

# School Development Plan

## 2025 - 2026



### Priority 1

### Quality of Education

The curriculum is planned and delivered to match to the needs of all learners.

#### Success Criteria

- All children will achieve their full potential in each area of the curriculum.
- The curriculum will be robustly planned and delivered throughout school.
- In writing, more children will reach age related expectations at least in line with the national average.
- Where children are not achieving their full potential, swift interventions will show rapid progress.
- Subject leaders will have strengthened subject and curriculum knowledge.

| Action                                                                                                                                                                                                                                                     | Lead     | Timescale         | Resources                                                 | Monitoring                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| The delivery of the writing curriculum will be analysed and adapted to the needs of our children. A focus on spelling and handwriting will be a priority.                                                                                                  | LS       | Dec 25 – July 28  | Management time<br>Staff CPD                              | Staff meeting discussions<br>Planning of the curriculum<br>Impact of initial changes across this academic year. |
| Dedicated Subject Leader time will be facilitated so that teachers can strengthen subject and curriculum knowledge through training, coaching, networking and reading.                                                                                     | HA       | Sept 25 – July 26 | Management time<br>Staff CPD<br>HA mentoring and coaching | Subject leader check ins<br>Data<br>Performance management<br>Pupil progress meetings (core subjects)           |
| Bespoke provision for children with EHCPs “Sunflower Provision” will be launched after October half term. This provision will ensure that all children’s targets are addressed and that the provision is well resourced, planned, monitored and evaluated. | LMc & CS | Sept 25 – July 26 | Staff CPD<br>EEF A School’s Guide to Implementation       | Staff training<br>Parents survey<br>SENDCO training<br>Annual reviews<br>Personalised Learning Plans (PLPs)     |
| Interventions will continue to be monitored for impact. Where issues arise around progress, leaders will work with staff to provide best provision for children.                                                                                           | LMc & HA | Sept 25 – July 26 | Dedicated intervention time<br>Schemes and programmes     | Pupil Progress meetings<br>Data<br>Book looks<br>Pupil voice                                                    |

## Priority 2

### Behaviour, Attitudes and Attendance

Standards of behaviour and attendance are high across school.

#### Success Criteria:

- Standards of behaviour are high across school.
- Children are punctual to school.
- Attendance data will remain good and it will be at least in line with national average.
- Policies and procedures will be robust and followed with consistency by all staff.
- Children will have positive attitudes to learning.
- Children will feel safe at school and relationships between children and staff show kindness, courtesy, empathy and respect, reflecting a positive culture.

| Action Steps                                                                                                                                                                                                                      | Lead      | Timescale              | Resources                                                                                          | Monitoring                                                                                                     |
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| Behaviour policy will be enforced consistently by leaders and staff to establish appropriate routines and explicitly teach and model the behaviour they expect from children, so that these are well understood.                  | LMc       | September 25 – July 26 | Behaviour Policy<br>Staff CPD<br>Assembly and PSHE<br>dedicated time<br>Learning Mentor and SENDCO | Weekly inclusion meetings<br>CPOMs<br>Professional discussions with all staff – feedback<br>Parental feedback. |
| Leaders will support teaching and non-teaching staff to challenge poor behaviour, including low-level disruption that prevents learning, consequences for poor behaviour will be applied confidently and consistently.            | LMc       | September 25 – July 26 | Staff CPD<br>Professional discussions                                                              | CPOMs<br>Staff feedback                                                                                        |
| Attendance will continue to be robustly monitored; the attendance policy will be adhered to so that attendance procedures are effective. Data will be analysed by leaders and governors and any actions needed are taken swiftly. | LMc & LK  | September 25 – July 26 | Half termly meetings LMc & LK                                                                      | Attendance monitoring meetings half termly<br>CPOMs<br>Weekly inclusion meetings                               |
| Staff training will address maintaining and strengthening positive relationships through a range of interventions and programmes.                                                                                                 | LMc       | September 25 – July 26 | Emotion Coaching training<br>Zones of Regulation                                                   | Learning walks<br>CPOMs<br>Professional discussions                                                            |
| Children will be encouraged by all staff to develop resilience in their academic targets and learning.                                                                                                                            | All staff | September 25 – July 26 | Staff CPD<br>Professional discussions                                                              | Learning walks<br>Professional discussions                                                                     |

### Priority 3

#### Personal Development and Wellbeing

The school's personal development curriculum and opportunities provide children with the skills and knowledge they need to be global citizens of the future.

