



Cloverlea Primary School
School Development Plan
April 2025 – July 2026



Our School Development Plan 2025-26 has five key priorities:

Key Priority 1: English Writing

Develop a consistent and progressive approach to the teaching and assessment of writing across the school, in order to embed a culture of excellence and enjoyment in writing for staff and pupils.

Key Priority 2: Curriculum

Develop a cohesive, robust long term curriculum plan that is personalised for our school community, harnesses effective cross-curricular links and ensures rich, planned, first-hand experiences.

Key Priority 3: Assessment Data

Embed a consistent, efficient, and meaningful approach to assessment and data tracking through Insight, enabling staff to clearly identify pupil progress, target support effectively, and improve outcomes for all learners.

Key Priority 4: Relational Approach

Develop and implement an inclusive, relational, trauma-informed, attachment-aware approach to behaviour management embedded within the culture of school life.

Key Priority 5: Inclusion

Deepen our understanding of effective inclusion and further develop our inclusive practice in line with current research and thinking.

School Development Plan Priority 1: Develop a consistent and progressive approach to the teaching and assessment of writing across the school, in order to embed a culture of excellence and enjoyment in writing for staff and pupils.

Why is this area a priority?

- Over the past 2 years there has been significant curriculum change and significant implementation of new curriculum frameworks in foundation subjects - with little focus on the development of a writing framework
- We wish to drive curriculum excellence through a future-focused, whole-school approach to teaching the key components of writing.
- We want to build a culture of high-quality teaching and learning through a consistent but innovative pedagogical approach

Key Targets	Key Actions	Lead Personnel	Milestones	Monitoring	Success Criteria <i>Impact?</i>
1a. Develop a consistent and purposeful approach to feedback of writing	<u>Teachers</u> Termly English staff meeting Pupil Voice (10 minute monitoring) <u>Subject Lead</u> Lesson Walks – be responsive to findings from monitoring	SB	<u>October 25</u> Feedback and marking codes agreed with staff and implemented Approach to collective feedback agreed and implemented.	Pupil Voice Staff Voice Lesson Walks Book Scrutiny	Staff use agreed feedback and marking approach to augment pupil outcomes in writing. Pupils can articulate how feedback has helped to improve their writing
1b. Develop a consistent approach to teaching handwriting across the school	<u>Teachers</u> Follow agreed handwriting models. Include regular practice in notional timetable. <u>Subject Lead</u> Removal of pen licence – agreement that Y5 and 6 all write in handwriting pen (blue/black) Deliver staff CPD on consistent handwriting models and regular practice. Lesson Walks – be responsive to findings from monitoring	Teachers SLT	<u>Sept 25 INSET Day</u> Subject Lead to deliver CPD on new handwriting scheme and expectations in terms of models and regular practice.	Pupil Voice Termly learning walk and book scrutiny	Pupils show pride in their handwriting across subjects Children can legibly, fluently and with increasing pace by the end of KS2.
1c. Enhance staff expertise in key components of writing – including assessment- to drive whole school improvement	<u>Teachers</u> Use exemplars of age-related expectations to augment knowledge of assessing pupils writing. <u>Subject Lead</u> Deliver CPD on key components of writing – drafting/editing Use subject release time to align expectations and be responsive to findings. Provide exemplars of age-related expectations.	Teachers Subject Lead	<u>SEPT 25 INSET DAY</u> SB to deliver CPD on handwriting, marking and feedback codes and writing assessment exemplars <u>Spring 26</u> Drafting and editing agreed and staff CPD delivered.	Termly learning walk and book scrutiny Staff Voice Staff CPD in INSET days	Staff Consistency in teacher assessment judgments for writing (Insight) Planning reflects progression of writing components. Staff confidence in teaching writing is improved. Pupils

					Can explain the stages of the writing process. Final pieces show improvement from initial drafts Writing is celebrated and shared with wider audiences.
1d. Develop a consistent approach to tracking progression through scrutiny.	<u>Subject Lead</u> Embed progression documents outlining expectations for each year group. Schedule termly book looks and pupils voice interviews. <u>Teachers</u> Use writing assessment grids to accurately assess current position of pupils' attainment.	SB Teachers	<u>End Autumn 25</u> Staff complete a term of writing pedagogy – assess pupils current position Subject lead to have delivered a series of staff CPD meetings	Termly learning walks and book scrutiny Pupil Voice Pupil Progress Meetings Staff CPD	Staff can articulate next steps for individual pupils Clear evidence of progression in writing books. SLT can identify trends and areas for development.
1e. Embed a whole school approach to using high quality, diverse texts as writing prompts	<u>Subject Lead</u> Curate a core set of high quality texts per year group. Develop clear expectations for text choices – both for the teaching of writing and reading for pleasure. <u>Teachers</u> Chosen texts have cross curricular links to other areas. Include diverse authors and themes in text choices.	SB Teachers	<u>July 25</u> Teachers to meet with SLT to discuss long term curriculum mapping. <u>Autumn 25, Spring and Summer 26</u> Termly staff meetings to discuss implementation of agreed approach	Pupil Voice Pupil Progress Meetings Staff Meetings Curriculum Meetings	Pupils are engaged and motivated by writing tasks Writing outcomes show creativity and depth. Texts are mapped across the curriculum for balance and coverage.

