



Theale CE Primary School

School Development Plan 2024-5

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and will always behave with integrity.

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Headteacher: Catherine Morley



Vision and Priorities

The children come first.

"I have come that they may have life and that they may have it more abundantly." John 10.10

Theale CE Primary School, will provide the best academic, creative, spiritual and emotional education that a child can receive. We will strive for excellence in all that we do.

Our school is a place where the children are central to every decision we make. We will ensure our children are safe and successful; they will grow during their time with us to be ambitious and resilient. We are proud that our children are learning to be courageously outspoken, but behave with integrity. The staff and school will be highly effective, well-organised, efficient, and well-resourced. We will provide an exciting and stimulating learning environment and our talented, well-informed teachers will inspire and motivate children, encouraging scholarship, intellectual curiosity, independent thought and effective learning habits. Children will be encouraged to celebrate Britain as a diverse society, have an understanding of social justice, fight against discrimination, provide service for others, and show respectful and well-informed views about their own community and the wider world.

We are a church school, proud to be part of a wider, caring community and our values of love, faith, joy, hope, peace, trust, respect, and integrity underpin all that we do. These values are rooted in our Christian vision which is implemented through our curriculum design, worship, our reflection and prayer spaces and learning ethos and environment. Together this supports us as we help our children to learn key skills and knowledge so they will be able to rise to the challenges, opportunities and responsibilities that future life will bring.

The relationship between children, teachers and families is the cornerstone for security and success for each and every child. The years that the children spend in our school are formative years, when they discover themselves, develop their character, their individuality, their abilities and talents, their interests and their strengths. Through our inspiring and innovative curriculum, we will ensure our children are nurtured, encouraged, developed and praised.

Theale CE Primary School's values, environment and ethos enable all members of the community to be nurtured, to thrive and flourish. The love and care we exemplify, along with the systems and structures in school, ensures everyone grows spiritually, socially, morally and culturally and has the courage to act in a principled way.



Global Aims

1. We will develop as a national centre of distinction ensuring the highest standards of achievement across all areas of learning. We will strive for excellence in all that we do. We will exemplify effective system leadership with a consistency of vision and practice and provide support and training, across all our Berkshire Leadership Development Partnership (BLDP) schools.
2. The design, implementation and impact of our inspiring curriculum with rich and varied opportunities will ensure cultural capital is created and all children, particularly the most disadvantaged and those with special educational needs or who are more able, will flourish as healthy and curious individuals. Children's interests and talents will be nurtured and their ambitious aspirations will be realised. Every member of our school community will be safe, learn key skills and knowledge and develop character to enable us to face the challenges and opportunities that future life will bring.
3. Through our Christian vision and embedded school values we will ensure the children grow spiritually, morally, socially and culturally. The love and care we exemplify and the systems and structures in school will ensure everyone's well-being is protected and all members of the community will have the courage to act in a principled way.



Key Strategic Objectives 2024-27 (sustaining excellence)

1. To secure high standards of achievement for all children through fully implementing our inspiring, challenging, carefully sequenced curriculum utilising specialist teachers.
2. To identify and address underachievement and gaps in learning, using targeted assessment approaches and high-quality AFL, especially in reading and particularly for disadvantaged, SEND and vulnerable pupils.
3. To deliver highly effective teaching, learning and assessment to deliver the curriculum, using evidence-based approaches.
4. To continue to develop our new learning environment to support our children, reflect our high standards, vision and values.
5. To promote outstanding personal development for all pupils through our enriched curriculum and the wider opportunities.
6. To support the physical, mental and emotional health and well-being of children and staff.
7. To continue to deliver effective support services to vulnerable learners and those learners who have Education & Health and Care Plans.
8. To secure family engagement, including those parents that are “hard to reach”, to maximise their children’s learning.
9. To ensure that effective teacher and leadership development is central to achieving our high aspirations and teachers are equipped with excellent subject knowledge.
10. To ensure the EYFS curriculum provides a strong foundation for learning and achievement.
11. To exemplify system leadership, working with a range of strategic partners through BLPD, to benefit all children and provide high quality opportunities for staff.

