



**STAPLES ROAD PRIMARY SCHOOL**  
**SCHOOL DEVELOPMENT PLAN 2024 - 2027**

**Trust Mission**

To provide an exceptional education that is inclusive and challenging for all and which provides wider opportunities for the children within the Epping Forest Trust to flourish.

**School Vision**

We challenge ourselves and support each other to be the best that we can be.

**School Values:**

***STRIVE:***

*We work hard with **RESILIENCE** and **CREATIVITY***

***RESPECT:***

*We respect each other with **KINDNESS** and **HONESTY***

***SUCCEED:***

*We are proud of ourselves and celebrate all our successes*

**Date:**

**September 2024**

# Epping Forest Schools Partnership Trust: Key Strategy 2024-2027

Teaching and Learning	Operations and Growth
<ul style="list-style-type: none"> <li>● Great Teaching</li> <li>● Great Curriculum</li> <li>● Great Culture</li> </ul>	<ul style="list-style-type: none"> <li>● Finance</li> <li>● HR</li> <li>● Wellbeing</li> <li>● Technology</li> <li>● Governance</li> <li>● Growth</li> </ul>
<p><b>Great Teaching:</b></p> <ul style="list-style-type: none"> <li>● To ensure that the quality of teaching and learning across the Trust is exceptional.</li> <li>● To ensure that teaching across the Trust has fidelity to evidence informed research and pedagogy, forward-thinking and outward-looking.</li> </ul> <p><b>Great Curriculum:</b></p> <ul style="list-style-type: none"> <li>● To ensure the curriculum is broad, balanced and responsive to the needs, interests and experiences of the children of Epping Forest.</li> </ul> <p><b>Great Culture:</b></p> <ul style="list-style-type: none"> <li>● To ensure an exceptional personal development offer that achieves an inclusive, diverse and mentally healthy approach to learning and education.</li> </ul>	<p><b>Finance:</b></p> <ul style="list-style-type: none"> <li>● To further review operations so that all schools benefit from the efficiencies of being in a Trust</li> </ul> <p><b>HR:</b></p> <ul style="list-style-type: none"> <li>● To embed consistency in HR Practices and Policies across the Trust</li> <li>● To ensure the culture of the Trust provides opportunities for personal mastery and professional development at all levels</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● To enable all staff and pupils to be able to use digital technologies to aid and develop communication, learning and collaboration in readiness for the future</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>● To embed consistency in our Wellbeing Offer across the Trust</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>● To further streamline the role of the LGBs</li> </ul> <p><b>Growth</b></p> <ul style="list-style-type: none"> <li>● To ensure the Trust continues to grow at a sustainable and responsible pace</li> </ul>

<b>School Key Priorities 2024-2027</b>	
<p><b>Priority 1</b>  <b>Quality of Education:</b>  <b>Great Teaching</b>  <b>Great Curriculum</b></p>	<p><b>Improve the quality of education to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Ensuring high levels of attainment and progress in RWM through consistent approaches and providing a curriculum for all children to engage and progress.</li> <li>● Ensuring it is quality assured, broad, balanced, relevant and enriching.</li> </ul>
<p><b>Priority 2</b>  <b>Behaviour and Attitudes:</b>  <b>Great Culture</b></p>	<p><b>Improve the Behaviour and Attitudes of pupils to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Framed in TPP, all staff promote high expectations of behaviour set by the relationships policy. Positive behaviours are promoted and celebrated and a consistent restorative approach is used.</li> <li>● Continue to provide exciting and enriching opportunities for all children to want to come to school.</li> </ul>
<p><b>Priority 3</b>  <b>Personal Development:</b>  <b>Great Curriculum</b>  <b>Great Culture</b></p>	<p><b>Improve the personal development of pupils to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● All children understanding, displaying and reflecting the SRS values and through meaningful play and effective mental health provision learn to work hard, respect themselves and each other and celebrate their successes.</li> <li>● Staff and pupils deal effectively with the very rare instances of bullying behaviour.</li> </ul>
<p><b>Priority 4</b>  <b>Leadership and Management:</b>  <b>Operations and Growth</b></p>	<p><b>Improve the effectiveness of Leadership and management to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Leaders at every level are strong with clearly defined roles and responsibilities and there is a high level of accountability for impact.</li> <li>● Staff development and training is promoted and staff wellbeing is consistently high profile.</li> <li>● Safeguarding is highly effective.</li> </ul>
<p><b>Priority 5</b>  <b>EYFS</b></p>	<p><b>Improve the effectiveness of EYFS to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Our EYFS promotes continuous provision and outdoor play and has robust programmes for phonics and early maths.</li> <li>● Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</li> </ul>

