

Bolton Primary School

School Development Plan 2025 - 2026
incorporating Ofsted 2023 (June)



Introduction

- Number on roll Autumn 25 is 56 of whom over 61% reside outside the catchment area. (60 on roll 24/25)
- The school falls within the most sparsely populated district council area in England and Wales.
- Currently there is one pupil of an ethnic group other than White British.
- We have 3 cared for children.
- Percentage of children with special educational needs recorded in the summer 2025 was 32%
- We have three pupils on an EHCP (September 25)
- 10 (18%) are Pupil Premium in 25/26 with 7 FSM (13%). *(7 (12%) were Pupil Premium in 24/25 with 5 FSM (8%))*
- We have 4 additional pupils recorded as disadvantaged. The school has received RADY project training (24/25).
- Average attendance for **Pupil Premium** September 2024 - July 25 was 91.65%
- **Whole School Attendance** from 06/09/24 to 20/07/25 was 95.73% with 2.92% authorised and 1.35% unauthorised *(average attendance for the preceding year over the same period was 94.81%)*. The national average for primary schools was 94.8% in 2024 - 2025
- New Head Teacher - Debbie Tinkler (September 25)
- Class groups 25/26:
 - Class 1 - Reception (5 pupils), Year 1 (7 pupils) and Year 2 (13 pupils) will be taught in two groups in the mornings. Andrea Moody (experienced teacher) will teach Reception/Year 1 Phonics and Maths and Reception English and Rachel Holmes (ECT) will teach Year 2 Spellings and Maths and Year 1 and 2 English. In the afternoons, Class 1 will be taught together by experienced/specialist teachers for foundation subjects. The Class will be supported by 2 Teaching Assistants. Mrs Tinkler (0.3 headteacher) will also be teaching Class 1 all day on a Monday.
 - Class 2 - Year 3 (6 pupils) and Year 4 (9 pupils) will be taught by Bianca Cousin (experienced teacher) for English, Maths and some foundation subjects and a range of specialists each afternoon, including French.
 - Class 3 - Year 5 (9 pupils) and Year 6 (7 pupils) will be taught by Alice Mepham (experienced teacher) for English, Maths and some foundation subjects and a range of specialists each afternoon, including French.
- School adopts a practice of teachers teaching areas/subjects of expertise across the school: French (KS2), Science, Music, Computing, History, Geography, PE, Art, DT, WV&R, PHSE & RHSE.
- There is full-time TA support in class 1 and in KS2. The use of TAs in a class can vary termly depending on needs and sizes of cohorts. We have added extra support in Class 1 and Class 2 due to EHCPs.
- The school had a graded Ofsted inspection June 2023 and was categorised as a 'good' in all areas.



Rationale

This Improvement Plan is a working document, and as such, changes and developments will take place and an on-going cycle of review will inform the implementation, monitoring and evaluation of the identified priorities. School improvement is seen as a dynamic and inspiring process, bringing change and self-reflection through which each individual, as well as the establishment, can grow and develop.

Roles and responsibilities

All staff and governors have a role in the development of Bolton Primary School. The ideas and opinions of our pupils, parents/carers and the wider local and communities are also valued and considered. Advice and support are accessed as required from the LA, our cluster ERA (Eden Rural Alliance) and outside agencies/providers where appropriate.

Self-evaluation

The priorities identified in this plan emerge from an on-going process of self-evaluation that involves all stakeholders, and which is informed by Ofsted inspections as well as our Annual School Return and peer development work/review. Further information and evidence of this process, including termly reports on progress towards our priorities, can be found in our Microsoft Teams file.