At Theale Church of England Primary School the children come first: they are central to every decision we make. We will provide the best academic, creative, spiritual and emotional education that a child can receive. We will strive for excellence in all that we do.

"I have come that they have life and that they may have it more abundantly." John 10.10



School Values: love, hope, trust, integrity, faith, peace, joy, respect

Sustaining Excellence Overview of Actions

Leadership and Management

1. Promote our school Christian vision and values to ensure we strive for excellence, and realise our ambitious aspirations for all children.
2. Sustain our inspirational curriculum design and the use of subject specialists and carefully monitor its implementation and impact.
3. Exemplify system leadership, ensuring staffing, systems and structures are in place to provide stability, expertise and capacity to ensure; the highest standards, consistency of vision and practice, and value for money.
4. Ensure we are legally compliant, always behave in line with our values and seek expert advice where necessary.
5. Ensure safeguarding, and the teaching of life skills is rigorous including a programme of RSHE so that the curriculum provision, ethos and culture of the whole school prevents any form of discriminatory or unsafe behaviour.
6. Provide clear career guidance and high-quality evidence based relevant training, talent spotting amongst all staff and accelerating and developing leadership opportunities where appropriate. Ensure training for curriculum leaders secures deep subject knowledge and an understanding of their role.
7. Implement robust appraisal procedures for all staff, setting ambitious targets for children and staff and ensuring that standards of teaching continues to be the highest priority.
8. Monitor practice across the school, using data strategically and with governors, whilst remaining mindful of staff workload when requesting information.
9. Governors continue to hold leaders to account and ensure clarity of vision and strategy and check rigorously information they are given.

Personal Development

- Teach children to take responsibility for and have pride in their own successes and to be able to celebrate the successes of others.
1. Provide children with opportunities to take risks with their learning, develop cultural capital ensuring they know how to keep themselves safe and healthy and engage with enjoyment in wide ranging situations.
 2. Check the children have a high level of trust in staff and there is an open culture encouraging freedom of expression in the school.
 3. Develop children's moral compass, sense of justice and understanding of service to others through our enriched curriculum.
 4. Provide support for vulnerable children including those in receipt of the PPG and their families, to maximise engagement, working with external agencies to ensure opportunities aren't missed.
 5. Ensure collective worship and prayer is an integral part of the school and faith is valued.
 6. Ensure pupils develop personally and spiritually, are reflective and have a sense of awe and wonder
 7. Children have the opportunity to and become more globally aware and engage with other children from different contexts.
 8. Proactively provide support and guidance for children and staff to protect their mental health and wellbeing ensuring everyone demonstrates behaviour that is mindful of maintaining a healthy work life balance.
 9. Celebrate success and independent learning at every level thus making it desirable.

Early Years Provision

1. Prepare well before children start school, by visiting them in their settings/homes and talking with parents.
2. Develop warm and respectful relationships with children and parents from day 1.
3. Teach phonics from the very beginning of the year.
4. Prioritise language development through stories, songs, rhymes, subject specific vocabulary, talking and listening.
5. Ensure the learning environment both inside and out is of the highest quality.

Behaviour and Attitudes

1. Ensure behaviour systems enable children and staff to demonstrate exemplary conduct and excellent learning behaviours, courage, wisdom and resilience in the face of challenge.
2. Engage with external support services to ensure families and children have the help and expertise they need to thrive, behave well and attend school.
3. *Continue to analyse attendance, following procedures in a timely way to ensure PA remains a remains everyone's responsibility.*

