



# School Development Plan

2025 – 2026

**Priority 1: To consolidate the development of the quality of teaching and learning.**

**Evidence of success:**

- a) Monitoring of learning walls, children's work, planning, task design and quality of teaching shows that standards in teaching and learning are improving.
- b) Task design focuses on learning rather than the activity and expected learning outcomes are made clear in lesson planning.
- c) Teachers know and can talk about what good to outstanding teaching and learning looks like.
- d) ECTs and RQTs are confident in what good/outstanding teaching and learning looks like.
- e) Mid-term/long-term plans and learning journeys show teachers are pre-planning objectives, using prior/formative assessment and thinking ahead of time.
- f) All children are appropriately challenged in all lessons and can talk accurately and confidently about their learning.
- g) LSAs are used effectively in the classroom to support teaching and learning of all children.
- h) SEND children make good progress at their level and this is evident in their books, IEP targets reviews and SEND testing.

**Lead role: Senior Leadership team have overall responsibility for implementing this priority.**

<b>Activity</b>	<b>Target date</b>	<b>Lead person</b>	<b>Resources</b>	<b>Monitoring</b>
a) Follow a clear monitoring cycle to support teachers and LSAs in developing quality of displays, children's work, medium term planning, task design and quality of teaching through developmental feedback. Teachers will be set meaningful targets that are followed up on in a set time frame.	Set up: September 2025 Weekly Activities Review Half termly.	SLT	MAST time	Deputy Headteacher
b) Targeted support and CPD based on the outcomes from monitoring teachers and LSAs.	Half Termly	SLT	£3000	Deputy Headteacher
c) Develop a CPD package for all staff to continue to strive towards consistently outstanding teaching and learning throughout the school.	Set up: Sept '25 Weekly Activities Review Half termly.	SLT	£3000	Headteacher and Deputy Headteacher
d) Support teachers to make judgements during moderation sessions and model how to use this to inform teachers' planning.	October 2025 then half termly	English leader Maths leader	Release time	Deputy Headteacher
e) Signpost teachers to good/outstanding practice across the school and allow opportunity to observe this practice with a specific focus.	November 2025	Phase leaders	Release time	Deputy Headteacher
f) Support and monitor teachers to produce clear long/medium term planning across the curriculum. They should identify which objectives need to be taught; this year, this term and this week in a given format.	October 2025 then Half Termly	English leader Maths leader Curriculum leader	INSET / Staff meeting time	Deputy Headteacher
g) Develop a package of CPD for ECTs and teachers new to the school to ensure high standards are consistent.	Autumn term	SLT	Release time / ECT time	Deputy Headteacher
h) Deliver CPD, focussing on objective led task design rather than activity led.	December 2025	SLT	Staff meeting time	Deputy Headteacher

**Priority 2: High quality inclusive teaching (HQIT): meeting the needs of all children.**

**Success criteria:**

- a. All children have the support in place that they need to be successful. (Consider appropriate challenge for higher attainers)
- b. Pupils consistently achieve highly.
- c. The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum.
- d. Teaching is successfully adapted to meet the needs for all groups of children, developing their knowledge, skills and abilities to apply what they know and can do so with increasing fluency and independence.
- e. Teachers and leaders use assessment well for example to help children embed and use knowledge fluently.

