

## School Development Plan 2024 /25

### Hexham First School

#### PRIORITY 1: To ensure consistency in quality first teaching

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?) Final Outcomes (and so?)	Final Outcomes (and so?)
<p><b>Inconsistent quality of teaching and learning:</b></p> <p>Teacher modelling does not always match independent work</p> <ul style="list-style-type: none"> <li>- Learning intentions are not always clear</li> <li>- Pupils with SEND are not supported enough to access the curriculum</li> <li>- Expectations of appropriate behaviour for learning are not consistently clear</li> </ul>	<p><b>Consistent, high-quality teaching and learning:</b></p> <p>Clear lesson structure, routines, rules and expectations - new 7 learning principles</p> <p>Effective behaviour management strategies</p> <p>Targeted support for pupils with SEND</p> <p>Explicit modelling and scaffolding of learning</p> <p>Responsive teaching that addresses misconceptions</p> <p>Develop non-negotiable teaching and learning expectations across the school</p>	<p><b>Training and Development:</b></p> <p>Targeted CPD on effective teaching and learning strategies, with a focus on:</p> <p>Lesson planning and delivery Behaviour management</p> <p>Provide training for all teaching staff on the new lesson structure approach</p> <p>Collaboratively develop non-negotiable teaching and learning expectations with staff input Establish a more robust system for regular monitoring and feedback on implementation of the new approaches</p> <p>SEND support</p> <ul style="list-style-type: none"> <li>- Instructional coaching for individual teachers</li> </ul>	<p><b>Short-term:</b></p> <p>All teachers demonstrate consistent use of effective teaching and learning strategies</p> <p>Improved pupil engagement and behaviour in lessons</p> <p>Increased confidence and competence of teachers in supporting pupils with SEND</p> <p>All teachers consistently using the 7-part lesson structure</p> <p>Non-negotiable teaching and learning expectations are being met across the school</p> <ul style="list-style-type: none"> <li>- Lesson observations and work scrutiny demonstrate improved consistency in quality first teaching</li> </ul> <p><b>Long-term:</b></p>	<p><b>Improved pupil outcomes:</b></p> <p>Improved consistency in the quality of teaching and learning across the school</p> <p>Increased pupil engagement and progress as a result of high-quality first teaching</p> <p>Enhanced staff confidence and collaboration in delivering effective lessons</p> <p>Increased pupil progress and attainment</p> <p>Improved pupil well-being and engagement</p> <p>Positive learning environment that</p>

		<p>Curriculum and Assessment:</p> <p>Review and refine the curriculum to ensure clear learning intentions and progression</p> <p>Develop robust assessment systems to identify and address gaps in learning</p>	<p>Consistent high-quality teaching and learning across the school</p> <p>Improved academic outcomes for all pupils, including those with SEND</p>	<p>supports all pupils to thrive</p> <p>Improved teacher confidence and competence:</p> <p>Teachers feel supported and empowered to deliver high-quality lessons</p>
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**PRIORITY 2: To ensure a fully inclusive curriculum for pupils with SEND**

<b>Problem (why?)</b>	<b>Intervention Description (what?)</b>	<b>Implementation Activities (how?)</b>	<b>Implementation Outcomes (how well?) Final Outcomes (and so?)</b>	<b>Final Outcomes (and so?)</b>
<p>Teachers do not take ownership of progress and attainment for children with SEND and too frequently delegate to less experienced support staff</p> <p>Lack of quality first teaching strategies for SEMH and ASD</p> <p>Teachers do not fully understand pupils and their needs</p> <p>Teachers need to evaluate their teaching strategies and impact</p>	<p>Provide training and support for teachers to develop their understanding of SEND needs and effective strategies for inclusive teaching</p> <p>Establish a culture of shared responsibility for SEND pupils' progress</p> <p>Empower teachers to take ownership of SEND pupils' learning and progress</p>	<p>Deliver comprehensive training on SEND needs, including SEMH and ASD, and quality first teaching strategies</p> <p>Implement a coaching and mentoring programme to support teachers in evaluating and refining their teaching practises</p> <p>Establish regular SEND progress review meetings with teachers, SENCo, and support</p>	<p>All teachers demonstrate increased knowledge and confidence in supporting pupils with SEND</p> <p>Teachers actively monitor and take responsibility for the progress of SEND pupils in their classes</p> <p>Reduced reliance on support staff for SEND pupils' learning</p> <p>Consistent implementation of inclusive teaching</p>	<p>All pupils with SEND make good progress and achieve their full potential</p> <p>Teachers feel empowered and supported to provide high-quality, inclusive teaching</p> <p>The school's curriculum and teaching practises are truly inclusive, meeting the needs of all learners</p>