Quality of education

1. Have a clearly defined curriculum rationale and which is understood and articulated by all stakeholders.
2. Ensure our curriculum design is ambitious, knowledge focused, coherently sequenced and carefully implemented.
3. Our curriculum will remain broad and rich, will ensure academic success, develop children's passions and interests and promote their spiritual, social, moral and cultural development.
4. As a school we will employ subject specialists wherever possible.
5. Children will develop cultural capital through the implementation of our rich curriculum and the extra-curricular experiences we prioritise.
6. Our whole school visits to places of interest and experiences will raise children's aspirations and broaden their horizons embedding cultural capital.
7. Assessment across the curriculum is knowledge focused, marking is accurate and effective, resulting in timely action which accelerates progress.
8. Ensure there is an appropriately rigorous focus on reading, writing and maths and teachers embed these skills exceptionally well across the curriculum in a variety of subjects.
9. All children including those who are more able are challenged and develop skills for life.
10. Provide support and opportunities for parents to engage with their children's learning both in school and out.
11. Continue to invest in our rigorous phonics programme, ensuring effective implementation results in all children learning to read as quickly as possible.
12. Promote inclusion across our school and more widely; maintain and develop our outstanding provision and outcomes for children with SEND including autistic resource children.
13. Embrace new and emerging technologies to enhance our curriculum provision ensuring all children and staff are able to engage safely.



Strategic Focussed Priorities 2024-25

Quality of Education

1. Ensure leaders and teachers, new to role, understand their responsibilities and our curriculum design through effective induction and CPD.
2. Continue to review our assessment procedures to ensure rigor and consistency, whilst being mindful of teachers' workload.
3. Continue to develop our provision for reading for pleasure and opportunities for our higher ability readers through the further development of our new library provision for all children.
4. Teach children the neuroscience of metacognition in order they can demonstrate increasing responsibility for improving their own work -towards independence.

Leadership and Management

1. Continue to develop our practice to ensure wellbeing for children and staff.
2. Embed the use of National College and maximise the impact of CPD.
3. Regularly review and update our rigorous Self Evaluation and continue to seek the views of all stakeholders.
4. Keep up to date with all changes to the Ofsted Framework and new published information and research.
5. Work with Governors to explore our collective understanding of Multi-Academy Trusts.
6. Provide support to other schools and gain from visiting other settings.

Personal Development

1. Embed the Culture Connoisseurs programme and Learning Lunchtimes to broaden pupils' personal development to include:
 - Increasing children's general knowledge
 - Giving children daily opportunities for debate
 - Increasing children's vocabulary
 - Exposure to more poetry and nursery rhymes
 - Exposure to the work of the great artists
 - Present "Inspirational people" so children see themselves represented
2. Embed "No Outsiders" diversity programme across the school.

Behaviour and Attitudes

1. To further support families to protect their children.
2. To further support families to ensure persistent absence continues to fall.
3. Continue to develop student leadership opportunities.

Early Years Provision: Quality and Standards

1. To review Reception Curriculum and how this provides clear intentions for subject teachers, to ensure attainment remains high and all staff understand these intentions and expectations.
2. To further develop opportunities for speech and language development.
3. To continue to develop the intentional design of continuous provision both inside and outside.



Quality of Education Action Plan 2024-25

Strategic Lead: Headteacher/Deputy Headteacher

Strategic priorities:

1. Ensure leaders and teachers, new to role, understand their responsibilities and our curriculum design through effective induction and CPD.
2. Continue to review our assessment procedures to ensure rigor and consistency, whilst being mindful of teachers' workload.
3. Continue to develop our provision for reading for pleasure and opportunities for our higher ability readers through the further development of our new library provision for all children.
4. Teach children the neuroscience of metacognition in order they can demonstrate increasing responsibility for improving their own work -towards independence.

Context for Strategic Priorities:

1. We have a number of new staff, as well as staff in new leadership positions. Our way of working with specialist teachers is unique, to ensure consistency and high attainment everyone will have a shared understanding.
2. Assessment in foundation subjects vary in nature, appropriately so, depending on the subject taught. For example, assessment procedures could be a short test/quiz or an observation of children performing. The review will ensure that assessments are consistently accurate in spite of the variety of approaches.
3. We have a new English lead and a new space for our library we need to ensure the use of our library provision is developed and maximised for all children.
4. Teachers have an excellent understanding of metacognition, children should know how they best remember information and have study skills strategies for life-long learning to be effective.