THE BOLTON PRIMARY SCHOOL DEVELOPMENT PLAN OVERVIEW 2025 /2026

Caring

Quality of Education

Embed a consistent fluency scheme in every class (e.g., The Fluent Five, ensuring daily number fact recall and problem solving)

Extend Mastering Number into KS2 to build strong mental calculations beyond KS1

Adopt of a new, more tailored Maths Scheme that better matches the needs of the school, replacing WhiteRose

Review termly assessments to ensure that they inform teaching and adapt interventions quickly

Run a parent session to help parents support number fluency at home

Plan weekly opportunities for talk tasks

Showcase oracy through assemblies, poetry reading or debates

Implement a whole-school spelling progression plan to ensure consistency from year to year

Daily spelling lesson to secure regular practice

Adopt a structured spelling programme

Provide resources for parents

Update the homework policy so it is clear, consistent and manageable

Set purposeful weekly tasks that reinforce fluency, spelling and oracy skills

Offer homework clubs at lunchtimes or after school

Provide a parent guide on homework expectations to strengthen home-school partnerships

RESPECT

Behaviour and Attitudes

Create purposeful outdoor areas, like a sensory garden

Regular outdoor learning sessions for all year groups

Staff CPD on the benefits of outdoor learning

Use projects outdoors to boost boy participation

Implement Zones of Regulation in every class, with clear visuals, staff training, book about feeling and regular sessions

Provide information for parents on how to use Zones of Regulation and support positive behaviour at home

Teach decider skills strategies across the whole school and in targeted groups to help children manage impulses and self-regulate

Run small-group Nurture group sessions (led by Erin Taylor)

Work closely with external agencies to support behaviour and deliver staff training

Revitalise ELSA

Introduce consistent, motivating class reward systems in each class – focussing on celebrating positive behaviour

Try fun, pupil-led initiatives like 'No Kicking Day' to raise awareness and reset playground norms

Praise and reward positive choices regularly to reinforce good attitudes to learning and behaviour

Enjoying

RESPECT

Personal Development

Refresh the School Council with clear structure and purpose

Equip pupil reps with skills in leadership, presenting and giving feedback

Hold half-termly meetings where children can raise ideas about behaviour, environment, well-being and fundraising

Link the School Council to the PSHE Lead

Hold a half-termly whole-school 'Pupil Parliament' assembly where the Council shares decisions and celebrates pupil-led actions

Introduce a daily 15-minute run/walk for all classes

Whole school assembly launching 'Mile a Day'

Track and celebrate distances / Milestones

Open sessions each term where families join in to promote a whole-community health culture

Introduce new school menus

Use the Facebook page to showcase new meals

Organise fun initiatives e.g., Michelin Star days / Golden Diners

Train lunch supervisors in positive behaviour strategies and how to use the Zones of Regulation approach to help pupils stay calm and regulated

Excelling

RESPECT

Early Years

Strong EY leadership – driving improvement and consistency

Robust baseline training and completion of assessments

Implement 'Move to Write' scheme to strength early writing skills

CPD on identifying early signs of SEND to ensure early interventions

Embed termly SEND review meetings between EY staff, SENCO and parents

Strengthen partnerships between school and outside agencies

Develop EY Support Plans with SMART targets

Hold half-termly meetings with parents to review progress

Run monthly stay and play sessions for families with under 5s

Advertise events through Facebook, newsletter and notice board

Hold Open Mornings to showcase the EYFS

Build stronger relationships with other nurseries beyond Bolton

Explore the feasibility of extending the school age range to 3-11, as advised by the LA to secure early relationships with families

Inspiring

Leadership and Management

Review Appraisal Policy

Set clear SMART objectives linked to the SIP

Effective Mid-Year Reviews to check progress

Strengthen processes for collecting robust evidence of impact

Implement a thorough induction plan for the new Headteacher with mentoring, PHA input and LA support

Complete a governance review with LA support, completing a skills audit, provide regular governor training and ensure there is a clear committee structure

Use One Cumbria for ECT mentoring

Schedule half-termly review meetings, lesson observations and feedback

Complete a premises audit to identify any H&S actions

Involve pupils / parents in improvement projects

Ensure annual safeguarding training for all staff with regular updates for DSL and DDSL

Carry out termly SCR checks

Review the use of CURA

Hold termly safeguarding meetings between DSL, DDSL and Safeguarding governor

Keep policies up to date with KCSIE

SIP - PRIORITY 2 - Behaviour and Attitude FOCUS: Improve pupils' behaviour and attitudes to learning

To implement and embed a consistent whole-school approach using outdoor learning, emotional regulation frameworks (Zones of Regulation and Decider Skills), positive whole-class rewards, and specialist interventions (ELSA and external agency support) to improve pupils' behaviour and attitudes to learning, with a particular focus on engaging boys and supporting pupils with SEND.

