

School Development Plan Priorities 2026-27

Safeguarding

Strengthen safeguarding systems and culture through enhanced training, monitoring and protective measures to ensure all staff and governors maintain current knowledge of statutory requirements, whilst implementing robust digital safety and emergency preparedness protocols.

Inclusion

Embed inclusive practice across all aspects of school life by ensuring staff have deep knowledge of vulnerable groups and their needs, implementing consistent high-quality provision for all learners, and systematically monitoring the impact of interventions to close achievement gaps and promote equity of opportunity.

Curriculum & Teaching

Develop and embed a knowledge-rich, ambitious curriculum that ensures mastery of foundational skills in early reading, writing fluency and mathematics **through active, engaging learning experiences**, whilst strengthening subject expertise, pedagogical innovation and adaptive teaching to meet the needs of all learners

Prepare for the successful implementation of the National Curriculum 2028 by auditing current provision, redesigning curriculum documentation to meet new statutory requirements, upskilling staff in new content areas, and ensuring all planning secures mastery of foundational skills with clear sequencing and adaptive provision for all learners.

English

Develop confident, articulate readers and writers by embedding a strong culture of reading for pleasure, strengthening oracy across the curriculum, ensuring secure foundational skills in early reading and phonics, and implementing a coherent writing curriculum with clear progression that enables all pupils to write fluently and accurately.

Maths

Develop mathematical fluency, reasoning and problem-solving skills by ensuring secure number sense and foundational knowledge, embedding consistent use of mathematical vocabulary and manipulatives, promoting active and outdoor learning experiences, and fostering independent mathematical thinking through open-ended problem solving and systematic use of jotters

Achievement

Ensure all pupils, particularly disadvantaged pupils, those with SEND, and other vulnerable groups, achieve at the highest possible level by systematically tracking and analysing their progress, implementing targeted evidence-based interventions including metacognitive strategies, and maintaining relentlessly high expectations from EYFS onwards so that gaps in attainment are rapidly closed and all pupils are well-prepared for their next stage of education.

Attendance & Behaviour

Improve attendance for all pupils, with particular focus on disadvantaged pupils (FSM6), by implementing a strategic, evidence-based approach that combines early intervention, robust tracking and analysis, supportive family engagement, proactive communication of high expectations, and targeted reintegration support, ensuring all pupils achieve attendance levels of at least 96.7% and can fully access their education.

Ensure the Empowerment Approach is fully embedded across all aspects of school life by strengthening staff understanding and consistent application of trauma-informed, relational practices, developing emotionally available adults for all vulnerable pupils, creating psychologically safe learning environments, and systematically monitoring the impact on pupil wellbeing, behaviour and achievement so that all pupils feel safe, valued and empowered to succeed.

Personal Development & Wellbeing

Continue to deliver a comprehensive, inclusive personal development curriculum that ensures all pupils, including those with SEND, acquire the knowledge, skills and attributes needed to keep themselves safe, healthy and prepared for life in modern Britain, through enhanced SMSC provision, robust online safety education including AI and misinformation awareness, raised profile of British Values, accessible support systems, and systematic evaluation of impact through pupil voice and wellbeing measures.

Leadership & Governance

Strengthen leadership capacity and governance effectiveness by embedding research-informed continuous professional development and learning (CPDL) within performance management cycles, ensuring all staff including new appointments receive high-quality, evidence-based training tailored to school-specific needs and barriers, developing distributed leadership expertise, and maintaining robust accountability systems that drive sustained improvement in outcomes for all pupils.

EYFS

Develop outstanding EYFS provision through enhanced leadership knowledge of educational programmes and effective monitoring, systematic oracy and communication development using evidence-based strategies, precise assessment-led planning, proactive family partnerships including school readiness clinics, and resilience-building approaches that ensure all children, particularly those who are disadvantaged, achieve strong foundations for future learning.

Monitoring the School Development Plan

Safeguarding	X 3 visits- Monitoring Days plus one additional meeting	Mr Parish Miss Steward
Inclusion	X 2 visits- Monitoring Days X 3 HT's reports	Miss Keen Miss Steward
Curriculum and Teaching	X 2 visit- Monitoring Days	Mrs Windle
English	X 2 visits- Monitoring Days	Miss Keen
Maths	X 2 visits- Monitoring Days	Mrs Windle
Achievement	X 3 HT's reports	
Personal Development & Wellbeing	X 2 visits- Monitoring Days	Mrs Walsh Mr Hughes
Attendance	X 2 visits- Monitoring Days	Mrs Walsh
Behaviour	X 3 HT's reports	
Leadership & Governance	X 3 HT's reports	
EYFS	X 2 visits- Monitoring Days	Mrs Matovu- Fontaine
Sustainability	X 2 visits- Monitoring Days	Mr King