## Key Priority 1

### Trust Strategy: Great Teaching, Great Curriculum

- To evidence the impact of the quality of teaching on pupil outcomes
- To use Peer to Peer Reviews and Professional Enquiry to promote more effective collaboration
- SEND Strategy
- To facilitate curriculum collaboration opportunities across the Trust
- To support the expansion of Parent Workshops

### Staples Road will improve the quality of education to be exceptional by:

- Ensuring high levels of attainment and progress in RWM through consistent approaches and providing a curriculum for all children to engage and progress.
- Ensuring the curriculum is quality assured, broad, balanced, relevant and enriching.

Objective	Key actions	Success Criteria, monitoring and desired impact
<p><b>To ensure consistency in best practice SEND planning , provision and assessment across the school, with reference to:</b></p> <ul style="list-style-type: none"> <li>● school SEND guidance document</li> <li>● school 3 tier provision map</li> <li>● school policy</li> <li>● Essex's Ordinarily Available.</li> <li>● BSquared Assessments / Frameworks</li> <li>● TPP</li> </ul> <p><b>Consistently applied this should mean:</b></p> <ul style="list-style-type: none"> <li>● Learner Profiles are a record of accurate and reflective Assess, Plan, Do, Review Cycle</li> <li>● Effective parent / specialist engagement</li> </ul>	<ul style="list-style-type: none"> <li>● SRS Guidance / 3 Tier Provision Map updated and re-shared with all staff</li> <li>● Ensure teacher reference to OA</li> <li>● Clear staffing responsibilities shared / reflected on for SEND systems and processes. Teacher responsibility for SEN is key and needs to be checked and challenged where needed.</li> <li>● Timescales / key dates etc to be transparent to all staff involved.</li> <li>● Training / support for teachers / LSAs to ensure all are able to carry out their responsibilities for SEN</li> <li>● Ensure availability of SLT/ SENCO/ Phase leaders to follow up if learner profiles are not done.</li> <li>● Establishing BSquared in school systems for assessment / planning through training / guidance.</li> <li>● TPP, including handling, planned for.</li> </ul>	<p><b>Monitored through:</b></p> <ul style="list-style-type: none"> <li>● SENCO / Phase Leads / SSLT / complete termly checks of Learner Profile quality and consistent application through phase meetings / learning walks / record checks etc</li> <li>● HD challenge and then to report to NM where timescales are not met. SSLT to check and challenge.</li> <li>● Bsquared to be added to the assessment calendar for the school year. Assessment leads to be aware of which children and why are being tracked on this system.</li> </ul> <p><b>Desired outcome:</b></p> <ul style="list-style-type: none"> <li>● APDR cycles or Learner Profiles are an accurate record / reflect real experience of provision / parents are collaborated with. All in a timely manner.</li> <li>● SEN assessments are accurate and used to inform planning.</li> </ul>