Outcomes: What success will look like for children:

1. Children will experience the highest quality of teaching and engaging lessons across all subjects.
2. Children will understand what is required for each subject to at least meet the standards expected.
3. Children will continue to develop a love of reading and have access to high quality reading for pleasure provision.
4. Children will have strategies for remembering information and be able to talk about their learning.



Strategic Priority 1		Ensure leaders and teachers, new to role, understand their responsibilities and our curriculum design through effective induction and CPD.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Sept '24	I. Inset on Sept 3 rd will include induction and clarity of expectations.	Sept 3 rd	HT	Use of INSET time			
Sept '24	II. SLT meeting will plan focus for staff meetings which will provide structure for TL meetings.	Sept 5 th	SLT	Use of SLT time			
Sept '24	III. Subject Leader meeting on Inset Day and ongoing CPD	Sept 3 rd ongoing	HT/Subject Leader	Use of INSET time			

Strategic Priority 2		Continue to review our assessment procedures to ensure rigor and consistency, whilst being mindful of teachers' workload.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Sept '24	I. Subject leaders to complete an analysis of assessment procedures for their	Dec '24	Subject leaders	Non-contact time for			



		subject across year groups. They will then provide criteria for each year team eg Yr 2/3 and examples.			subject leaders.			
Sept '24	II.	Subject leaders to collate and analyse mid-year check data for pupils on track for expected of GD and check for accuracy/consistency.	February half term.	Subject leaders.	Non-contact time for subject leaders.			
Sept '24	III.	Subject Leader to collate final end of year data and consult with other team leaders to consider standards across the school- report to assessment lead.	1 st July '25	Subject leaders	Non-contact time for subject leaders.			

Strategic Priority 3				Continue to develop our provision for reading for pleasure and opportunities for our higher ability readers through the further development of our new library provision for all children.			
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	I. Set up and reorganise new library.	Sept 2024	All staff	Use of staff			



				time, PTA funding for furniture and resources			
Sept '24	II. Inset on Sept 3 rd led by English lead will clarify organisation, purpose and expectations of library use.	Sept 3 rd	RD	Use of INSET time			
Sept '24	III. Training for pupil librarians.	Sept 13 th	RD/LP	Cover for RD as required.			
Sept '24	IV. Communicate to all children and families re library.	October half term	RD/LP	Assembly time.			
Sept '24	V. Monitor and evaluate use of library, including pupil voice.	Ongoing	RD	Subject leader time			
Sept '24	VI. Utilise library opportunities for more able pupil opportunities.	March '25	LP	AHT time			



Strategic Priority 4		Teach children the neuroscience of metacognition in order they can demonstrate increasing responsibility for improving their own work -towards independence.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Sept '24	1. Inset on Sept 3 rd will include introduction to metacognition – a scientist's view.	Sept 3 rd	FJ	Use of INSET time			
Sept '24	2. An age-appropriate assembly for children to introduce metacognition.	By October half term in teams.	Team leaders	Use of assembly time.			
Sept '24	3. All teachers to include strategies for remembering in their lessons and reinforcing the need for regular practice.	Ongoing	FJ/KH/Team leaders	Free			



Personal Development Action Plan 2024-25

Strategic Lead: Headteacher/Deputy Headteacher

Strategic priorities:

1. Embed the Culture Connoisseurs programme and Learning Lunchtimes to broaden pupils' personal development to include:
 - Increasing children's general knowledge
 - Giving children daily opportunities for debate
 - Increasing children's vocabulary
 - Exposure to more poetry and nursery rhymes
 - Exposure to the work of the great artists
 - Present "Inspirational people" so children see themselves represented
2. Embed "No Outsiders" diversity programme across the school.

