



**‘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.	To introduce and embed Assess, Plan, Do, Review system across the school for all children on SEN register.
			To increase pupil and parent voice through Pupil Passports (children on SEN register) and parent engagement (all children)
			To upskill staff at all levels to provide further support for children with SEN across the school.
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.	To ensure all areas of responsibility within the school have a lead member of staff driving change and improvement.
			To ensure that all members of the school community are aware of key priorities and progress in the curriculum.
			To ensure that the curriculum is mapped sequentially and that data is used to inform teaching and planning.
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.	To increase the focus on the teaching of multiplication tables in KS2.
			To increase attainment in Phonics in Year 1 and Year 2 retakes
			To raise attainment in Maths across the school.
			To improve outcomes in Spelling, Punctuation and Grammar across the school.
			To embed Essential Writing across the school
			To launch Guided Reading across the school
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	To increase pupil and parent voice through Pupil Passports (children on SEN register and also those with eligible PP status)
			To implement a programme of planned wellbeing support across the school.
			To train a member of support staff to deliver interventions for Emotional Based School Avoidance (EBSA)
			To upskill school staff in Mental Health Awareness
			To take on guidance for revised 2025-2026 curriculum
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.	To establish a programme of governor visits with an agreed policy and frequency based on good practice.
			To develop links between subject leaders/adults with specific responsibility in school and members of the governing body.
			To ensure information provided by school staff at all levels to governors and other stakeholders is appropriate, adequately detailed, comprehensive and understandable.