Intent:

Develop a positive school culture where children have strong self-regulation and behaviour skills.
 Use outdoor resources creatively to reduce incidents of negative behaviour by providing purposeful and engaging learning/play opportunities for all age groups.
 Strengthen SEND provision by working closely with outside agencies to develop tailored behaviour support.
 Improve boys' engagement and positive attitudes through active and outdoor-focused interventions.
 Embed Zones of Regulation, the ELSA programme, and Decider Skills across the school to support emotional literacy and behaviour.
 Shift to a whole-class reward system that celebrates positive behaviour, reducing reliance on warnings and sanctions.

Success Criteria:

Reduction in behaviour incidents by end of year
 90% of staff confident using Zones of Regulation and Decider Skills
 Outdoor areas used at least weekly by every class
 100% of SEND pupils with behaviour needs have individual support plans involving external agencies
 ELSA programme runs with clear impact on targeted pupils
 Positive whole-class rewards embedded across all classes
 Improved engagement from boys (involvement/attitude to learning)

IMPLEMENTATION	Who?	Start & finish	Resources Costs	Monitoring person(s) / method
<ul style="list-style-type: none"> Develop outdoor spaces for play and learning: forest area, sensory garden, outdoor classroom. Outdoor learning training for staff to embed purposeful outdoor activities linked to curriculum and social skills. Regular sessions outdoors planned into curriculum for all ages. Liaise with outside agencies (EP, CAMHS, Behaviour Support) for individual plans and staff training for SEND children with behaviour needs. Implement Zones of Regulation across all classrooms with visuals, staff training and regular sessions/ books about feelings in each classroom Deliver Decider Skills whole-school and targeted groups. Deliver 'nurture group' sessions by Erin Taylor to targeted groups (Class 1 group and KS2 group). Inject new energy into ELSA - reviewing, tracking impact Introduce whole-class reward system (e.g., class marbles, reward time) to focus on positives. Develop strategies to engage boys e.g., boy-friendly outdoor projects, role models, active tasks. Trial 'no kicking day'. Parent information on Zones of Regulation & supporting behaviour at home. 	BC/HL All Staff All staff HL All staff HL DT GB/CR All staff All staff BC All staff	Outdoor learning spaced to be timetabled from Autumn 25 Early identification and referrals submitted as needed 6 weeks booked in Autumn Term INSET INSET Spring 26	Grant for outdoor resources Resources INSET - HL ELSA - time out in another setting	Learning walks, pupil voice Review meetings/ provision maps Behaviour logs Parent feedback / attendance

Anticipated Impact:

Reduction in behaviour incidents logged / behaviour logs.
 Children show improved self-regulation and emotional vocabulary.
 Increased engagement from boys in lessons and outdoor activities.
 SEND pupils have bespoke behaviour support with measurable progress.
 Positive culture where rewards outweigh sanctions — higher morale and sense of community.
 Parents understand and use same language and strategies at home.

SIP - PRIORITY 4 - Early Years FOCUS: Strengthen Early Years Provision and increase pupil numbers

To create a nurturing, inclusive and high-quality Early Years provision that identifies additional needs early, supports all children to thrive, strengthens parental partnerships, and raises the school's profile to attract more families.