Context for Strategic Priorities:

1. We have a strong arts curriculum but not a culturally rich community. Our morning Culture Connoisseurs programme ensures all pupils are not disadvantaged and are exposed to music, art, poetry and people who have made an invaluable contribution to mankind every day. Oracy is a key priority to ensure children have the language they need to talk about their needs, preferences and learning. These two programmes provide further opportunities to develop children's vocabulary and discussion skills.
2. Our no outsiders programme compliments our life skills lessons and teaches children to be accepting of difference and diversity and specifically teaches British values.

Outcomes: What success will look like for children:

1. Children will have increased knowledge and understanding of music, art, poetry, and famous people. Children will be able to describe their preferences in these areas or learning.
2. Children will be able to discuss differences of opinion in a respectful way. Children will use and understand the meaning of the phrase "No Outsiders, Everyone is Welcome Here".

Strategic Priority 1				Embed the Culture Connoisseurs programme and Learning Lunchtimes to broaden pupils' personal development to include:			
				<ul style="list-style-type: none"> • Increasing children's general knowledge • Giving children daily opportunities for debate • Increasing children's vocabulary • Exposure to more poetry and nursery rhymes • Exposure to the work of the great artists • Present "Inspirational people" so children see themselves represented 			
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	I. Ensure planning is completed for Culture Connoisseurs and Learning Lunchtimes as required.	Ongoing	SLT	Use of staff time.			
Aug '24	II. Staff meeting to remind/introduce staff to the projects and reinforce priorities.	INSET day 3 rd September	CM/LP	INSET Time			
Aug '24	III. Implementation and impact including pupil voice, monitored by HT/DHT/AHT	Half termly	HT/DHT/AHT	Use of SLT time.			



Strategic Priority 2				Embed “No Outsiders” diversity programme across the school.			
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	I. Staff meeting to re-introduce No Outsiders to all staff.	By end of Sept.	LP	Use of staff time.			
Aug '24	II. Parent communication and meeting to introduce to new parents.	By December '24	LP	Cover for LP			
Aug '24	III. Plan for implementing project including assembly time and life skills lesson time.	Half termly	LP	Time for LP			
Aug '24	IV. Ensure key messages are reflected in our school learning environments through display.	Jan '25	All staff	Display resources – may include additional texts.			



Leadership and Management Action Plan 2024-25

Strategic Lead: Headteacher/Deputy Headteacher

Strategic Priorities:

1. Continue to develop our practice to ensure wellbeing for children and staff.
2. Embed the use of National College and maximise the impact of CPD.
3. Regularly review and update our rigorous Self Evaluation and continue to seek the views of all stakeholders.
4. Keep up to date with all changes to the Ofsted Framework and new published information and research.
5. Work with Governors to explore our collective understanding of Multi-Academy Trusts.
6. Provide support to other schools and gain from visiting other settings.

Context for Strategic Priorities:

1. Our leadership of wellbeing in the school is successful, but there are always ways of improving this important area, previous staff questionnaires and pupil voice have identified some further priorities for us.
2. To embed the use of this platform to ensure it is efficient and easy to access for all staff and we are maximising the opportunities it provides for staff to develop professionally.
3. Improved engagement between parents and children and increase the impact of the school further within its community to the benefit of children, and understand where the community feels we could improve further.
4. School leaders have found previous research information published by Ofsted useful and will continue to learn from these.
5. Governors will have completed their due diligence with regards to the future and long term direction of the school's sustainable future.
6. Providing support for others helps to evaluate and articulate our own practise with a critical approach and an additional benefit is always learning from others.

Outcomes: What success will look like for children:

1. Well-being will remain a strength of the school and staff and children feel supported and enabled to seek help if they need it.
2. Staff will demonstrate increasing skills and knowledge which will benefit the children.
3. Children will benefit by better communication and channels for feedback between home and school.
4. Children will benefit from knowledgeable staff following evidence-based approaches.
5. Governors will make well informed strategic decisions for the school so that children will continue to be provided with the highest quality education from skilled staff.
6. Children will benefit from leaders who are reflective and skilled.



