



‘Striving together for excellence and enjoyment’
School Development Plan 2025-2026

	Area of SEF	Overarching targets	Sub-targets
Target One	Inclusion	To set high expectations of all learners and use early, accurate assessment with an Assess Plan Do Review cycle and evidence-based Pupil Premium/SEND support so barriers reduce and all pupils engage and achieve.	<p>To introduce and embed Assess, Plan, Do, Review system across the school for all children on SEN register.</p> <p>To increase pupil and parent voice through Pupil Passports (children on SEN register) and parent engagement (all children)</p> <p>To upskill staff at all levels to provide further support for children with SEN across the school.</p>
Target Two	Curriculum and teaching	To deliver an ambitious, coherently sequenced, evidence-informed curriculum that secures strong foundations in language, reading, writing and maths, with assessment used to adapt teaching effectively.	<p>To ensure all areas of responsibility within the school have a lead member of staff driving change and improvement.</p> <p>To ensure that all members of the school community are aware of key priorities and progress in the curriculum.</p> <p>To ensure that the curriculum is mapped sequentially and that data is used to inform teaching and planning.</p>
Target Three	Achievement	To improve outcomes at specific measurable points, specifically in Year 4 multiplication, Year 1/2 phonics and Year 6 SATS to ensure that all children make progress from their starting points and close gaps.	<p>To increase the focus on the teaching of multiplication tables in KS2.</p> <p>To increase attainment in Phonics in Year 1 and Year 2 retakes</p> <p>To raise attainment in Maths across the school.</p> <p>To improve outcomes in Spelling, Punctuation and Grammar across the school.</p> <p>To embed Essential Writing across the school</p> <p>To launch Guided Reading across the school</p>
Target Four	Personal Development and Wellbeing	To continue to embed systems across the school to encourage children's development of behaviour regulation to support wellbeing	<p>To increase pupil and parent voice through Pupil Passports (children on SEN register and also those with eligible PP status)</p> <p>To implement a programme of planned wellbeing support across the school.</p> <p>To train a member of support staff to deliver interventions for Emotional Based School Avoidance (EBSA)</p> <p>To upskill school staff in Mental Health Awareness</p> <p>To take on guidance for revised 2025-2026 curriculum</p>
Target Five	Leadership and governance	To lead with a clear improvement strategy, based on knowledge of the school, supported by effective organisational management and a professional culture at all leadership levels.	<p>To establish a programme of governor visits with an agreed policy and frequency based on good practice.</p> <p>To develop links between subject leaders/adults with specific responsibility in school and members of the governing body.</p> <p>To ensure information provided by school staff at all levels to governors and other stakeholders is appropriate, adequately detailed, comprehensive and understandable.</p>