		staff to discuss individual pupil needs and strategies Develop a whole-school approach to inclusive practise, with clear roles and responsibilities for all staff	strategies across the school	The school's reputation for inclusive practise is enhanced, leading to increased parental confidence and community engagement
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**PRIORITY 3: To improve outcomes - specifically in Year 4 multiplication**

<b>Problem (why?)</b>	<b>Intervention Description (what?)</b>	<b>Implementation Activities (how?)</b>	<b>Implementation Outcomes (how well?) Final Outcomes (and so?)</b>	<b>Final Outcomes (and so?)</b>
<p>Multiplication tables not taught consistently well in school</p> <p>Too many multiplication tables for pupils to learn in Year 4</p> <p>Inconsistent assessment of multiplication tables</p> <p>Pupils do not retain previously learned multiplication tables</p> <p>Lack of parent support and understanding of multiplication tables</p>	<p>Implement a structured, evidence-based approach to teaching multiplication tables</p> <p>Ensure TT Rockstars is used consistently and effectively as a teaching, learning and assessment resource Provide targeted support and intervention for pupils struggling with multiplication tables</p> <p>Engage parents to support learning of multiplication tables at home</p> <p>Celebrate pupil successes in multiplication tables to raise profile</p>	<p>Use the White Rose maths guidance which uses a Concrete-Pictorial-Abstract approach to teaching multiplication</p> <p>Regularly show children their TT rockstar heatmaps ( gap analysis) Letter to parents explaining TT rockstars</p> <p>Provide regular (e.g. weekly) multiplication fluency practise for all Year 1,2,3 and 4 pupils</p> <p>Deliver parent workshops on supporting multiplication learning at home</p>	<p>Consistent implementation of 'white Rose scheme across all classes</p> <p>Consistent teaching of times tables</p> <p>- Increased pupil engagement and enjoyment in multiplication practise</p> <p>Improved pupil confidence and fluency in multiplication tables</p> <p>Increased parental engagement and understanding of how to support multiplication learning at home</p>	<p>Improved Year 4 pupil outcomes in multiplication</p> <p>Increased confidence and enthusiasm for mathematics among pupils</p> <p>Stronger home-school partnership in supporting pupil learning</p> <p>Celebration of pupil successes in multiplication tables raises the profile of mathematics across the school</p>

Successes in multiplication tables not celebrated enough		<p>Ensure all teachers receive training on effective teaching of multiplication</p> <p>Implement a 'Multiplication Masters' programme to recognise and celebrate pupil achievements</p>	Increased number of pupils achieving 'Multiplication Masters' awards	
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**PRIORITY 4: To enhance the music curriculum to support our pupils to further develop their musical interests and talent**

