

School Development Plan 2025/26

Curriculum and Teaching -Further improve the quality of teaching and learning and pupils' outcomes in all subjects. QE1 The attainment and progress in reading, writing and maths is increased for all pupils. QE2 To embed our Arts (art, DT and music) curriculum to ensure children make good progress in these subject areas. QE3 Teachers to embed the teaching of grammar, punctuation and handwriting to raise standard in writing. QE3 Strengthen teachers' use of scaffolding to support all learners, including SEND and disadvantaged pupils, resulting in improved outcomes and increased independence. QE4 Ensure that retrieval practice is embedded across all subjects to strengthen long-term knowledge retention. QE5 Embed the principles of Maths Mastery across all year groups to deepen conceptual understanding, maths fluency and raise attainment. QE6 Develop and implement a sustainability-focused curriculum that supports environmental awareness and responsible citizenship. QE 7 - Embed high-quality continuous and enhanced provision in KS1 to support early development, creativity, and transition from EYFS.	Leadership and Governance - Further strengthen the effectiveness of leadership and management. LM1 -Improve communication systems to ensure clarity, consistency, and timely information-sharing between staff, leaders, governors, and families. LM2 -Increase parental involvement in their children's learning through high-quality workshops and information sessions. LM3- Strengthen subject leadership so all leaders are empowered to improve pupil outcomes. LM4 -Ensure all leaders understand and act upon the expectations of the Ofsted framework, particularly around curriculum, inclusion, and impact. LM5 - Embed a leadership culture that values staff wellbeing and actively reduces unnecessary workload. LM6 -Develop and maintain a clear, proactive site maintenance and cleaning schedule to ensure a safe, well-presented learning environment. LM7 - Secure external funding through grants to enhance resources, sustainability, and enrichment opportunities. LM8 - Position sustainability as a leadership priority, aligning decision-making with environmental values.	Personal Development and Wellbeing - Nurture confident, responsible, and reflective pupils through enriched experiences and leadership opportunities PD1- Embed Forest School as a core element of the personal development offer, promoting resilience, teamwork, and well-being across all year groups. PD2 - Continue to enhance playtime provision to promote purposeful, inclusive play that supports physical development, positive relationships, and problem-solving. PD3 - Develop pupil-led approaches to collective worship and classroom reflection, enabling all pupils to experience deeper spiritual understanding and meaningful opportunities for personal reflection. PD4 - Promote active citizenship and courageous advocacy so pupils develop a sense of social responsibility, justice, and global awareness.
Attendance and behaviour - Strengthen positive behaviour, pupil reflection, attendance, and a culture of responsibility BA1 - Further develop and embed a whole-school safety curriculum that equips pupils with the knowledge and skills to stay safe in school, online, and in the wider world. BA2 - Maintain 95%+ attendance of whole school and decrease persistent absences BA3 - Develop pupils' ability to reflect on and take responsibility for their behaviour, fostering a positive, respectful school culture. BA 4- Promote respect for the environment and sustainability as part of the school's ethos and pupil attitudes.	Inclusion - Ensure all pupils, particularly vulnerable and disadvantaged, feel valued, supported, and can thrive academically, socially, and emotionally I1 -Enhance provision for SEND pupils through high-quality, inclusive teaching and effective support strategies tailored to individual needs to improve their outcomes. I2- Narrow the attainment and progress gap for disadvantaged pupils by ensuring targeted support, high expectations, and access to enrichment opportunities. I3 -Embed a whole-school approach to mental health and wellbeing for pupils and staff. I4 -Celebrate and reflect the diversity of the school and wider community through the curriculum and school culture. I5 - Embed Makaton as a tool for communication and inclusion across the school.	Early Years Education - Ensure a high-quality, developmentally appropriate EYFS environment that promotes independent learning, language development, and good learning behaviours. EY1 -Embed a well-planned and purposeful continuous and enhanced provision model across the EYFS to support child-led exploration and adult-guided learning. EY2 - Provide tailored professional development for new EYFS staff to ensure consistency, high expectations, and deep understanding of early childhood pedagogy. EY3 - Review and reallocate resources to ensure they support the current curriculum, promote active learning, and are inclusive for all learners. EY4 - Enhance the indoor learning environment to be language-rich, visually stimulating, and reflective of children's interests and learning to support pupil progress.