Intent:

Implement new baseline assessments effectively
 Improve writing outcomes
 Strengthen Early SEND Identification
 Implement Effective Early Years Support Plans
 Run Regular 'Stay and Play' Sessions
 Increase Number of Children Applying for School

Success Criteria:

Early SEND needs identified within first term or before (during transition sessions) and acted upon.
 100% of children with additional needs have an active Early Support Plan reviewed half-termly.
 Targeted families attend at least one 'Stay and Play' session per term.
 Nursery to Reception conversion rate increases over the year.
 Overall EYFS cohort size increases year on year.

IMPLEMENTATION	Who?	Start & finish	Resources Costs	Monitoring person(s) and method
<ul style="list-style-type: none"> New EY Lead - Andrea Moody New Baseline assessment training Implement robust baseline assessments for all Reception children within first 4 weeks. Writing - Move to write scheme (applied for 24/25) Deliver staff CPD on early signs of SEND Embed termly SEND review meetings for EYFS staff and EY SENCO Develop stronger links with external agencies (e.g., SALT, EP) Develop clear EY Support Plans with SMART targets Train EYFS staff on writing and reviewing EYSPs Hold half-termly meetings with parents to review progress Use pupil voice and observations to adapt support Hold regular 'Stay and Play' sessions open to families with under 5s Offer themed sessions: phonics, play, language development Signpost families to early help/support services Promote sessions on local community boards, social media, and with health visitors Host Open Mornings regularly Build links with local nurseries, childminders, and toddler groups Use social media to share EY achievements Explore the school moving to 3-11 years (LA advised) 	DT DT AM DT DT/AM DT AM DT AM AM DT DT	Baseline training and assessments be to completed within first 4 weeks INSET Autumn Staff meeting End of Autumn term/throughout Plan for each term From October half term	IT equipment Free Time	Headteacher monitoring Reviewed targets / support plan Pupil Voice Parent feedback Applications by Jan 26

Anticipated Impact:

Needs are identified early, children receive timely support, and families have confidence in the school's SEND offer.
 Children with additional needs make better progress; families feel involved and informed.
 Families build positive relationships with school, gain skills to support learning at home, increase community trust and word of mouth.
 School's reputation and visibility in the community improves; application numbers rise, ensuring financial sustainability.

SIP - PRIORITY 5 - Leadership and Management FOCUS: Successful first year of new Headteacher

To embed robust systems for performance management, leadership development, governance effectiveness, ECT induction, safe and well-maintained premises, and rigorous safeguarding procedures that ensure high standards and positive outcomes for all pupils.

Intent:

Establish a clear, fair and aspirational performance management system for all staff that links to school priorities, CPD, and career progression.
 Ensure a smooth transition for the new Headteacher and strengthen the governing body's capacity to hold the school to account.
 Deliver a high-quality induction for Early Career Teacher so they develop excellent practice and remain in the profession.
 Maintain a safe, clean, and stimulating learning environment that supports wellbeing and learning.
 Maintain the highest safeguarding standards, ensuring all pupils are safe, staff are vigilant and procedures are watertight.

Success Criteria:

100% staff receive timely appraisals. All staff have clear targets. Improved staff morale. Evidence of impact on teaching and learning.
 New HT is well-established and supported. Governors challenge and support effectively. Clear evidence of strategic impact.
 ECTs pass their first year of induction. ECTs report positive experience. Observations show good or better teaching.
 Premises meet compliance checks. Health & safety audits passed. Environment is clean, safe and engaging. Positive feedback from stakeholders.
 100% staff trained. Up-to-date SCR. Safeguarding audit actions completed. External reviews confirm robust practice.