Strategic Priority 1		1. Continue to develop our practice to ensure wellbeing for children and staff.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. Clarify staff wellbeing team members and identify specific support available for all staff.	Sept '24	All staff	Meeting time.			
	2. Ensure well being is on every meeting agenda and channels for feedback are open.	Sept '24	SLT	Meeting time			
	3. Continue to explore the use of AI to improve teacher work life balance – building on training from last year.	July '25	SLT	CPD budget			
	4. Provide training for SLT to ensure they can support their team members.	Oct '24	CM	SLT meeting			
	5. Continue to promote mental health and	Ongoing	LP/KL	Small amount of			



	well-being of children by promoting awareness days/events as well as teaching during life skills lessons.			funding available for initiatives. £200			
	6. Staff social events open to all and in teams that are free or of minimal cost organised over the year.	Ongoing	All staff	Free			
	7. Processes in place to encourage staff to engage with each other such as Friday lunchtimes chips. Mellow Mondays..etc	Ongoing	All staff	Funding for refreshments and food on training days.			

Strategic Priority 2				2. Embed the use of National College and maximise the impact of CPD.			
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. Continue to ensure all staff are being given opportunities to	Sept '24	PC	SLT time			



	access and use National College training platform.						
	2. Continue to create own CPD videos and make these available to all staff on National College Platform.	July '25	SLT	SLT time			
	3. Encourage staff to explore NPQ and other opportunities for their professional development.	Ongoing	All staff	Time as required.			
	4. Develop peer to peer subject leader partnership working.						

Strategic Priority 3		3. Regularly review and update our rigorous Self Evaluation and continue to seek the views of all stakeholders.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. Continue to prioritise the use of questionnaires and pupil tea parties to	Half termly	HT/DH	SLT time			



	gather the views of stakeholders.						
	2. Analyse feedback and work with individual parents and staff who feel some level of disengagement.	Week following questionnaire	SLT	SLT time.			

Strategic Priority 4		4. Keep up to date with all changes to the Ofsted Framework and new published information and research.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. Ensure all staff are given up to date ongoing Ofsted briefings.	September '24-ongoing	HT and SLT	SLT time			
Aug'24	2. Ensure subject leaders have all the information they need to be able to understand Ofsted requirements of subject leaders as	September '24-ongoing	HT and SLT	Time for subject leaders.			



	well as useful research papers.						
Aug '24	3. Stay up to date with changes linked to new government to ensure Theale achieves the best possible outcome in an Ofsted Inspection	Ongoing	HT	Leadership time.			

Strategic Priority 5		5. Work with Governors to explore our collective understanding of Multi-Academy Trusts.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. Continue to feed back to governors re visits to multi academy trusts.	September '24-ongoing	HT	HT time			
Aug '24	2. Attend governor working group meetings re Academies	Ongoing	HT/staff governor	Time			
Aug '24	3. Host diocesan academy meetings for schools across the diocese	1 st October 6pm	HT/Governors	Time			



Strategic Priority 6				6. Provide support to other schools and gain from visiting other settings.			
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. CM will continue to provide support to other schools through her trust work as Director of Primary Schools.	ongoing	HT	Free for Theale			
	2. Theale will employ ERN to lead BDLP who work across schools to provide support and training.	ongoing	ERN	Self sustaining through BDLP			
	3. To provide training for all schools locally focussed on teaching and leadership, including the HT conference.	ongoing	ERN, CM, steering group	Self sustaining through BDLP			
	4. To encourage more staff to lead subject networks across schools.	ongoing	ERN/HT/FJ	Funded through BDLP			
	5. RD to provide training to ECT for UCL.	Ongoing	RD	Income for TPS			

