

School Development Plan 2026-2027



We aim to:

- ❖ To raise outcomes for all pupils
- ❖ To develop the quality of teaching and learning
- ❖ To ensure policy is put into practice
- ❖ To ensure there is challenge for all children
- ❖ To ensure there is a broad and balanced curriculum accessible to all

Priority 1: Foundational skills

- ✓ Staff have a clear understanding of the foundational skills pupils need to secure.
- ✓ A consistent approach to the teaching and practice of foundational skills is established.
- ✓ Clear progression of foundational skills is in place, building on prior learning and preparing pupils for the next stage.
- ✓ Assessment information is used effectively to identify gaps in pupils' foundational skills and inform teaching.
- ✓ Targeted support is in place for pupils who have gaps in foundational skills, with progress monitored regularly.
- ✓ Evidence in books and learning journals demonstrates that foundational skills are explicitly taught, practised and applied across the curriculum.
- ✓ Pupils demonstrate increased confidence and fluency in key foundational skills and can explain how these support their wider learning.
- ✓ Pupil voice demonstrates that pupils recognise the importance of practising and securing foundational skills.
- ✓ Monitoring demonstrates that the consistent approach is having a positive impact on pupils' knowledge, fluency and independence.

Priority 2: Attendance

- A clear whole-school approach to attendance and punctuality is in place, with high expectations communicated consistently to pupils and families
- Attendance data is monitored regularly to identify patterns, trends and pupils at risk of persistent or severe absence
- Clear systems are in place for early identification and support of pupils whose attendance is a concern
- Targeted support is in place for identified groups and individual pupils, including vulnerable pupils and those experiencing barriers to attendance
- Parents and carers are supported to understand the importance of good attendance and are engaged positively when concerns arise
- The impact of attendance interventions is regularly reviewed and actions are adapted in response to attendance data
- Staff understand their roles and responsibilities in promoting good attendance and responding to concerns
- Pupil voice demonstrates that pupils understand the importance of regular attendance and the impact this has on their learning and wellbeing
- Overall attendance improves from the school baseline, with a reduction in persistent and severe absence
The attendance gap between vulnerable groups and their peers is reduced

Priority 3: Maths – Year 5/6

- ✓ Power maths is used successfully as the spine of the curriculum
- ✓ Fifteen minutes per day is spent on fluency in line with the 'Mastering for number' programme
- ✓ Children can select and use appropriate mathematical models and strategies to solve reasoning and problem solving questions
- ✓ Children are able to be challenged and use skills across the maths curriculum
- ✓ Teachers teach the correct year group expectations with scaffolds and adaptations in place to support all levels
- ✓ LSAs are confident in the maths curriculum for upper ks2 and can support appropriately

Priority 4: Governance

- ✓ All governors understand their role and how to fulfil the 3 core areas of Governance and equality
- ✓ All governors can discuss with knowledge the school context to all stakeholders
- ✓ All governors to participate in monitoring aspects of the school through monitoring visit
- ✓ All governor meetings are purposeful, focused and concise.
- ✓ Training is up to date and relevant to their individual needs and roles