**Success Criteria:**

- Children will know that we are all unique and that we all need different things to help us be the best we can be.
- Children will know how to be Ready, Respectful and Safe
- Children will understand healthy relationships and lifestyles.
- Children will know how to stay safe online.

| Action Steps                                                                                                                                                                                                          | Lead     | Timescale              | Resources                                              | Monitoring                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Our RHE and PSHE curriculums will be reviewed and monitored so that we enable the children to develop the skills and knowledge to participate successfully now and in later life.                                     | EW<br>HA | September 25 – July 26 | Management time                                        | Subject leader management time<br>Governor visits                                               |
| Ensure all children know our three school rules and what each rule looks like in practice. This will be done through well-structured PSHE and RHE sessions and through regular assemblies throughout the school year. | LMc      | September 25 – July 26 | Assembly and PSHE dedicated time                       | Learning walks<br>CPOMs<br>Weekly Inclusion meetings<br>Professional discussions                |
| Dedicated PSHE and RHE sessions will focus on healthy lifestyles and healthy relationships. Relevant information will be disseminated to parents regularly.                                                           | EW       | September 25 – July 26 | PSHE Growing Up<br>Great curriculum<br>RHE policy      | RHE consultation to parents – respond to feedback<br>Learning walks<br>Professional discussions |
| Online safety will be well taught at an age-appropriate level. Parents will receive relevant regular information to help them keep their child safe online.                                                           | AB       | September 25 – July 26 | Online Safety policy<br>Subject leader management time | Learning walks<br>Pupil discussions<br>Staff and parental feedback                              |

## Priority 4

### Leadership and Management

School leaders and governors will strive for excellent outcomes for all children.

#### Success Criteria

- School leaders and governors are fully committed to raising standards of education and care to improve the lives of all children, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- The wellbeing and workload of staff is good including that of school leaders.
- Parents and the whole school community support and enable excellent outcomes for all children.
- Professional development opportunities for staff ensure that high standards of education are accessible to all children.

| Action Steps                                                                                                                                                                                                                                                                                                                                                                                                        | Lead                               | Timescale                | Resources                                                         | Monitoring                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Governors and leaders will closely monitor the progress of all children but in particular those who are disadvantaged. Where barriers are identified, swift steps will be taken to address these. Interventions will be robust and effective. Leaders will know that all teaching will be at least of a good standard. Leaders will ensure disadvantaged children get the provision they need to help them succeed. | Governors<br>senior<br>leaders     | September 25-<br>July 26 | Management time for<br>leaders<br>Data tracking systems           | Case studies<br>Senior leader meetings<br>Data<br>Pupil progress meetings<br>Performance management<br>meetings<br>Learning walks |
| School leaders and governors will monitor staff wellbeing and workload to ensure that it is reasonable and manageable. Where issues are highlighted leaders and governors will act quickly to address these.                                                                                                                                                                                                        | Governors<br>senior<br>leaders     | September 25-<br>July 26 | Governor meeting<br>agenda items<br>Staff surveys and<br>analysis | Headteacher's reports to<br>governors<br>Governor visits<br>Staff surveys                                                         |
| School leaders and governors will ensure that parental opportunities for engagement and collaboration will be of good quality and regular. An overview of opportunities for parents will be created by school leaders.                                                                                                                                                                                              | Governors<br>and senior<br>leaders | September 25-<br>July 26 | Parental involvement<br>overview<br>Survey                        | Parent surveys<br>Professional discussions<br>Inclusion/senior leader meetings                                                    |
| School leaders will ensure that staff professional development is relevant, of high quality and accessible to all. Any barriers to access will be addressed by leaders.                                                                                                                                                                                                                                             | Senior<br>leaders                  | September 25-<br>July 26 | External and internal<br>delivery of CPD.                         | CPD timetable reported to<br>governors.<br>Feedback from staff<br>Impact of training – formative<br>and summative                 |

## Priority 5

### Early Years

**School will offer a high-quality early education for children, especially disadvantaged children.**

#### Success Criteria

- More children who are disadvantaged will achieve GLD (Good Level of Development)
- The number of children achieving GLD will remain at least in line with the national average.
- The number of children reaching ARE (Age Related Expectations) in Reading, Writing, Comprehension, Number and Maths will increase.
- Interventions for all but particularly disadvantaged children will be robust and timely to ensure rapid progress.

| Action Steps                                                                                                                                                                                                                                      | Lead      | Timescale                 | Resources                                                                                                            | Monitoring                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| School leaders will closely monitor the progress of children in EYFS who are disadvantaged. They will work with staff to ensure early intervention is effective.                                                                                  | LMc<br>KB | September 25 –<br>July 26 | Management time for analysis, pupil voice and work scrutiny<br>Senior leader dedicated time to look at triangulation | Data<br>Case studies<br>Pupil voice<br>Children's work<br>Learning walks |
| Data regarding children achieving GLD will be monitored regularly. Interventions will be put in place for identified children or provision will be identified for change or enhancement. Staff CPF will be identified and addressed where needed. | LMc<br>KB | September 25 –<br>July 26 | Management time for analysis, pupil voice and work scrutiny<br>Senior leader dedicated time to look at triangulation | Early Years Lead and Headteacher to monitor regularly.                   |
| School leaders will look at provision for reading, writing, comprehension, maths and number and the barriers to children achieving ARE in these areas.                                                                                            | LMc<br>KB | September 25 –<br>July 26 | Any identified resources from observations and analysis could be sources by FOPI                                     | Early Years Lead and Headteacher to monitor regularly.                   |
| Children will be identified for early intervention and tracked closely throughout the year. Parents will be fully involved in this process. Interventions will be relevant, robust and reviewed regularly to ensure rapid progress.               | LMc<br>KB | September 25 –<br>July 26 | Management time for analysis, pupil voice and work scrutiny<br>Senior leader dedicated time to look at triangulation | Early Years Lead and Headteacher to monitor regularly.                   |