

School Development Plan 2026/2027 Overview

Safeguarding - Key Priority 1:

“To continue embedding a strong safeguarding culture by strengthening safeguarding and medical systems, including the implementation of MediTracker, ensuring children continue to feel safe, supported and ready to learn.”

- A)** Implement MediTracker consistently to strengthen the recording, monitoring and communication of first aid, medication and medical needs.
- B)** Keep individual healthcare plans and medical information current, with clear systems for review and communication with families.
- C)** Further strengthen allergy and anaphylaxis readiness, asthma arrangements, first-aid capacity and emergency procedures.
- D)** Continue to develop safeguarding practice through staff training, pupil voice, online safety and the next stage of lockdown procedures.

Inclusion - Key Priority 2:

“To ensure all pupils flourish in our Christian community by strengthening adaptive teaching, removing barriers to learning and enhancing the assessment and tracking of pupil groups, including SEND and Pupil Premium pupils, ensuring progress from individual starting points is clearly evidenced and supported.”

- A)** Embed a clear early-identification process through the Initial Concerns form so needs are recognised, recorded and responded to promptly.
- B)** Strengthen adaptive teaching and reasonable adjustments so pupils can access ambitious learning alongside their peers.
- C)** Use Daily Intervention Time flexibly for pre-teaching, consolidation and short-term targeted support, with clear review and exit points.
- D)** Strengthen oversight of SEND, vulnerable and disadvantaged pupils through regular tracking, staff development and partnership with families, local schools and specialist services.

School Development Plan 2026/2027 Overview

Achievement - Key Priority 3:

“To build on the school’s strong outcomes by increasing opportunities for pupils to achieve Greater Depth, ensuring high levels of challenge, aspiration and achievement for all.”

- A)** Develop assessment systems that track pupils from their individual starting points and help staff identify needs quickly.
- B)** Increase teachers’ confidence in using assessment information to adapt teaching and plan appropriate next steps.
- C)** Strengthen challenge and opportunities for Greater Depth, particularly in reading, writing and mathematics.
- D)** Track the progress and attainment of key pupil groups closely so support can be targeted and impact evaluated.

Curriculum & Teaching - Key Priority 4:

“To further develop an ambitious and engaging curriculum by embedding a progressive reading curriculum, promoting reading for pleasure, implementing high-quality live feedback and introducing the NCETM Mastering Number Programme in Key Stage 1, ensuring every pupil develops secure knowledge, skills and a lifelong love of learning.”

- A)** Strengthen the progression and sequencing of reading, particularly from Key Stage 1 into Key Stage 2, with a strong focus on fluency, comprehension and vocabulary.
- B)** Develop reading for pleasure through a dedicated library space, carefully chosen texts and wider opportunities to engage with books.
- C)** Introduce and embed the NCETM Mastering Number Programme in Key Stage 1 to strengthen number fluency and mathematical confidence.
- D)** Embed live feedback and effective marking, while continuing to strengthen curriculum sequencing, vocabulary and knowledge across foundation subjects.

School Development Plan 2026/2027 Overview

Attendance, Behaviour & Pupil Voice - Key Priority 5:

“To sustain excellent attendance, positive attitudes to learning and a respectful behaviour culture, ensuring every pupil is ready to learn and can flourish within our Christian community.”

- A)** Maintain strong attendance and punctuality through clear expectations, regular monitoring and timely support where concerns arise.
- B)** Embed a consistent, positive and therapeutic approach to behaviour so expectations are clear across the school.
- C)** Strengthen pupils’ attitudes to learning, responsibility and respect through the school values and Christian ethos.
- D)** Expand meaningful pupil voice through Pupil Governors and wider consultation, enabling children to influence school improvement and decision-making.

Personal Development & Wellbeing - Key Priority 6:

“To inspire pupils to become confident, compassionate and aspirational individuals by implementing the new Relationships, Sex and Health Education curriculum, embedding the school’s wellbeing curriculum and helping pupils make meaningful links between their learning in school and future careers, jobs and opportunities.”

- A)** Implement the new Relationships, Sex and Health Education curriculum consistently across the school.
- B)** Embed the school’s wellbeing curriculum and provide opportunities for pupils to develop resilience, confidence, kindness and self-awareness.
- C)** Strengthen pupils’ understanding of careers and future opportunities through curriculum links and the expertise of families and the wider community.
- D)** Broaden access to clubs, enrichment, sport and pupil leadership, monitoring participation so opportunities are inclusive for all pupils.

School Development Plan 2026/2027 Overview

Leadership & Governance - Key Priority 7:

“To strengthen leadership and governance by developing new and existing subject leaders, while enhancing governor monitoring and strategic challenge through a planned programme of linked governor visits that evaluate the impact of school improvement priorities.”

- A)** Develop the knowledge, confidence and accountability of new and existing subject leaders through coaching, CPD and clear expectations.
- B)** Establish a planned monitoring cycle using lesson visits, books, pupil voice, staff discussion and assessment information to evaluate impact.
- C)** Create opportunities for staff to lead improvement work, share expertise and contribute to professional learning across the school.
- D)** Strengthen governor monitoring through linked visits aligned to the School Development Plan, ensuring strategic challenge and follow-up are clearly evidenced.

Early Years - Key Priority 8:

“To further develop the Early Years learning environment by enhancing continuous provision, both indoors and outdoors, to promote independence, curiosity, communication, creativity and high-quality learning across all areas of the curriculum.”

- A)** Further develop indoor and outdoor continuous provision so children can explore, investigate and apply learning independently.
- B)** Create a language-rich environment with a strong focus on communication, vocabulary, talk and early identification of speech and language needs.
- C)** Use children's interests and purposeful provision to promote curiosity, creativity, problem-solving and high-quality interactions.
- D)** Strengthen continuity into Year 1 through transition, shared practice and the development of continuous provision beyond Reception.