



School Development Plan Summary

2024 - 2025

Vision

The Cambridge Primary School seeks to create a safe, happy and healthy learning environment.

We believe that every member of our community is a lifelong learner. Together we can foster the hopes and dreams of our learning community. We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally.

As an inclusive learning community, we believe that every child does matter and it is our duty to prepare our children for the challenges of the 21st Century. Providing high quality learning experiences is the foundation of our school.

We believe in excellence for all and strive to deliver a wide range of experiences which enable the children to grow in confidence and strive to become successful members of our community.

We believe that Teaching and Learning is a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community.

Inspiring Minds Together





Main Priorities

2024 - 2025



School Development Target 1

READING | To improve the attainment and progress in phonics so reading fluency develops at a quicker pace. Children will see themselves as readers (Reading for Pleasure principles) and can successfully apply their reading comprehension skills across all areas of the curriculum.

School Development Target 2

WRITING | To improve the attainment and progress in writing across the school by continuing to build writing stamina, creating opportunities for innovation and maintaining the quality and accuracy in transcription and composition.

School Development Target 3

EQUALITY, INCLUSION AND DIVERSITY | To develop the curriculum and school experience so that pupils of all cultures and ethnicities are represented and feel included.

School Development Target 4

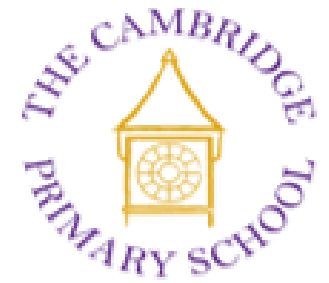
BEHAVIOUR | To embed the principles of the revised Behaviour and Relationships policy, including implementing a successful Behaviour Curriculum which explicitly outlines consistent expectation across the school.

School Development Target 5

ATTAINMENT | To be in line with national percentages for statutory assessments.

Main Priorities

School Development Target 1



READING | To improve the attainment and progress in phonics so reading fluency develops at a quicker pace. Children will see themselves as readers (Reading for Pleasure principles) and can successfully apply their reading and comprehension skills across all areas of the curriculum.

Objectives

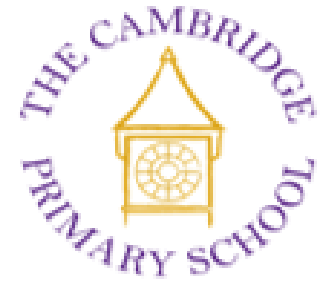
- Raise the percentage of pupils passing the phonics screening check in year 1 to above the national average.
- Support pupils who did not pass the phonics screening check with reading intervention.
- Increase reading attainment data in all year groups.
- Use targeted teaching to close gaps identified in summative assessments.
- Develop a Cambridge book spine across the curriculum.
- Increase parental engagement with reading.

Actions

- High quality phonics lessons are taught discretely and phonic skills are modelled in other areas of the curriculum.
- Phonics interventions are carried out promptly when pupils are identified as struggling.
- Set up phonics intervention groups for pupils who need them.
- Monitor gaps in summative assessments and use a specific intervention to enable pupils to catch up.
- Purchase books for the book spine
- Carry out parent workshops and increase communication with parents related to reading.

Main Priorities

School Development Target 2



WRITING | To improve the attainment and progress in writing across the school by continuing to build writing stamina, creating opportunities for innovation and maintaining the quality and accuracy in transcription and composition.

Objectives

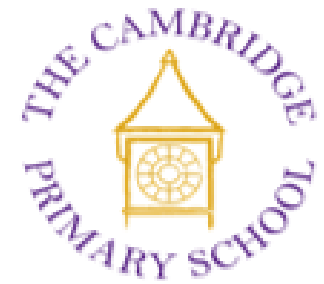
- Increase writing attainment in all year groups.
- Planning is of high quality.
- Teachers' knowledge of the writing curriculum is good and this is used to assess pupils and identify next steps.
- Quality texts are used in lessons.
- Spelling, punctuation and grammar are taught explicitly and their use modelled in writing.
- Increase SPaG attainment data.

Actions

- Monitoring and targeted support will ensure key pupils are able to keep up.
- Planning is monitored and support given by subject lead and SLT.
- Staff meetings and SLT support will develop subject knowledge and ensure this is transferred into planning, teaching and assessment.
- Book spine used to support text choice.
- Test style questions used regularly and CPD to support teachers' subject knowledge.
- Summative assessments analysed to gaps in knowledge are identified and addressed.

Main Priorities

School Development Target 3



EQUALITY, INCLUSION AND DIVERSITY | To develop the curriculum and school experience so that pupils of all cultures and ethnicities are represented and feel included.

Objectives

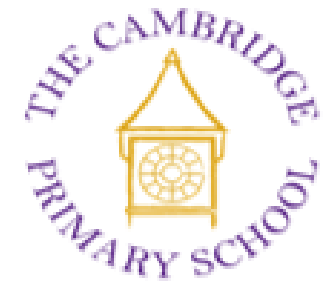
- Complete a school evaluation to establish what diversity and inclusion looks like at the moment.
- Subject leads will know where there are areas for development in their subject.
- Inclusion and diversity will be promoted outside the classroom.
- Develop a clear and robust procedure for identifying and responding to incidents of discrimination.

Actions

- Create a working group to assess existing provision.
- Create an action plan to address areas for development.
- An inclusion and diversity target will feature on subject leader action plans.
- The working group will plan opportunities for a variety of cultures to be celebrated.
- Investigate good practice at other schools in order to enhance existing procedures.

Main Priorities

School Development Target 4



BEHAVIOUR | To embed the principles of the revised Behaviour and Relationships policy, including implementing a successful Behaviour Curriculum which explicitly outlines consistent expectation across the school.

Objectives

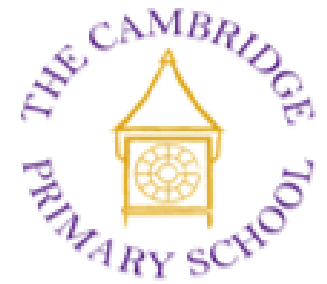
- Pupils will know and meet the behaviour expectations wherever they are in school.
- Staff feel empowered and equipped to ensure excellent behaviour in all areas of the school.
- Positive, proactive pre-emption strategies are used in all classrooms as a universal offer.
- Communication between school and home is strong.

Actions

- The whole school behavior curriculum will be taught through weekly class assemblies and re-enforced by all staff.
- Training throughout the year will equip staff with the skills they need to be persistent, insistent and consistent when managing behavior.
- Training throughout the year (including external ADHD training) will provide staff with strategies. These will be regularly monitored.
- Staff contact parents in line with the behavior policy. Good behaviour is also communicated.

Main Priorities

School Development Target 5



ATTAINMENT | To be in line with national percentages for statutory assessments.

Objectives

- School percentages will be in line with national expectations for:
 - Good Level of Development in reception
 - Phonics Screening Check in year 1
 - Multiplication Times table Check in year 4
 - SATs in year 6

Actions

- Close monitoring of attainment to ensure good outcomes
- Termly pupil progress meetings to identify target children and monitor progress
- Pupil Premium lead to monitor the progress of these pupils and work with teachers to ensure good progress
- SMART targets will be set for pupils who need additional support