<b>Problem (why?)</b>	<b>Intervention Description (what?)</b>	<b>Implementation Activities (how?)</b>	<b>Implementation Outcomes (how well?) Final Outcomes (and so?)</b>	<b>Final Outcomes (and so?)</b>
<p>Lack of specific CPD for all teaching staff to enhance their musical expertise and pedagogical knowledge</p> <p>Limited extracurricular music clubs to cater for different interests and abilities</p> <p>Need to develop partnerships with local music hubs, organisations, and musicians to provide enrichment opportunities for pupils</p> <p>Ensure all pupils have regular, timetabled music lessons that provide a broad</p>	<p>Provide high-quality, ongoing CPD for all teaching staff to enhance their musical knowledge and skills</p> <p>Establish extracurricular music clubs to cater for different interests and abilities</p> <p>Develop partnerships with local music hubs, organisations, and musicians to provide enrichment opportunities for pupils</p> <p>-Ensure all pupils have regular, timetabled music</p>	<p>Conduct a staff survey to identify areas for improvement in musical knowledge and skills</p> <p>- Develop a comprehensive CPD programme in collaboration with local music providers and organisations</p> <p>Review the music curriculum to ensure it provides a broad and balanced experience for all pupils</p> <p>Implement a system to regularly showcase and celebrate musical achievements and participation</p> <p>Secure funding and resources to provide musical instruments</p>	<p>All teaching staff report increased confidence and competence in delivering high-quality music lessons</p> <p>- Increased participation in extracurricular music clubs and ensembles, with a diverse range of offerings</p> <p>- Successful partnerships established with local music hubs, organisations, and musicians to provide enrichment opportunities</p> <p>- All pupils receive regular, timetabled music lessons that cover a broad and balanced curriculum</p> <p>- Increased visibility and celebration of musical achievements and</p>	<p>Pupils develop a strong passion and appreciation for music, leading to increased engagement and achievement in the subject</p> <p>Pupils have access to a wide range of musical experiences and opportunities, allowing them to explore and nurture their talents</p> <p>The school's music provision is recognised as a strength, contributing to its overall reputation and attractiveness to prospective families</p>

<p>and balanced musical experience</p> <p>Need to promote and celebrate musical achievements and participation, both in and out of school, through school events, newsletters, and social media</p> <p>Provide opportunities for all pupils, including those from disadvantaged backgrounds and with SEND, to access musical instruments and learn to play them</p>	<p>lessons that provide a broad and balanced musical experience</p> <p>Promote and celebrate musical achievements and participation, both in and out of school, through school events, newsletters, and social media</p> <p>Provide opportunities for all pupils, including those from disadvantaged backgrounds and with SEND, to access musical instruments and learn to play them</p>	<p>and lessons for all pupils, with a focus on supporting those from disadvantaged backgrounds and with SEND</p>	<p>participation, both in and out of school</p> <p>- All pupils, including those from disadvantaged backgrounds and with SEND, have access to musical instruments and lessons</p>	<p>Pupils from all backgrounds and with diverse needs are able to participate and excel in music, fostering a sense of inclusion and belonging</p> <p>The school's music curriculum and extracurricular offerings become a source of pride for the community, with increased parental and community engagement</p>
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**PRIORITY 5: To implement the No Outsiders programme that supports the promotion and education of diversity and equality.**

<b>Problem (why?)</b>	<b>Intervention Description (what?)</b>	<b>Implementation Activities (how?)</b>	<b>Implementation Outcomes (how well?) Final Outcomes (and so?)</b>	<b>Final Outcomes (and so?)</b>
<p>Lack of consistent approach to promoting diversity and equality across the school</p> <p>Limited understanding and acceptance of difference among pupils and the wider school community</p>	<p>Implement the No Outsiders programme, which promotes equality, diversity and inclusion through a series of age-appropriate lessons and activities</p> <p>Ensure the programme is embedded across the curriculum and school ethos,</p>	<p>Provide comprehensive training for all teaching staff on the principles and delivery of the No Outsiders programme</p> <p>Appoint a No Outsiders lead to coordinate the implementation and monitor progress</p> <p>Integrate No Outsiders lessons and themes into the</p>	<p>All teaching staff confident in delivering No Outsiders lessons and activities</p> <p>No Outsiders themes and messages consistently reinforced across the school</p> <p>Increased pupil understanding and acceptance of diversity, as</p>	<p>Pupils develop a strong understanding and appreciation of diversity, equality and inclusion</p> <p>The school community demonstrates a shared commitment to promoting these values</p>

	not just as a standalone initiative	<p>curriculum, assemblies, and wider school activities</p> <p>Engage with parents and the local community to build understanding and support for the programme</p> <p>Develop a communication plan to raise awareness and celebrate the school's commitment to diversity and equality</p>	<p>evidenced through pupil voice and behaviour</p> <p>Positive engagement and feedback from parents and the local community</p>	<p>Improved relationships and mutual respect between all members of the school community</p> <p>Enhanced community cohesion and the school's reputation as an inclusive, welcoming environment</p>