School Development Plan Priority 2: Develop a cohesive, robust long term curriculum plan that is personalised for our school community, harnesses effective cross-curricular links and ensures rich, planned, first-hand experiences.

Why is this area a key priority?

- Over the past 2 years there has been significant curriculum change and significant implementation of new curriculum frameworks with little opportunity to reflect and **effectively embed**.
- Over the past 2 years we have been driven by external pressures, now is the time to **drive our own curriculum development**.
- Now that we have completed at least one full year's cycle of teaching, teachers need time to reflect and adapt to **personalise the frameworks** to meet needs of the cohort/school, whilst ensuring clear progression and integrity to the objectives taught.
- We are keen to develop a cohesive long-term plan to ensure natural, purposeful and effective **cross-curricular links** that will support learning.
- Currently **first-hand experiences (FHE)** are not strategically planned and do not ensure equity across all subjects.

Key Targets	Key Actions	Lead	Milestones	Monitoring	Success Criteria
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		Personnel			Impact?
2a. Develop a Cloverlea 'First-Hand Experiences Pledge'	<u>Teachers</u> map out current provision identifying good practice and current opportunities Identify opportunities they see for additional FHEs <u>Subject leaders</u> Map existing FHEs for their subject against curriculum framework Identify further FHEs to enhance curriculum offer in their subject <u>SLT</u> Collate FHEs from across the curriculum and determine final plan (inc funding source) Market Cloverlea Pledge with parents/community	SLT	<u>End of Summer 2025</u> FHE Pledge finalised	Present FHE Pledge to Governors Pupil voice	Cloverlea First-Hand Experience Pledge mapped across the curriculum/all year groups mapped.
2b. Develop a cohesive Long-Term Plan with clear cross-curricular links	SLT meet with each teacher to map out Long Term Plan for following academic year (annual process) Teachers make cross-curricular links explicit in their teaching Pupil Voice to identify baseline and progress towards pupils applying skills/knowledge	SLT	<u>End of Summer 2025</u> Long Term plans in place Pupil voice - baseline <u>End of Summer 2026</u> Long Term plans in place Pupil voice – progress	Long term plans in place and on school website Pupil Voice	Long term planning ensures cross-curricular links are identified and deliberately planned for. Pupils apply skills/knowledge learnt across other areas of the curriculum.
2c. Clarify Essential Learning (End Points) in every subject	Work with VM to understand expectations and begin curriculum work determining end points – focus on one subject Subject Leaders: - CPD on who to determine essential learning - determine essential learning in draft - SLT to review - share with wider staff Subject	Subject Leaders	<u>End of Summer 2026</u> End Points clarified in every subject	Subject Leader reports External Audit (e.g. VM)	Essential learning (end points) clarified in every subject and supporting effective teaching and assessment
2d. Embed and personalise curriculum frameworks	<u>SLT</u> Provide clear direction for curriculum flexibility Determine Subject Leadership structure/time/focus for 2025-26 Staff CPD: whole staff / individual	SLT / Subject Leaders	<u>End of Summer 2025</u> Subject Leadership structure for next academic year <u>End of Summer 2026</u> Curriculum frameworks effectively taught and embedded	Subject Leader Reports Learning walks Staff Questionnaire/voice	Staff confidently delivering all areas of the curriculum: - adaptation to meet needs of class - cross curricular links - strong subject knowledge

	<u>Subject Leaders</u> - strategic oversight of personalisation and approve any changes - monitor standards				- clear understanding of end points
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School Development Plan Priority 3: Embed a consistent, efficient, and meaningful approach to assessment and data tracking through Insight, enabling staff to clearly identify pupil progress, target support effectively, and improve outcomes for all learners.

Why is this area a priority?

