

COLCOT PRIMARY SCHOOL

School Development Plan 2025-2026

TARGET 3: Developing leaders at all levels



Improvement Target

To build leadership capacity across the school by developing strong middle leadership, improving self-evaluation and curriculum leadership, and embedding professional learning and governance systems. Leaders at all levels will be equipped to lead effective change, ensure high-quality provision and progress for all learners (including ALN), and contribute meaningfully to strategic school improvement.

Success Criteria

- All AOLE and subject leads create and implement action plans aligned with whole-school priorities and monitoring feedback.
- All AOLE and subject leads engage in the monitoring cycle, with written feedback and next steps.
- All teaching staff use the Colcot Assessment Cycle consistently; progress data used to inform planning and intervention.
- Identified staff members complete the Cluster Future Leaders Programme.

- Professional learning calendar delivered weekly and aligned with school priorities.
- Governors engage in at least one strategic activity per term (e.g. learning walk, coffee morning, policy workshop).
- All staff complete termly well-being questionnaires; resulting actions recorded and reviewed.
- Funding secured through at least 2 external grant applications to enhance teaching and learning resources.
- Identified parents/carers receive an accreditation through The Colcot Project.
- A clear and accessible school context overview is created and shared with stakeholders, effectively capturing the school's unique community, values, demographics, and priorities.

Key Actions, Responsibilities, Timeframes and Monitoring Methods

Action	Person Responsible	Timeframe	Monitoring Method
Develop and implement action plans for all AOLE/subject leads to ensure good or better provision, progress and resources for all learners. Lead and implement effective change and reflect on previous monitoring.	Class teachers	Autumn	Review of action plans, SLT line management meetings
Facilitate access to Cluster Future Leaders Programme		Autumn Spring Summer	Staff participation records, feedback
Conduct Spotlight on Learning meetings termly to include data analysis, work scrutiny, listening to learners, lesson observations, learning walks, professional dialogue with teachers ensuring gaps in learning are addressed and align support and interventions where appropriate.	SLT	Autumn Spring Summer	Minutes, learning data and impact review

Deliver weekly professional learning aligned to school priorities (See target 1 and 2)	SLT	Weekly	Staff feedback, observation outcomes
Hold monthly teacher and LSA collaboration meetings to promote reflective practice and pedagogical innovation in line with CfW.	SLT	Monthly	Meeting records, staff reflections
Implement peer and Progression Step Lead lesson observations for teachers and Learning Support Assistants (Professional Standards). Nick Jones -lesson observations Teaching and Learning School Support	SLT		Observation reports, feedback logs
Invite governors to monitoring activities and policy development.	SLT	Termly	Governor minutes, attendance logs
Issue and analyse termly staff well-being surveys and implement change where appropriate.	SLT/SOC	Termly	Survey data, action log
Host community events and workshops for families.	SLT	Half termly	Event evaluations, attendance records
Host a calendar of events for parents/carers and learner's voice to be included in decision and policy making, e.g. review the Relationships Policy, Cynefin Policy, Anti-racism Policy.	SLT	Termly	
Submit at least two external grant applications to enhance learning and environments.	AK/MD	Fortnightly	Funding reports, financial audit
Develop accountability of staff in resource and financial management.	LS/ZT	Termly	Finance reports and audits.

Further support the ambitions and capabilities of our families through the Colcot Project-provide training, mentoring and support to become Learning Support Assistants.	SOC	October-December (training) Placements (Jan-Feb)	attendance records, meeting records
Develop a school context document outlining key information (e.g. pupil demographics, local community, school vision, challenges, and strengths) through collaboration with staff, governors, and pupil representatives.	SLT	Autumn	Review of stakeholder feedback (e.g. parents, external visitors, governors) on clarity and usefulness of the document. Annual review and update of the context overview to ensure relevance and accuracy.

AUTUMN MONITORING
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SPRING MONITORING
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SUMMER MONITORING
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