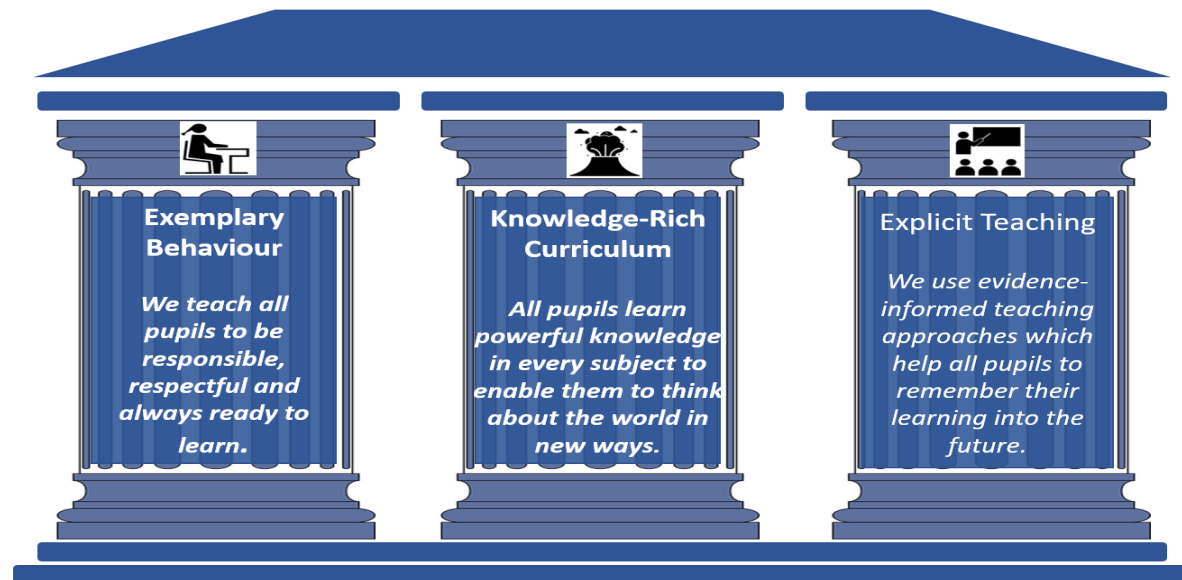


School Development Plan

Academic Year

2025 - 2026



School Aims, Vision & Values

Our Vision

At Grace Mary we believe that every child should be given the opportunity to reach their full potential based on their starting points and individual circumstances. We offer a warm, friendly atmosphere where the children & staff can feel happy and secure and where they can grow in independence and confidence. We make the school a stimulating place, which generates enthusiasm and encourages positive progress and good attitude to learning. We foster a culture which develops social skills and self-awareness, while placing equal value in strong communication and cultural sensitivity. We continually strive to achieve the school aims by giving learners a high quality education to raise standards of attainment across all ability ranges so the pupils achieve their very best enabling everyone to aspire.

Our Core Values:

Respect

- EVERYONE is important and special.
- Show PRIDE in our school.
- Consideration for each other's FEELINGS, RIGHTS and BELIEFS.

Aspiration

- AMBITION to achieve excellence.
- CHALLENGE and MOTIVATE self to be the best we can be.
- BELIEVE in ourselves.

Honesty

- COURAGE to tell the truth.
- Share honestly how you feel.
- voice our opinions in a THOUGHTFUL way.

Kindness

- Show COMPASSION and CARE towards others.
- Speak out and lend each other a helping hand, TRUST.
- To always show ACCEPTANCE and be FRIENDLY.

Determination

- Try your best and never give up, PERSEVERE.
- Always use a 'GROWTH MINDSET' anything is possible
- Be BRAVE and prepared to make mistakes

Healthy

- Be PATIENT, show self control.
- Be as PHYSICALLY fit as you can be.
- Lending each other a HELPING HAND.

Curriculum

INTENT, IMPLEMENTATION, IMPACT

Curriculum INTENT

At Grace Mary, we refer to the 'Three Pillars' which form the basis of what we do. The three pillars are:

- ***Fantastic behaviour***
- ***Knowledge-rich curriculum***
- ***Explicit teaching***

Our curriculum is driven by the need to prepare our children for lifelong learning. At Grace Mary, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. We ensure children enjoy learning and fulfil their potential by developing the resilience, curiosity, and knowledge. Our curriculum encompasses not only the formal requirements of the National Curriculum but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be.

Our Curriculum has a specific focus on Reading and Vocabulary development. We believe that ability to read is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.