**Lead role: Senior Leadership team have overall responsibility for implementing this priority.**

Activity	Target date	Lead person	Resources	Monitoring
a) Identify any cohort specific needs and adapt the wider curriculum and personalise planning to address need.	Autumn 2025	Curriculum Lead	£2000	Deputy Headteacher
b) Ongoing teacher assessment both during and after the lesson informs pupil groupings, daily and medium term planning, task design and use of the adults in the class. A record of this ongoing AFL is kept in marking books by all teachers. These are monitored during book looks.	Half Termly	Curriculum Lead	MAST Release time	Deputy Headteacher
c) Task design is carefully crafted to ensure the right level of challenge and support is available for all children. There are at least 3 ways of differentiation and this is informed by teacher assessment for learning.	Half Termly	English and Maths Leaders	MAST Release time	Deputy Headteacher
d) Classroom displays are not overloaded but have resources to support children to make progress within the lesson and celebrate their work and achievements.	Half Termly	Curriculum Lead	MAST Release Time	Deputy Headteacher
e) Effective assessment and tracking across the school enables staff to track pupil progress, set targets and communicate the needs of the children to ensure all groups of children make accelerated progress. Teachers will identify gaps and personalise planning to address these. A record of this will be kept in marking books.	Half Termly	Deputy Headteacher	Cover for Pupil Progress Meetings	Headteacher
f) Teachers give high quality feedback in every lesson (verbally, as a group, written, LSA) that enable children to make progress. Feedback always includes development points.	Half Termly	Deputy Headteacher	MAST Release time for English and Maths Leaders	Headteacher
g) Children at risk of becoming SEND are identified earlier. Baseline testing is completed with them to identify gaps and a plan of support is put into place, including HQIT within the lesson and interventions. Early intervention will enable these children to make rapid progress.	Half Termly	SENCO	MAST Release time for teachers to meet SENCO	Deputy Headteacher

<b>Priority 3: To raise attainment for Pupil Premium and SEND children.</b>				
<b>Success criteria:</b>				
<ul style="list-style-type: none"> <li>a) To provide relevant CPD for all staff so they confidently support key groups of children.</li> <li>b) The needs and barriers to learning of individual pupils are identified and action is taken.</li> <li>c) The rate of progress of individual pupils within key groups is accelerated.</li> <li>d) Support staff are used more effectively across the school to support children's learning.</li> <li>e) Children needing an EHCP have been identified and the application process for these is done more quickly.</li> </ul>				
<b>Lead role: Senior Leadership team have overall responsibility for implementing this priority.</b>				
<b>Activity</b>	<b>Target date</b>	<b>Lead person</b>	<b>Resources</b>	<b>Monitoring</b>
a) EHCP applications are completed in a timely manner. The amount of information provided is less but the quality of this information needs to be high.	Half Termly	SENDCO	SENDCO Assistant	Deputy Headteacher
b) The empowerment approach will be implemented effectively to improve the emotional intelligence of our children and have a positive impact of behaviour.	Half Termly	Assistant Headteacher	Empowerment Approach Resources	Deputy Headteacher
c) Earlier identification of SEND. Teachers will be trained in what to look for and the baseline assessments that need to be completed and shared with SENDCO.	October 2025	SENDCO	Baseline assessments LSA Time	Deputy Headteacher
d) Task design will be differentiated to meet the needs of SEND pupils. Teachers will have high aspirations for the pupils and task design will meet their individual needs and enable them to make rapid progress,	Half Termly	SENDCO	Staff Meeting Time SLT time for Coaching	Deputy Headteacher
e) Teachers will create inclusive classroom environments. These will not be overloaded with resources or information, it will be easy to read at a distance and visual timetables will be used in all classes.	Half Termly	SENDCO		Deputy Headteacher
f) PP and SEND children will be prioritised for Lexia and other interventions. They will be carefully thought through to make most effective use of LSAs and resources.	Half Termly	English Leader		Assistant Headteacher
g) PP and SEND children will be given daily feedback (verbal or written) by the teacher.	Half Termly	Pupil Premium Leader and SENCO		Deputy Headteacher
h) Booster groups and tutoring will enable children to receive greater support beyond the school day and make accelerated progress.	October 2025	Assistant Headteacher	Staff Meeting Planning Time	Deputy Headteacher
i) Teachers will be given further training and coaching on effective assessment for learning so that they are identifying gaps and planning well thought out lessons to plug these. This will be recorded in a marking book.	October 2025	Assistant Headteacher	Staff meeting Time	Deputy Headteacher
j) SENCO to follow monitoring cycle to support teachers and LSAs in developing the provision for SEND children, focussing on classroom environment, identification of gaps, interventions, task design in lessons, IEPs and quality of teaching.	October 2025	SENDCO	Monitoring time	Deputy Headteacher

