Pool House CP School
Development Planning Policy

At Pool House development planning is considered to be a continuous cycle of planning and review. Planning starts in the autumn term for the next academic year. Consideration of funding and government initiatives is integral to successful planning and implementation and so the budget and development planning cycles are integrated together. The budget and development planning cycle is as follows: -

Autumn Term

September

- Review of progress of last academic year's development plan.
- Initial planning and curriculum needs (for next academic year) established by Senior Management Team (SMT). Whole school priorities (curriculum and management) set by SMT and notified to Subject Co-ordinators, etc.
  National/government targets are assimilated and reflected in the plan.

Spring Term

January/February

- Outline budget formed following discussions with Finance Officer, Bursar and Chair of Governors.
- Outline budget and Development Plan discussed at full Governors meeting.
- Outline budget and Development Plan discussed at full staff meeting.

March

- Subject development plans forwarded to SMT, which then formulates the whole school Development plan. Subject plans must accommodate the whole school priorities and targets and thereby the National/government targets.

- Outline Budget and Development Plan discussed with whole Governing Body, also staffing implications etc.,
- Old accounts reconciled and preliminary allocation made for the new financial year.

April

- New budget to school, analysed and checked against outline budget plan, preliminary adjustments made.
- Final budget discussed at Governors Meeting.
- Planning adjustments made.
- Budget allocated and returns sent to LA.

<u>Summer Term</u>

May

- Budget formally agreed by Governing Body.
- Chair of Governors regularly informed of progress.

All stated priorities and targets should be **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime bound, i.e. **SMART** targets.

The School Development Plan (SDP)

This must be written with consideration being given to National Priorities, the current LA Education Development Plan and any outstanding issues (Key or additional) identified in the last OFSTED inspection.

The School Development Plan is monitored termly by the governing body.

The Post-OFSTED Action Plan

Following an OFSTED inspection Key issues must be addressed in the Post-OFSTED Action Plan. Additional issues are often best included in the following year's School Development Plan. This has the effect of spreading the workload out over a period of time and allows attention to be focused, post OFSTED on the Key Issues. Key issues are the targets and so the Action Plan should address each key issues separately and have sections for:

actions, success criteria, individuals responsible for implementation, timescale, resource implications (including staff training and development - time and estimated funding), nominated monitor, how to monitor progress and success, governor/parent links.

The Action Plan will be read by non-educationalists and so a key to educational terminology, acronyms and abbreviations will be helpful - this also allows the use of abbreviations that are necessary in order to fit the planning information into a table structure.

June 2026