

School Development Plan 2026/27



	Areas for Development
1. Safeguarding	1. Ensure robust safeguarding procedures are shared and understood amongst a new DSL team, working proactively to support all pupils and their supporting adults. 2. Further strengthen the safeguarding programme to ensure all staff, volunteers and supply staff demonstrate a secure understanding of safeguarding procedures, contextual risks and reporting processes within their first half term, evidenced through induction evaluation, safeguarding quizzes and monitoring by the DSL team.
2. Inclusion	1. For teachers to deploy a range of adaptive strategies to support all learners academically and behaviourally, with a particular focus on SEND children. 2. To further develop the Flourish provision to ensure children become independent learners and to have aspirational targets that support the strong foundations.
3. Curriculum and Teaching	1. To ensure robust procedures for all staff to 'Check for Understanding' in order that misconceptions are swiftly addressed. 2. To support children to be able to articulate what they have learnt, how this links with prior learning and apply a range of skills across the curriculum.
4. Achievement	1. To ensure the attainment of eligible PP children is more in line with non-PP eligible children in reading, writing and maths (PP strategy). 2. To improve the attainment of times table knowledge across KS2.



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Acceptance



Connection



Independence



Growth

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5. Attendance and Behaviour	1. To improve the attendance for our PA group of children. 2. To refine and improve the Behaviour guidelines, to ensure a more consistent approach to positive behaviour management that is clearly understood by all stakeholders.
6. Personal Development & Wellbeing	1. To develop systems that allow us to encourage and celebrate individuals' wider contributions and facilitate a range of opportunities both through the school curriculum and extra curriculum for all pupils but with a particular focus on those with life experiences that are more limited and less varied. 2. To ensure current contextual issues and equality, diversity and inclusion are reflected in the PSHE curriculum.
7. EYFS	1. Use the progression document to create an accurate on entry profile for each child that joins our provision at whatever stage, to ensure a targeted approach to meeting all learners needs. 2. To strengthen the quality of adult-child interactions across the EYFS, ensuring ALL adults consistently, use skilful questioning, modelling and responsive interactions to deepen understanding, move children's learning forward and identify and respond to misconceptions in the moment.
8. Leadership and Governance	1. To strengthen the middle leadership in school of Phase Leaders and Subject Leaders, that there is consistently high expectations around curriculum, teaching, behaviour and achievement. 2. To enable and support Local Academy Councillors to ask focused and pertinent questions linked to school improvement.



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