<p><b>To further embed and enhance the feedback and marking policy</b></p>	<ul style="list-style-type: none"> <li>● Review Homework policy.</li> <li>● Review impact of Feedback Friday in its current format. Extend offer to include more effective feedback processes (with consistent approached within Phases)</li> <li>● Monitor classroom culture through conversations with children (3 Ms) and learning walks to observe live marking/ verbal feedback.</li> <li>● Conduct staff INSET in relation to feedback strategies (incl live and written)</li> </ul>	<ul style="list-style-type: none"> <li>● Updated Homework policy published</li> <li>● Ideas shared in phase meeting to create a whole school plan for homework and Feedback Friday</li> <li>● Learning walks show children can talk about their learning and achievements (including the support they have had to get there)</li> </ul>
<p><b>To introduce oracy to improve classroom practice to ensure all children can participate in</b></p>	<ul style="list-style-type: none"> <li>● Build on Peer to Peer work form the last academic year and observing good practice at Alderton.</li> <li>● CD to arrange a follow up visit to Alderton to observe ABC in practise with MJ, EF and CW</li> <li>● CD (in assemblies/School Council), MJ, EF and CW to pilot this in their classes throughout the Autumn term - remaining classes to explore ways to use talk partners and ‘no hands up’</li> <li>● Obtain a baseline through informal classroom observations to confirm the need for oracy to improve quality and consistency of talk partners/ no hands up</li> <li>● Provide training for staff in understanding the importance of Oracy and introduce ABC to the whole school in Spring term</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor early progress through maths mastering number focus during Peer to Peer visit</li> <li>● Complete pupil conferencing from the pilot classes and School Council on the benefits/any issues with the ABC approach at the end of Spring</li> <li>● Complete drop in observations in the Summer term to monitor progress after 2 terms of practice</li> <li>● Follow up pupil conferencing end of Summer</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to implement, monitor, improve throughout Summer</li> </ul>	
<p><b>Financial Spend/ Resourcing /CPD:</b> CPD will be run in house to zero additional cost. Some release time might be required for key staff but this will be minimal. There is no money for resources/ subscriptions needed.</p>	<p><b>Key Staff and Responsible Governors :</b> Monitoring by SLT and subject leaders Link governors will carry out termly visits for each priority objective and report back via LGC meetings. <b>Named Governor[s] for this priority:</b></p>	

## Key Priority 2

### Trust Strategy: Great Culture

- Behaviour and attitudes are at least good or better.

### Staples Road to improve behaviour and attitudes to be exceptional by:

- Framed in TPP, all staff promote high expectations of behaviour set by the relationships policy. Positive behaviours are promoted and celebrated and a consistent restorative approach is used.
- Continue to provide exciting and enriching opportunities for all children to want to come to school

Objective	Key actions	Success Criteria, monitoring and desired impact
<p><b>Rework whole school Go For Gold behaviour and rewards approach to ensure it is TPP compliant</b></p>	<ul style="list-style-type: none"> <li>Year groups develop whole class/ group rewards and ensure consistency and alignment with TPP</li> <li>Share how rewards and reflection sheets are going in phase.</li> <li>Continue to embed children not coming into school during play and lunch times using the extendable barriers</li> </ul>	<ul style="list-style-type: none"> <li>Phase meetings determine consistency and alignment with TPP</li> <li>New class reward systems are embedded and effective - children can talk about them in a positive way. This can be evidenced during learning walks</li> <li>Phase leaders pull across barriers at the beginning of lunch</li> </ul>

	<ul style="list-style-type: none"> <li>• Respect Champions</li> <li>• Playground rules</li> </ul>	
<p><b>Financial Spend/ Resourcing /CPD:</b> CPD will be run in house to zero additional cost. Some release time might be required for key staff but this will be minimal. There is no money for resources/ subscriptions needed.</p>	<p><b>Key Staff and Responsible Governors :</b> Monitoring by SLT and subject leaders Link governors will carry out termly visits for each priority objective and report back via LGC meetings. <b>Named Governor[s] for this priority:</b></p>	

### Key Priority 3

#### Trust Strategy: Great Curriculum, Great Culture

- To work towards a consistent Personal Development Offer in all schools including TPP
- To undertake a review of Trust wide communication

#### Staples Road to improve personal development to be exceptional by:

- All children understanding, displaying and reflecting the SRS values and through meaningful play and effective mental health provision learn to work hard, respect themselves and each other and celebrate their successes.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour.