Behaviour and Attitudes Action Plan 2024-25

Strategic Lead: Headteacher/Deputy Headteacher							
Strategic priorities: <ol style="list-style-type: none"> 1. To further support families to protect their children. 2. To further support families to ensure persistent absence continues to fall. 3. Continue to develop student leadership opportunities. 							
Context for Strategic Priorities: <ol style="list-style-type: none"> 1. We have a number of vulnerable children and families who are open to social services. All families appreciate support in how to navigate the challenges of protecting their children in today's world. 2. Our attendance is excellent but there are a small number of children who have PA from school. We believe that building relationships with families is the key to tackling this. 3. Good leadership skills are already evident in many children at Theale. We understand the importance of developing these skills in order to help children solve problems, work collaboratively, develop responsibility and instil confidence. We will continue to prioritise our work in providing these opportunities. 							
Outcomes: What success will look like for children: <ol style="list-style-type: none"> 1. Parents will feel supported to help their children to make safe decisions, children will report they feel safe and have more consistent messages from home and school. 2. Our PA continues to fall, until there will be no children who are persistently absent. 3. Even more children will have developed their leadership skills and are using them to take an active role in everyday school life. 							

Strategic Priority 1		1. To further support families to protect their children.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term

Aug '24	1. Continue to send termly safeguarding updates for parents	Dec '24 April '25 July '25	MB	Meeting time.			
Aug' 24	2. To explore the possibility of using google classroom to provide training safeguarding briefing for parents.	July '25	LH/PC	Subject leadership time			
Aug' 24	3. Research the National College Online Safety Award and take any actions required regarding this.	Research completed by Dec '24 Completion date depending on actions needed.	LH/PC	LT for research. (0.5 for research, 2 x 0.5 for implementation)			
Aug'24	4. Organise CEOPS visit for workshops for children, staff and parents.	By July '25	LP	£800			

Strategic Priority 2		2. To further support families to ensure persistent absence continues to fall.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. Continue to analyse attendance weekly to	Sept '24	CM/MB	Within LT			

	tackle immediate issues and understand reasons for absence and barriers to good attendance.						
Aug '24	2. Analyse attendance half termly to look for patterns and trends. Address issues uncovered.	Ongoing	CM	Within LT			
Aug '24	3. Inform stakeholders including governors and families about new attendance reforms from DfE. Ensure school policy documents are up to date.	Sept' 24	CM	Within LT			
Aug '24	4. Discuss attendance in DSL meetings weekly- assign cases and follow up on actions taken.	Ongoing	CM/MB/DSLs	Within LT			
Aug '24	5. Engage with LA EWO/SS services to gain support for families	As required	DSLs	Within LT			
Aug '24	6. Engage with SEN LA team to address	As required	KH	Within LT			



	attendance of SEN children.						
Aug '24	7. Continue to celebrate and reward excellent attendance with children	Weekly	CM/MB	Assembly time			

Strategic Priority 3		3. Continue to develop student leadership opportunities.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	1. To appoint children to leadership roles in school. Share this with families via the school news letter.	Sept '24- newsletter by half term	TLs and CTs	What is required for badges.			
Aug '24	2. Review playground equipment and order as required new equipment.	October half term	LP	£75 per class			
Aug '24	3. Give specific play leader roles to staff on duty and pupil play leaders.	Oct '24	LP	Time for training for LTCs and pupils			



Aug '24	4. Further Develop and embed the role of subject ambassadors	Oct '24	LP/PC and subject leaders	Staff meeting time			
Aug '24	5. Provide training for pupil lunchtime prefects.	Oct '24	CM/LP	Within LT			
Aug '24	6. Continue to develop the school council as well as individual leadership roles of House Captains and Subject Captains and Head Boy/Girl	March '24	LP/CR	Within LT			
Aug '24	7. Develop further the role of pupil librarians to carry out reading with younger children.	Dec '24	RD	Within LT			
Aug '24	8. Develop the role of worship leaders who plan and shape school worship.	July '25	MB	Within LT			
Aug '24	9. Research mini masters programme and an eco council.	July '25	CM/LP/RD	Within LT			



Early Years Action Plan 2024-25

Strategic Lead: CS EYFS lead.

