





WILLOW DENE School Development Plan 2024-25

 **To empower staff to enact the school’s vision of ambitious aspirations for all, to ensure children realise their fullest potential**

 Having high aspirations for all is fundamental to the school’s values. Confidence and drive to have ambition and explore possibilities can lead to unexpected and positive outcomes.

 All staff can articulate high aspirations for the children they work with and the ways they are working towards these at a practical or strategic level.

AUTUMN 2024			
What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Establish understanding of the school vision: the what, why and the how	To ensure experienced staff are reminded of it, newer staff are aware of it and everyone is bought into it	Staff will be able to articulate the school’s vision and express the ways they are realising it through their actions in everyday conversations	PDCs Progress Meetings Line manager conversations
Identify some aspirational prompts and questions for teachers’ and teams’ PDCs. Share these with leaders before the first round of PDCs.	To reinforce a culture where we are continuously finding opportunities to consider and explore possibilities to ensure children can achieve and exceed their potential.	Individuals will come to PDC meetings having considered and being able to articulate possibilities they see for individual children and their classes, and have ideas and enthusiasm to make these happen	SLT feedback about the quality of PDC meetings Analysis of PDC targets set
Set themed ‘What If’ challenges to encourage people to try something new or embed good practice	To provide practical ideas, rationales and tips about implementing practices which will increase opportunities for children.	Teachers and teams talk ambitiously about their class and children and celebrate successes with the wider school community. Staff feel confident to try new things and see what happens.	Discussions and sharing of practice (formal and informal) Progress meetings Line management conversations, observations and monitoring Conversations with parents/sharing of practice
Work with SLT to develop What If aspirations for the classes / children they are working with	To provide impetus to the legacy of core priorities and ensure there is rounded and balanced input into change initiatives to improve practice and outcomes.	Line managers are aspirational for the children and adults within their class teams, driving progress and celebrating impact	SLT feedback Target setting (Annual Reviews, Learning Targets)

Consider the role of 'What If' challenges in relation to School Development Projects	To provide a mechanism for leveraging the collective power of class teams towards whole school priorities	Whole team buy-in into aspirational practice, thinking beyond the realms of routine and collectively working together with the child/children's best interests at the core of what they are doing	School development project document (development across the year) Observations & LW's Conversations with and within the team
Link line management conversations to 'What If' aspirations and impact	To deepen the dialogue and offer additional perspective on the possibilities for individual children and classes	What If mentality starts to become embedded in school systems and processes, such as Progress Meetings, Annual Reviews, etc.	CTER grid Daily practice and conversations
Have an end of term de-brief with line-manager teams to share something you are proud of. Identify what made the magic happen	To ensure that ambition and aspiration are part of a continual dialogue at all levels and to enable sharing of good practice. 'how to's' and 'top tips'.	All staff will be able to articulate what aspiration looks like for the children they work with and take pride in the work they do to contribute towards it	Documenting of end of term de-brief In practice/in the classrooms Evidence for Learning
Share 'What If...' materials with key stakeholders within Compass (Heads, SENCOs, DSP Leads)	To support the impetus of positive change and high aspirations for all children with SEND within Compass schools	Staff working with children with SEND across Compass Schools will use practical ideas and tips to improve provision	Compass level or individual school progress documentation (reports etc.) Compass newsletters (celebration section)

SPRING

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Share success stories and wow moments that have been realised through trying something new through a weekly bulletin			
Share 'What If...' materials with key stakeholders within Compass (Heads, SENCOs, DSP Leads)			
Newsletter acknowledgements to include SDP/What if's/ambitious learning			

SUMMER

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Investigate the possibility of including a personal aspiration element into the PDC process			