Objective	Key actions	Success Criteria, monitoring and desired impact
<p><b>Improve the play offer for all children at Staples Road so that play times are 'fun, fair, free, excellent, exciting and enjoyable'</b></p>	<ul style="list-style-type: none"> <li>• Achieve accredited status as an OPAL school (See separate OPAL plans)</li> <li>• Appoint new OPAL Play co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• OPAL GOLD accreditation received (OPAL systems embedded and working effectively)</li> <li>• Jane Chelebi new OPAL Play co-ordinator</li> </ul>
<p><b>Create meaningful projects and</b></p>	<ul style="list-style-type: none"> <li>• School Council will implement the</li> </ul>	<ul style="list-style-type: none"> <li>• SC to observe what children are</li> </ul>

<p><b>opportunities for School Council and other pupil roles and responsibilities to increase impact of Pupil Voice</b></p>	<p>work from the previous SC to promote healthy eating at breaktime, aiming to establish new rules on break time snacks by the end of Autumn term</p> <ul style="list-style-type: none"> <li>● School Council will pilot the ABC Oracy approach (alongside Oak, Squirrel and Caterpillar)</li> <li>● CD to film SC having a meeting using the ABC approach to use as part of staff training outlined in priority one</li> <li>● Collaborate with Callum Lock to see how digital leaders can be involved in supporting computing skills/ e safety in school. Look into 'Childnet' program for children to then share with peers</li> <li>● prefects? Playleaders?</li> <li>● Planet protectors meet half termly to discuss and implement ways that they can have a positive impact in school</li> </ul>	<p>eating at breaktime in spring to see early progress, following up in the summer to establish whether the new rules are embedded</p> <ul style="list-style-type: none"> <li>● CD to monitor use of ABC with School Council</li> </ul>
<p><b>Financial Spend/ Resourcing /CPD:</b> CPD will be run in house to zero additional cost. Some release time might be required for key staff but this will be minimal. There is no money for resources/ subscriptions needed.</p>	<p><b>Key Staff and Responsible Governors :</b> Monitoring by SLT and subject leaders Link governors will carry out termly visits for each priority objective and report back via LGC meetings. <b>Named Governor[s] for this priority:</b></p>	

**Key Priority 4**

**Trust Strategy: Leadership, Staff, Operations and Growth**

- To implement and begin to embed the outcome of the Office Restructure consultation
- To use the HR Quality Assurance Framework to support and ensure consistency
- To implement and embed PedTech (which includes the 1:1 model) in multiple settings across the Trust
- To ensure a consistent approach to Wellbeing
- To implement and begin to embed the 4Ss of Governance
- To actively pursue possible opportunities for Growth

**Staples Road to improve leadership and management to be exceptional by:**

- Leaders at every level are strong with clearly defined roles and responsibilities and there is a high level of accountability for impact.
- Staff development and training is promoted and staff wellbeing is consistently high profile.
- Safeguarding is highly effective.

Objective	Key actions	Success Criteria, monitoring and desired impact
<p><b>To ensure all subjects have leaders that are clear in their role and can articulate intent, monitor implementation and show impact for their subject across the academic year</b></p>	<ul style="list-style-type: none"> <li>● Review all subject areas and leadership beyond the curriculum [Wellbeing/ OPAL]</li> <li>● Intent: Subject leaders to be given time in a staff meeting/directed time to create an action plan for their subject - CD to introduce this, then CD,CS,NM to offer drop ins during this time to help any new or less experienced subject leaders to complete this</li> <li>● Implementation: subject leaders monitor how things are going during allocated staff meetings and directed time</li> <li>● A spotlight focus will be on Art and DT for the above, especially to ensure there is clear skills and knowledge progression</li> <li>● If necessary, schemes for art and DT</li> </ul>	<ul style="list-style-type: none"> <li>● Every subject has a clear action plan for their subject which they are able to discuss (checked within PM reviews)</li> <li>● Monitoring shows that the action plans are being implemented, and subject leaders are able to communicate what needs to happen next in their subjects</li> <li>● (Towards the end of the year) monitoring in art and DT shows a much clearer progression of skills and knowledge across the school, and subject leaders are committed to embedding this further next year</li> </ul>