- To ensure that no learner is left behind. SLT and staff felt that improvements were needed to current/previous assessment and data tracking systems – to better help identify pupils who are not making expected progress—**early and accurately**. Thus enabling timely intervention and targeted support, ensuring that every child, regardless of starting point or background, has the opportunity to succeed.
- To create a shared, consistent approach, building a coherent, school-wide understanding of assessment. This consistency should reduce workload, improve accuracy in teacher judgement, strengthen moderation and curriculum planning
- To inform High-Quality Teaching and Learning through formative and summative assessment strategies. Insight allows teachers to: clearly see where pupils are; plan next steps precisely and adapt teaching responsively based on real-time data.
- To support subject leads and SLT in driving improvement and building a culture of professional trust and accountability.
- To strengthen communication with parents and governors.

Key Targets	Key Actions	Lead Personnel	Milestones	Monitoring	Success Criteria <i>Impact?</i>
3a. Establish a whole-school rationale and approach to using Insight.	<u>SLT</u> Share clear purpose and benefits of Insight at staff meetings Embed Cloverlea's Assessment Strategy – ensuring all staff aware of and following approach Staff CPD: whole staff / individual	SLT	<u>End of Summer 25</u> Staff understand the purpose of Insight and data tracking is to ensure assessment is purposeful, consistent, and drives pupil progress	Staff voice	All staff understand why Insight is being used and how it supports teaching and learning.
3b. Staff are confident and consistent in inputting and analysing data.	<u>SLT</u> Provide staff CPD on how to input and interpret Insight data. Offer 1:1 support Create a staff handbook for using Insight. <u>Teachers</u> Use Insight to monitor pupil progress and attainment for their cohort <u>Subject Leaders.</u>	SLT Teachers Subject Leads	<u>End of Summer 25</u> Staff clear on data input procedures and termly deadlines.	Staff voice Sample data entry checks by SLT.	All staff can use Insight confidently and consistently. Reduced errors in data input.

	Use Insight to monitor pupil progress and attainment in their subjects.				
3c. Use Insight data to identify gaps and inform planning/intervention.	<u>SLT</u> Termly pupil progress meetings. Develop a proforma for meetings using Insight data. <u>Teachers</u> Use data to flag pupils for targeted support.	SLT SENCO Class Teachers	Autumn 2025	Progress meeting minutes. Intervention records tracked.	Targeted interventions in place. Identified pupils show improved progress.
3d. Strengthen moderation to support teacher judgements feeding into Insight.	<u>SLT</u> Termly internal moderation across year groups. <u>Teachers</u> Participate in external moderation within the Trust <u>Subject Leads</u> Develop clear assessment criteria for WT, MM, SM and GD within their subjects.	SLT/ER Teachers	Autumn 2025 <u>End of Summer 25</u> Outcome (end point) statements finalised.	Moderation notes reviewed by SLT. 	Improved accuracy and confidence in teacher assessment. Fewer discrepancies in data.
3e. Use Insight dashboards for strategic decision-making at SLT level.	<u>SLT</u> Use Insight reports to review cohort trends. Identify groups not making progress (e.g. EAL, PP). Adapt provision accordingly.	SLT	Termly reviews	Insight reports shared at SLT. Governors updated.	SLT uses Insight to drive strategic planning and resource allocation.
3f. Engage parents and governors with progress and attainment information.	<u>SLT</u> Use Insight visualisations in Governor reports. <u>Teachers</u> Share simplified data summaries in parent consultations and reports.	SLT Teachers	<u>Summer 25</u> Termly for governors. <u>Summer 25</u> Use of Insight to inform Autumn and Spring parents evening consultations and end of year reporting.	Governor meeting minutes. Parent feedback on clarity of reports.	Parents understand how their child is progressing. Governors are informed and confident in their challenge/support role.

School Development Plan Priority 4: Develop and implement an inclusive, relational, trauma-informed, attachment-aware approach to behaviour management embedded within the culture of school life.

Why is this area a priority?

- Deepen staff understanding of trauma-informed practice, to increase knowledge, understanding and confidence, enabling all staff to more effectively meet the needs of our children.
- Best practice evidences this is the most effective approach to meet children's needs and we wish embed this within our culture and practice at Cloverlea.
- By embedding a relational and inclusive culture, schools can create safer, more nurturing environments where every child feels seen, heard, and supported.