At Grace Mary, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. The curriculum is further enhanced by our commitment to Values-based Education (including British Values) and, through this, we provide learning experiences which promote confident, self-motivated pupils, eager for lifelong learning. We do not want our children to fit into this expected life model. We want our children to make a significant contribution to society.



Our curriculum teaches children how the world works.



Our curriculum encourages children to reflect on and think deeply about what they have learned about the world.

Curriculum IMPLEMENTATION

1. We want the children to remember the learning they are taught in their lessons
2. We aspire for the children to have experiences that will live with them for the rest of their lives.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a theme or context each term. In order, to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point.

Staff have high expectations of themselves and all of the children and through a structured staff coaching process the children access **quality first teaching**. Teachers are expected to impart knowledge accurately and with enthusiasm, taking into account prior knowledge and experiences and to build upon this in a systematic way. A high focus is placed on lesson design with sharp objectives with the appropriate use of teacher questioning, modelling and explaining used; There is an expectation that children will develop resilience and accept responsibility for their own learning and work independently with regular use of encouragement and praise to motivate children.

We deliver all National Curriculum subjects: English, Mathematics, Science, Computing, Physical Education, Personal, Social, Health and Citizenship Education (PSHCE), Art & Design, Design & Technology, Modern Foreign Languages (KS2) Latin, Religious Education, Music.

Curriculum IMPACT

At Grace Mary children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

Grace Mary uses rigorous monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes and discussed in Pupil Progress Meetings.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

***See the Curriculum Policy for a more detailed version of the Curriculum Intent, Implementation and Impact Strategy**

Contextual Information

Grace Mary Primary School is a one form entry catering for children from 2 years to 11 years (September 2024, new 2 year old provision). The school has few available places (National Average class size is 26). September 2025 The proportion of pupils eligible for pupil premium funding is 32% compared to 25.7% nationally. 26% of pupils have English as an additional language, compared to 21% nationally. Pupils supported with an Education, Health and Care Plan is above the national average (11% compared to 5.3%). The proportion of pupils with 'School Support' is significantly above the national average (21% compared to 14%).

September 2025 data

Year Group	Total	Boys	Girls	DADV	SEN Support	EAL	FP EHCP	EHCP other
YN (15hours)	28/59	17	11	2 EYPP		7		
YR	30	11	19	5	4	7	2	
Y1	30	9	21	6	6	7	1	+2
Y2	30	17	13	11	2	7	2	1 +1
Y3	31	18	13	9	7	9	4	1
Y4	28	14	14	11	5	6	3	1 +1
Y5	32	12	20	14	12	10	2	3 +1
Y6	31	14	17	11	9	9	4	1
TOTAL	240/267	112	128	69	45	62	18/18	7
Whole school		46%	54%	32%	21%	26%	12%	(14%)
National 2025		51%	49%	24%	14%	21%		5%

Attendance Headlines

	School 2023/24	School 2024/25	NA 2024/25
All Pupils		193	
Attendance	95%	95.37%	94.48%
Authorised absence	4%	3.78%	4%
Persistent absence	16%	13.99	14.56%
DADV / NonDADV		86/133	LA 2024/25
Attendance	93% / 95%	93%/96%	92.6%/95.5%
Authorised absence	6% / 4%	5.5%/3.17%	4.56/3.23%
Persistent absence	23% / 10%	23%/9%	23% / 9%
SEND		111	NA 2024/25
Attendance	94%	93%	92%
Authorised absence	5%	5.76%	5.56%
Persistent absence	22%	22.52%	24.23%

2025-2026 Priorities - Actions

- Continue to reduce number of persistent absences including pupils with SEND & disadvantaged pupils – target work with families. Partnership work with Early Help / family hubs / Strengthening Families.
- Audit SEND pupils attendance and reasons for absences, (pupils with an EHCP persistent absence is 38.89%, NA 30.07%).

Key Stage 2 2024-2025 Outcomes

Year 6 End of Key Stage 2 Assessment Data

NB: 2 pupils did not take tests

KS2	Number	% of cohort
Male	19	63%
Female	11	37%
Disadvantaged	12	40%
EAL	6	20%
SEND – EHCP	2	7%
SEND - Support	11	37%
SEND	13	43%

Key Stage 2 2025-2026 Priorities - actions

- Improve the number of **‘girls’** achieving GDS in Reading, Writing and Maths combined including the number of DADV pupils achieving GDS in Maths
- Analyse test papers to identify ‘knowledge gaps & readjust short/medium term planning.