Strategic priorities:

1. To review Reception Curriculum and how this provides clear intentions for subject teachers, to ensure attainment remains high and all staff understand these intentions and expectations.
2. To further develop opportunities for speech and language development.
3. To continue to develop the intentional design of continuous provision both inside and outside.

Context for Strategic Priorities:

1. Our EYFS results are a strength of the school already but we are seeing increasing numbers of pupils with very significant special educational needs particularly in Communication and Language. Our subject specialist teachers understand the key foundations for teaching their subjects but some staff need some support in the pedagogical approach when teaching very young children.

Outcomes: What success will look like for children:

Prime learning Goals	Target		Actual	
	Expected	Exceeding	Expected	Exceeding
Communication and Language	tbc	tbc		
Physical Development	tbc	tbc		
PSE Development	tbc	tbc		
Literacy	tbc	tbc		
Mathematics	tbc	tbc		
GLD	tbc	tbc		



Strategic Priority 1				1. To review Reception Curriculum and how this provides clear intentions for subject teachers, to ensure attainment remains high and all staff understand these intentions and expectations.			
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	To create a written curriculum handbook for all teachers who teach in Reception articulating the reception curriculum. This will also be available on the school website.	Sept '24-	CS	Leadership time			
Aug '24	Link the intended Reception Curriculum with subject teaching done by subject specialists.	Oct '24	CS and subject leaders	Leadership time			
Aug '24	Train all staff using Reception Curriculum Handbook and all supporting materials	Jan '25	CS and subject leaders	Leadership time			

Strategic Priority 2				2. To further develop opportunities for speech and language development.			
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	To ensure language of learning using our learning	Sept '24-	CS/BD	Leadership time			



	gems is introduced to the children and revisited throughout their lessons.						
Aug '24	Read high quality stories and sing nursery rhymes/songs with the children every day giving opportunities to talk about the texts and songs.	Oct '24	RD/CTs	Leadership time			
Aug '24	Plan questions to use in lessons to encourage and value children's contributions. Plan opportunities for children to ask and answer how and why questions.	Ongoing	RD/CTs	Leadership time			
Aug '24	Teach vocabulary and positive language phrases (eg Good Morning, Please, Thank you) systematically every day both for expressing their needs and linked to the curriculum. Model complex spoken language which builds on the children's conversations.	Ongoing	All staff	No cost			
Aug '24	Always correct mistakes by modelling the correct words and supporting children for example use of tenses- "he	Ongoing	All staff	No cost			



	runned away” say “yes he ran away”.						
Aug '24	Encourage children, when they disagree to express and resolve their views using words.	Ongoing	All staff	No cost			
Aug '24	French and Japanese are taught weekly from September to all FS2 children.	Ongoing	AB/RD	Specialist teacher costs			

Strategic Priority 3		3. To continue to develop the intentional design of continuous provision both inside and outside.					
Actions				Monitoring and Evaluation Including Impact and Next Steps			
Date Written	Action	Target Date	Lead Person	Funding	End of Autumn Term	End of Spring Term	End of Summer Term
Aug '24	To ensure the learning environment inside and outside is intentionally planned and develops to meet the needs of all children as the year continues.	Sept '24- and Ongoing	CS/BD	Leadership time			
Aug '24	To ensure continuous provision provides intentional opportunities for learning in FS2 and children are taught to engage with the learning through high	Sept '24	CS/BD	Resources as required. £750			



	quality interactions with adults.						
Aug '24	To ensure all subject specialist teachers are supported to understand the pedagogy of teaching our youngest children through continuous provision.	March '25	CS/BD	Staff Meeting time.			
Aug '24	Research approaches that encourage children to take more risks with their learning and be curious and ambitious.	Dec '24	CS	Leadership time			