Key Targets	Key Actions	Lead Personnel	Milestones	Monitoring	Success Criteria <i>Impact?</i>
4a. Deepen staff knowledge and understand of trauma-informed practice 4b. Develop and implement an inclusive, relational, trauma-informed, attachment-aware approach to behaviour management.	Embark on 12-month ‘Become a Relational Inclusion Champion’ programme. <u>Full-day training on Trauma and Attachment</u> - Foundations of trauma-informed and attachment-aware practice - Understanding the impact of early experiences on behaviour and learning <u>Four 3-hour sessions on Staff Self-Awareness</u> - Understanding how to be an emotionally available adult by developing a greater understanding of self. This is broken down into the following areas - Feeling heard - Shame and embarrassment - Negative thinking styles - Rupture and repair <u>Five Relational Inclusion Workshops</u> The workshops provide an opportunity for relational inclusion champions to learn about core competencies and networking with others to develop intervention programmes that address the following areas. - Self-awareness - Self-management - Social awareness - Relationship skills - Responsible decision making <u>Termly Headteacher Clinics</u> - Strategic leadership support for implementation - Monitoring progress and embedding a whole-school relational culture <u>Data Collection and Impact Analysis</u> - Time allocated to measure and evaluate the programme’s effectiveness - Support with demonstrating outcomes and informing next steps Staff meetings within school to align with programme content (at least 2 per half term) Developing a Trauma Informed Behaviour Policy over the course of the year.	JW, CM	<u>Autumn 1</u> Embark on ‘Become a Relational Inclusion Champion’ programme <u>Summer 2</u> Present Draft Relational Approach Behaviour Management Policy	Stakeholder questionnaires/feedback Governing body minutes	A consistent, whole school relational approach to behavior management is developed and implemented at Cloverlea. Staff increased understanding, skill and confidence in implementing a relational approach to behaviour management. Parental understanding and confidence in school’s relational approach. Children feel safe, secure and happy in school.

	Keep parents informed through Headteacher Newsletters.				
	Parent workshop in summer term				

School Development Plan Priority 5: Deepen our understanding of effective inclusion and further develop our inclusive practice in line with current research and thinking.

Why is this area a priority?

- Post-Ofsted, we now have time and space to deepen our own understanding of what effective inclusive practice is, and looks like, learning from best practice.
- Keen to further enhance our inclusive practice so that we meet the needs of every child.

Key Targets	Key Actions	Lead Personnel	Milestones	Monitoring	Success Criteria <i>Impact?</i>
5a. Work collaboratively to develop and implement a 'Trust Inclusion Model'	• Cloverlea to be part of a Trust Inclusion Leadership Team • Engage with current research/best practice to inform the development of a Trust Inclusion Model • Audit practice within Cloverlea against Trust Inclusion Model and identify key priorities for future development	HT/DHT SENCO JW	<u>End of Spring 1</u> Trust Inclusion model in place <u>End of Summer 1</u> Inclusion Audit completed <u>End of July</u> Clear understand of school's priorities and future action	Inclusion Audit (with the Trust)	School leaders have a clear and deep understanding of what effective inclusion is and how an effective inclusive culture is embedded within a school. Trust Inclusion Model based on current research, shared with all staff and understood by all. Clear understanding of future inclusion priorities, based on an audit of provision, to inform development planning in 2026-27
5b. Support and enable new SENCO to effectively develop their role	• Access support from Inspiring Learners Trust • Investigate NPQSEND qualification and determine when to apply/start • Ensure protected SENCO time	SENCO HT/DHT		Half with reviews with HT SEND Audit – summer term (through the Trust)	New SENCO has a clear understanding of her role and the position of SEND in the school. New SENCO has established positive relations with all stakeholders Provision for SEND learners meets need (EHCP plans, external agency recommendations) SEND paperwork is organised, accessible and accurate.

5c. Pilot the use of digital tech to foster collaborative, inclusive practice, in the classroom	• Work with Trust, Foresight, PTA and governor to improve IT infrastructure and to afford 1 set of 1:1 devices • Purchase 1 class set of 1:1 devices • Work with the Trust 1:1 Device Team and Tablet Academy to begin introducing the devices in one classroom • Develop teacher confidence in using Class Notebook and M365 Learning Tools	HT/DHT		Pupil/staff voice Learning walks	Pilot teacher has increased skill and confidence in using digital tech apps in the classroom. Pupil/staff feedback demonstrates positive benefits to the use of digital apps to support pupil engagement and learning
5d. Develop and implement an inclusive, relational, trauma-informed, attachment-aware approach to behaviour management embedded within the culture of school life.	See Priority 4				
5e. Embed a consistent, efficient, and meaningful approach to assessment and data tracking through Insight, enabling staff to clearly identify pupil progress, target support effectively, and improve outcomes for all learners.	See Priority 3				