Key Stage 2. 2024/25		Reading %		GPS %		Writing (TA) %		Maths %		RWM comb %	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils (30)	Expected %	83	75	73	73	83	72	90	74	80	62
	GDS	47	33	46	30	17	13	37	26	13	8
	Av' Scaled Score	108	106	108	105			109	105		
Female	Expected %	82	78	55	70	82	78	82	73	82	66
	GDS	27	36	27	33	9	16	18	22	9	9
Male	Expected %	84	72	84	69	84	66	95	75	79	59
	GDS	58	31	59	27	21	10	47	30	16	8
Disadvantaged	Expected %	58	60	50	60	58	59	75	60	50	47
	GDS	33	21	20	19	0	7	8	15	0	4
Non-Disadvantaged	Expected %	100	80	89	78	100	78	100	80	100	69
	GDS	56	39	61	34	28	16	56	31	22	10
SEND E & K	Expected %	62	42	38	36	62	32	77	40	54	24
	GDS	8	13	8	9	0	9	0	9	0	2
No-SEND	Expected %	100	85	100	84	100	84	100	84	100	74
	GDS	76	39	76	36	29	16	65	32	24	10
English Additional Language	Expected %	100	74	100	75	100	73	100	78	100	64
	GDS	100	32	100	36	50	30	83	32	50	9
English 1 st Language	Expected %	79	76	67	72	79	72	88	73	75	62
	GDS	33	34	32	28	8	13	25	25	4	8

EYFS Outcomes 2024/25

EYFS	Number	% of cohort
Male	8	28%
Female	21	72%
Disadvantaged	6	21%
EAL	6	21%
SEND – EHCP	0	0%
SEND - Support	6	24%

EYFS 2025-2026 Priorities - actions

- Increase the number of disadvantaged pupils achieving GLD
- Review the curriculum to understand why a high number of pupils are not achieving Prime and specific learning goals

• FSM OUTCIAN CENSUS		Prime Learning Goals								Specific Learning Goals					
		GLD		Comm & Language		PSED		PD		Maths		Literacy		UTW	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils (29)	Expected %	69	68	69	80	72	83	76	85	69	78	69	71	69	80
Female	Expected %	67	75	67	85	71	89	76	91	67	81	67	77	67	91
Male	Expected %	75	62	75	74	75	77	75	78	75	75	75	64	75	79
FSM*	Expected %	60	51	60	53	60	72	60	74	60	62	60	53	60	67
Non-FSM	Expected %	71	72	71	74	75	86	79	87	71	81	71	75	71	84
SEND E & K	Expected %	0	26	0	39	0	44	17	52	0	46	0	25	0	45
No-SEND	Expected %	87	77	87	88	91	91	91	92	87	85	87	78	87	88

Phonics Year 1 Outcomes 2024/25.

% of Year 1 Pupils Working At

Year 1	Number	%
Male	17	28
Female	13	72
Disadvantaged	10	21
SEND	11	0

	All Pupils			Boys			Girls			DADV			Non DADV		
	2023	2024	2025	2023	2023	2024	2025	2024	2025	2023	2024	2025	2023	2024	2025
All pupils	31	30	30	14	18	17	17	12	13	11	9	10	20	21	20
School %	81	77	63	86	67	53	77	92	77	73	56	50	85	86	70
National %	79	80	80	75	77	76	82	84	84	67	68	67	83	84	83

School Improvement Summary 2025-26

(P) – priority: area of focus. (E) Enhance: projects in place which are evolving and need monitoring, reviewing and tweaking (S) Sustain: projects embedded which need to be included in the monitoring cycle