<b>Priority 4: To fully embed the Empowerment Approach (Brain Fit)</b>				
<b>Evidence of success:</b>				
A) Children will be prepped for best, giving them a chance to prepare for the day and any new experiences. They will be aware of what they find difficult and put a plan in place to succeed.				
B) Staff will be insistent, persistent and consistent with a bucket full of kindness.				
C) Children and parents will know what executive skill functions and 5C needs are missing and will be actively working on developing these.				
D) Staff will respond appropriately in the moment, taking on the paramedic role. They will be compassionate but not permissive.				
E) Coaching will enable children to identify any unmet needs and plan to develop any missing skills.				
F) CPD will ensure there is high levels of understanding, knowledge and skills amongst staff all staff – new and old.				
<b>Lead role: Senior Leadership team have overall responsibility for implementing this priority.</b>				
<b>Activity</b>	<b>Target date</b>	<b>Lead person</b>	<b>Resources</b>	<b>Monitoring</b>
a) All staff agree expectations and use the Prep4Best slide at the start of each day before new experiences, giving children a chance to think through what they might find hard and how to make sure they feel and do well.	September 2025	Behaviour lead	Prep for best slide	Assistant Headteacher
b) There are systematic plans, with clear outcomes for each Key Stage, that ensure children are taught to understand their brain and how to feel and be at their best. This is reflected in children's language and display in the classroom.	Half Termly	Behaviour lead	Staff Meeting Time	Assistant Headteacher
c) Every child has a copy of the 5C Need prompt and staff help all children to practise communicating their need rather than chucking their prickles /running from their prickles. There is a list of which children can do this well; all those who still find it hard are given extra teaching and practise before school until they can.	Half Termly	Behaviour lead	Laminated copies of the 5C need prompt cards.	Assistant Headteacher
d) Executive skill functions are considered by staff on weekly planning so that staff become more familiar with the language and weave it into classroom life.	Half Termly	Behaviour lead		Assistant Headteacher
e) There is a system to ensure that children and parents know (and are working hard to build) their Executive Functioning skills and Unmet Needs– they know what they already do well, what strategies help, and which skills need more work.	Half Termly	Behaviour lead	EF Top Tip for Parents Sheet Newsletters	Assistant Headteacher
f) Staff and children are taught how to Respond in the Moment. Staff use 'intentional language' and have high expectations – they are compassionate but not permissive.	December 2025	Behaviour lead	Visual reminders potentially on lanyards	Assistant Headteacher
g) There is a system all staff follow so that any child unable to keep to classroom expectations is taken (with kindness) to a space where they can do well, allowing other children can learn in disrupt-free environments. Coaching for Change plan.	Half Termly	Behaviour lead	Monitoring time	Assistant Headteacher
h) There is a clear system for follow-up which is known and followed consistently by all staff. Coaching Conversations always take place. The adult dealing with the issue is the person to follow-up wherever possible. Monitoring ensures Coaching Conversations are consistently of high quality across the school.	September 2025	Behaviour lead	Monitoring time	Assistant Headteacher
i) There is a system for Repair, so children become socially responsible and emotionally intelligent citizens. Visual prompts help children know it is Repair Time and expect it to take place. They know that making amends is important.	October 2025	Behaviour lead		Assistant Headteacher
j) There is a clear process known by all staff for when a child is not making progress after several Coaching Conversations so that Coaching for Change (more intensive coaching and intervention) is initiated. SEND plans: any child struggling has a specific plan which addresses unmet needs and missing skills.	Half Termly	Behaviour lead and SENDCO		Assistant Headteacher
k) There is a schedule of CPD in the approach included in induction so there is high levels of understanding, knowledge and skills amongst staff.	Half Termly	Behaviour lead	Empowerment Approach Self Study Platform	Headteacher
l) There is a schedule of monitoring so there is accurate evaluation of how well different staff are using the approach, with a process for support those not yet confident in all aspects.	Half Termly	Deputy Headteacher	Self-Evaluation Tool	Headteacher