrivals, SEND, PP		
LONG TERM AIMS/ PREFERRED REALITY:	**SHORT TERM PRIORITIES:**	**MEASURE**
All children make good progress from their starting points	*Baseline testing is used on an ongoing basis to capture up-to-date attainment for new arrivals children* *Governor reports explore actions taken as a result of assessment and learning updates*	
No gaps in outcomes for disadvantaged children or vulnerable groups.	*Curriculum Committee to meet regularly to interrogate a wide range of information in order to explore next steps in raising attainment and offer appropriate challenge. Specific focus on children within the new arrivals, SEND and PP groups.*	*Data*
Student and staff grouping and structure is optimised for addressing the needs of priority groups	*Range of training and development for all staff working with priority groups*	*Strategic Staff Structure*

The Effectiveness of Leadership and Management

LONG TERM AIMS/ PREFERRED REALITY:	SHORT TERM PRIORITIES:	MEASURE
Ensure appropriate capacity and capability at all levels – strengthening of skills and teams so there is a measurable impact on outcomes.	*Clear assessment criteria and subject intents are in place and utilised so that leaders can track effectiveness of curriculum and provision in areas of responsibility* *Leaders quality assess teaching and learning through effective systems to highlight good practice and implement support/processes where required..*	*Outcomes* *There are clear subject intents and assessment procedures in place for subjects* *Evidence through governor and ELT reports.*
Creating a culture of leadership across the school – in every classroom and each member of staff to see opportunities for developing their own leadership skills.	*Training – internal and external.* *Developing subject leaders in foundation subjects.* *Secure new curriculum so all staff are confident in what they are teaching, any areas for development identified by performance management and training pursued - maintain all*	*Training programme* *Outcomes* *Oversight of performance management results*
Parents are active partners in their child's learning and education.	*Utilise technology/online systems for high attendance at parent consultations*	*Feedback from parents is above 75% positive* *Increased attendance at parent workshops* *Maintain high attendance at parent consultations*
Strategic and effective leadership of the school, including use of the school resources, making the best use of facilities, staff and fabric of the building.	*Finance, Personnel and Pay Committee meet regularly to interrogate a wide range of information in order ensure fiscal responsibility and rationale* *HTPM process*	*Exit interviews from staff that are leaving* *PM/Induction/probation paperwork*