



Strategic Development Plan 2025-2027 Overview

Priority	Strengths	Next Steps	Intended Outcomes
Quality First Teaching	<ul style="list-style-type: none"> • Intent in a strong place and the sequence of learning is better understood by staff. • Consistency (effective modelling/demonstrating/questioning) is embedding well. • Oracy is a strong focus. Pupil engagement is excellent. • High quality CPD • Well defined monitoring framework. This will be developed further to focus on key areas of improvement. • Strong HR processes to address underperformance. 	<ul style="list-style-type: none"> • Continue improving the planning so that intent is implemented effectively-EYFS-Year 6. • Improve practice through Write Beginnings, Flying Start and Mastery in Number (Maths Hub: NW1) • Further strengthen adaptations in all areas of the curriculum. • Further develop retrieval approaches and ensure pupils can make links to prior learning and build on them. • Further develop strategies to address the gaps in knowledge of pupils newly arrived to the school/country. • Maintaining consistency in teaching (4 ECTs and 3 maternities). 	<ul style="list-style-type: none"> • Teaching is at least good across the school. • Teachers and Teaching Assistants are confident in their respective roles. • The outcomes for pupils are in line with national averages. • The outcomes in books are of a high standard for all pupils.
Formative and Summative Assessments	<ul style="list-style-type: none"> • Staff clear about End of Year expectations in Reading, Writing and Mathematics. • Assessments in Science (TAPS) well embedded. • Year Group Teams/Phase Leaders very knowledgeable about the pupils they teach. • Reading and SEND files support academic target setting. 	<ul style="list-style-type: none"> • Further strengthen questioning (continue to develop hinge questions). • Further develop retrieval approaches. • Improve summative assessments in Reading and Mathematics to ensure reliable teacher assessments. 	<ul style="list-style-type: none"> • Staff are skilled at all layers of assessments (to inform teaching/next steps). • Pupils can retrieve knowledge confidently and remember/make links in their learning. • The outcomes for pupils are in line with national averages.
SEND and Adaptive Strategies	<ul style="list-style-type: none"> • SEND is a focus throughout the school, with strong oversight by leaders across all phases and subjects. • Teachers work together to plan appropriate adaptations for individuals in their inclusion folder – sharing resources. • Therapeutic approaches are embedded to support pupils in building their self-regulation skills and build their confidence and self-esteem. 	<ul style="list-style-type: none"> • CPD plan put in place for teachers and learning support, with a focus on autism. • Termly SEND surgeries are held, with a focus on target setting for pupils on SEND Support. • Monitoring and coaching teachers and teaching assistants to ensure effective implementation of the Graduated Approach and adaptive strategies. • Trial and evaluate different digital tools and how they can be used as part of the adaptations available to support SEND pupils. 	<ul style="list-style-type: none"> • A team of Autism trained educators are available around the school to help teachers develop consistent practice and use a toolbox of strategies to support pupils. • All pupils on the SEND register have a Pupil Passport where staff have identified appropriate learning targets and strategies to help move each child forward in their learning. • Pupils access personalised learning, with curriculum adaptations that support their independence and build their self-esteem as learners.



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SEND and Adaptive Strategies continued	<ul style="list-style-type: none"> •The SEND policy and processes for target setting, monitoring and reporting (working alongside other agencies) are embedded across the school. All applications for EHCPs are accepted. 		<ul style="list-style-type: none"> •Attainment differences between SEND pupils and the wider pupil cohort are reduced, with improved independence and ownership.
Early Reading	<ul style="list-style-type: none"> •Structured approach to early reading supported by full integration of the Anima Phonics (AP) programme across EYFS and KS1. •Knowledgeable and skilled teachers and teaching assistants support the teaching of phonics in EYFS and KS1. •Wide range of resources support the teaching of synthetic phonics through AP, with books for class and home. •Bridging materials support the utilisation of phonics skills in Early Reading, with Accelerated Reader (AR) implemented from Year 2 onwards. •Strong outcomes in Year 1 phonics – above national for 2 years. •Impact of the Shared Reading structure is evident in outcomes. 	<ul style="list-style-type: none"> •Evaluate and review current AP and AR home readers; embedding a new, structured and levelled set of home reading books to support literacy development. •AP training for all staff – repeated and developed each year and for new staff as part of their induction. •Comprehensive, printed resource bank for every class to enhance access to AP resources. •Tailored regular AP workshops for parents, building strong partnership between home and school. •Further develop the Shared Reading model. •Brokered support: restructure AR sessions by adding Guided Reading-focus fluency, comprehension. 	<ul style="list-style-type: none"> •All pupils In Reception and KS1 will be matched to a reading level, aligned with Anima Phonics, improving reading fluency and comprehension. •All teachers and TAs are confident in using Anima Phonics and phonics lessons are delivered consistently well across the school. •Weekly planning across year groups shows consistent and effective use of printed AP resources. •75% of parents in EYFS and KS1 attend a phonics workshop. •Pupils make expected or better progress in reading by the end of the academic year.
Behaviour and Attitudes	<ul style="list-style-type: none"> •Clear vision and policy – focused on strong relationships across the community. •Positive behaviour focus – outcomes and language of ‘being kind’. •Behaviour curriculum embedded and effective learner behaviours routinely discussed and celebrated. •Restorative approach applied and staff trained. •Analysis of behaviour patterns-CPOMS well utilised. •Rights Respecting School – Gold Award. 	<ul style="list-style-type: none"> •CPD and support for lunchtime staff to ensure a consistent culture of vigilance. Consistent use of the LEAF/restorative approaches. •CPOMS development to ensure consistency of reporting – leading to more accurate analysis of need. •Coaching between teaching staff to develop consistent, supportive and effective practice. •Whole school approach to preventing sexism and sexual harassment (working in conjunction with M/CR Healthy Schools). •Review practices in line with the Generational Need Training. 	<ul style="list-style-type: none"> •Pupils are confident in reporting issues to any member of staff, whose responses are consistent, supportive and help to move the whole school forwards in preventing future inappropriate behaviours and sexist attitudes. •All incidents are reported through CPOMS, enabling targeted support and intervention which in the long term reduces numbers of incidents. •All staff are valued and contribute to an ongoing professional dialogue that builds a strong, positive and safe-guarded culture across the whole school.