	<p>will be reviewed by subject leaders and trialled within their own year groups in the autumn and spring terms</p> <ul style="list-style-type: none"> <li>• if the above is necessary and successful, art DT schemes to be introduced in the spring 2 to the whole school with the intention of implementing term across the school in the summer term</li> </ul>	
<b>To develop Phase Leader roles</b>	<ul style="list-style-type: none"> <li>• Review existing job descriptions and establish clearer lines of responsibilities for Phase Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Phase Leaders able to act as appropriate conduits between SLT and teaching staff</li> <li>• Clear agendas agreed at SLT and minutes shared from phase meetings</li> </ul>
<p><b>Financial Spend/ Resourcing /CPD:</b> CPD will be run in house to zero additional cost. Some release time might be required for key staff but this will be minimal. There is no money for resources/ subscriptions needed.</p>		<p><b>Key Staff and Responsible Governors :</b> Monitoring by SLT and subject leaders Link governors will carry out termly visits for each priority objective and report back via LGC meetings. <b>Named Governor[s] for this priority:</b></p>

## Key Priority 5

### Trust Strategy: EYFS

- See above: Great Teaching, Great Curriculum, Great Culture

### Staples Road will improve the quality of EYFS to be exceptional by:

- Our EYFS promotes continuous provision and outdoor play and has robust programmes for phonics and early maths.

- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Objective	Key actions	Success Criteria, monitoring and desired impact
<p><b>To continue to develop the outside area</b></p>	<ul style="list-style-type: none"> <li>• Improve the following areas to enable more open ended and exploratory play:</li> <li>• Water Zone</li> <li>• Creative Area</li> <li>• Mud Kitchen and digging patch</li> </ul>	<ul style="list-style-type: none"> <li>• The Water Zone is well stocked with a range of materials that encourage experimenting and problem-solving. Children exhibit increased engagement and sustained interest, spending more time exploring and experimenting showing creativity in their play, such as constructing water channels, experimenting with different containers, or inventing new ways to interact with water.</li> <li>• The Creative Area provides a wide range of materials (e.g., paints, markers, clay, recycled materials) that inspire different forms of artistic expression and construction. There is evidence of children initiating and leading their own projects, using materials in innovative ways.</li> <li>• In the Mud Kitchen and digging patch children engage in a range of exploratory activities, such as mixing mud, digging, and creating with natural materials. The area is equipped with diverse tools and materials (e.g., utensils, containers, shovels) that facilitate various forms of play and exploration.</li> </ul>

<p><b>To enhance children's learning in understanding the world by focusing on People, Cultures and Communities</b></p>	<ul style="list-style-type: none"> <li>● To focus on similarities and differences between life (including People, Cultures and Communities) in this country and in other countries through stories, visits and visitors</li> </ul>	<ul style="list-style-type: none"> <li>● Stories (both physical books and online) have been carefully selected and put into planning across the year</li> <li>● Children have visited some different places in the local community to help develop their knowledge of the local area in which they live</li> <li>● Visitors from within the school community and local community have shared with the children about their cultures or native countries through food, clothes, music and festivals</li> </ul>
<p><b>Financial Spend/ Resourcing /CPD:</b> CPD will be run in house to zero additional cost. Some release time might be required for key staff but this will be minimal. There is no money for resources/ subscriptions needed.</p>		<p><b>Key Staff and Responsible Governors :</b>  Monitoring by SLT and subject leaders  Link governors will carry out termly visits for each priority objective and report back via LGC meetings.  <b>Named Governor[s] for this priority:</b></p>