IMPLEMENTATION	Who?	Start & finish	Resources Costs	Monitoring person(s) and method
<ul style="list-style-type: none"> Review current appraisal policy; set clear, SMART objectives aligned to the SIP; mid-year reviews; robust evidence gathering. Induction plan for Headteacher; mentoring support (e.g., from an experienced Head); leadership coaching; Governance review with LA; annual skills audit; regular training; clear committee structures and link governor roles. Use One Cumbria, assign trained mentors; provide release time for mentor and ECT; attend local ECT network; half-termly review meetings; regular lesson observations and feedback. Conduct premises audit; prioritise health & safety works; develop rolling maintenance plan; apply for capital funding if applicable; engage contractors for urgent works; involve pupils in site improvements (e.g., school garden). Annual safeguarding training for all; DSL and DDSL updates; safer recruitment training for leaders; termly SCR checks; pupil voice surveys; safeguarding audit; update policies in line with KCSIE. 	DT	Autumn Term	Mentor costs	Headteacher monitoring
	DT/ Govs		Mentor costs	Govs - FGB meetings / head reports
	DT/BC	Autumn	Mentor costs	Lead - DT
	DT/HA			Govs / DT
	DT/BC/ HL	INSET	Supply costs	DT / Govs
	All Staff			

Anticipated Impact:

Staff feel valued, motivated and clear about expectations. Teaching and support staff are held to consistently high standards. High-quality CPD is matched to real needs, improving classroom practice. Pupil outcomes improve as teaching is more effective and consistent. Strong link between appraisal and school priorities drives whole-school improvement. The new Headteacher quickly establishes clear direction, securing trust and stability. Strong governance provides effective challenge and support, ensuring accountability. Strategic decisions are evidence-based and focused on long-term improvement. School vision and culture are strengthened, benefiting staff, pupils and parents. ECTs develop secure teaching skills more rapidly. Children benefit from good or better teaching from the outset. Mentors develop leadership skills, building middle leadership capacity. A safe, clean environment reduces accidents and incidents. Pupils feel valued and motivated in a well-maintained, stimulating setting. Parents and visitors have confidence in the school's standards. Improvements in the learning environment support pupil wellbeing and readiness to learn. Compliance with statutory health and safety protects the school from liabilities. All children feel safe and know who to talk to if they have a worry. Early identification and swift intervention protect vulnerable pupils. Staff have the confidence and knowledge to respond correctly to concerns. Strong safeguarding practice builds trust with parents and the community. The school fully meets statutory safeguarding requirements and passes inspections.

Governor Subject Monitoring 2024-2026

Subject	Teacher lead	Date for Subject Review	Gov lead
1. English - Oracy	Alice Mepham	Summer 25 - Completed	Stephen Tudway
2. English - Writing/GAPS	Alice Mepham	Summer 25 - Completed	Stephen Tudway
3. English - Reading (including phonics)	Debbie Tinkler	Summer 25 - Completed	Stephen Tudway
1. Computing	Debbie Tinkler	Autumn 24 - Completed	TBC
2. Maths	Bianca Cousin	Spring 25 - Completed	TBC
3. Science	Heather Lowthian	Summer 25 - Completed	TBC
1. World Views and Religion	Alice Mepham	Autumn 24 - Completed	Carla Miller
2. History	Andrea Moody	Spring 25 - Completed	Carla Miller
3. Geography	Andrea Moody	Autumn 25	Carla Miller
1. DT	Bianca Cousin	Spring 26	TBC
2. Art	Bianca Cousin	Summer 26	TBC
1. Music	Heather Lowthian	Spring 25 - Completed	Kathryn Macfarlane
2. PE	Bianca Cousin	Autumn 25	Kathryn Macfarlane
1. PHSE / RHSE relationships	Alice Mepham	Spring 26	Kate Allison
2. French (KS2)	Kate Walsh	Summer 26	Kate Allison
SEND	Heather Lowthian	Biannually	Kate Allison
Early Years	Andrea Moody	Summer 26	Kaya Bennett
Safeguarding	Debbie Tinkler (DSL) Bianca Cousin (DDSL) Heather Lowthian (DDSL)	Biannually	Kaya Bennett
GDPR	Debbie Tinkler / Helen Austin	Annual	Kaya Bennett
Health and Safety	Debbie Tinkler / Helen Austin	Termly	TBC
ECTE Lead	Debbie Tinkler		
ECTE Mentor	Bianca Cousin		

Personal Development, Safeguarding, B & A - focus for all governors