CURRICULUM & TEACHING /ACHIEVEMENT	Personal Development & Wellbeing
(E)To continue developing the continuous provision in Year 1 to improve the transition and learning opportunities for pupils from Early years	(P) Introduce the new school Personal Development Curriculum
(E) Voice 21 - further develop and adapt strong oracy foundations within our practice to embed throughout the whole curriculum	(P) Deliver 'Thrive Approach' – supporting neurodivergent pupils and SEMH pupils to be successful in school
(E) To continue embedding Jane Considine approach to writing and ensure all learners can access the writing curriculum (adaptive teaching approach)	(P) RSHE Curriculum – consult with parents and introduce policy by 2026-2027
(E) To work collaboratively with other schools to continue improving pupils outcomes and quality of teaching through the TLAC approach and Steplab.	
(S) Evaluate the extent to which pupils in key stage 2 have developed the knowledge and skills across the wider curriculum to prepare them for their next stage and the extent to which gaps in knowledge are tackled for pupils who are at the early stages of securing their foundational knowledge (including reading fluency), so that they can access the wider curriculum	INCLUSION
	(E)To further develop staff confidence with supporting vulnerable learners including those with SEND/EAL to succeed with knowledge and retrieval and ensure there is a high academic ambition for all pupils and barriers to learning identified and adjustments made.
Leadership and Governance	(P) To work in partnership with the Local Authority to integrate the new 'Locality Model' and traded services
(P) Renewed Inspection Framework November 2025 – to develop knowledge and understanding of the framework including the use of report cards and how this can be used in GM coaching framework	(S) To gain 4th year Centre of Excellence Inclusion Quality Mark and move to 'Flagship'
(E) To continuing developing the knowledge and skills of the Governing Board, so that they are well-placed to monitor, support and challenge appropriately.	
(E) To explore AI, learning platforms and technology to help deliver quality first lessons that are adapted and accessible to all children.	Early Years Foundation Stage & ACHIEVEMENT
(E) To further provide CPD to middle leaders, building their confidences and approaches to monitoring and coaching	(P) Ensure Foundational skills are well incorporated into the curriculum so pupils are well prepared to reach a good level of development by the end of Reception. Especially disadvantaged group
	(P) Review the curriculum to understand why a high number of pupils are not achieving Prime and specific learning goal
Behaviour and Attendance	(E) Early Reading – work in partnership with RWI to improve early outcomes for our youngest people.
(P) Review and rewrite Behaviour Policy. To consistently have high expectations for behaviour and conduct and embedding our core values as learning skills to ensure pupils have high aspirations and motivation to challenge themselves.	To provide purposeful continuous provision ensuring metacognitive talk is built into interactions with children setting appropriate levels of challenge.
(S) To consistently have high expectations for behaviour and conduct and embedding our core values as learning skills to ensure pupils have high aspirations and motivation to challenge themselves.	
(S) To continue rigorously monitoring attendance across the school and continue reducing the percentage of persistent absence.	Focus Provision
	(E) to continue writing the 3 year long term curriculum plan and adjust assessment methods to ensure accurate judgements are made
	(E) To consistently use communication tools for both pupils and staff.

Key priority 1 Curriculum & Teaching & Achievement	Key priority 2 EYFS & Achievement	Key priority 3 Behaviour & Attendance	Key priority 4 Personal Development	Key priority 5 Leadership & Governance
INTENT: Improve the number of ‘girls’ achieving GDS in Reading, Writing and Maths combined including the number of DADV pupils achieving GDS in Maths Analyse test papers to identify ‘knowledge gaps & readjust short/medium term planning. DESIRED OUTCOME: Explicit teaching- evidence informed teaching approaches help all pupils remember their learning into the future. <i>teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise</i> <i>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.</i> A clear and consistent approach to quality first teaching is evidenced across school. High expectations lead to high outcomes of learning	INTENT: Ensure Foundational skills are well incorporated into the curriculum so pupils are well prepared to reach a good level of development by the end of Reception. Leaders are able to quality assure the impact of education which allows the EYFS to make rapid and sustained improvements where necessary DESIRED OUTCOME: pupils secure important foundational knowledge in the specific areas of literacy and mathematics, paving the way for future learning in Year 1 and beyond and access an ambitious curriculum supporting pupils who have barriers to learning Practitioners will focus on creating rich, language-enhancing environments, employing evidence-based teaching strategies, and regularly assessing and adapting instruction to meet individual needs. This targeted approach aims to foster children’s confidence and proficiency in communication, laying a robust foundation for their future academic success. Close the gap on national data for both prime and specific learning goals	INTENT: To consistently have high expectations for behaviour and conduct and embedding our core values as learning skills to ensure pupils have high aspirations and motivation to challenge themselves. Support with immediate issues and any underlying issues, in order to prevent problems recurring. The Hive is an active, engaging environment for pupils to attend to support SEMH, cognition & learning, including anxieties. Implement ‘Thrive’ Approach - assessment for pupils wellbeing implementing the targeted programme to match pupils’ needs supporting for their emotional health or well-being DESIRED OUTCOME: We aim to build on our inclusive and respectful school culture where all pupils feel valued and supported. It aims to reduce incidents and discrimination, ensuring fair treatment and equal opportunities for pupils of all backgrounds. It seeks to improve academic outcomes and engagement among minority pupils, vulnerable pupils & foster positive relationships among children and staff and enhance overall school climate. We aspire to prepare pupils to be socially conscious, empathetic and active participants in a diverse society. Including improving persistent absences A Behaviour Policy which represents the quality of provision provided for pupils to thrive	INTENT: Write and Introduce the new school Personal Development Curriculum to be implemented alongside the RSHE curriculum Developed and introduced the new school Personal Development Curriculum to be implemented alongside the RSHE curriculum DESIRED OUTCOME: curriculum contributes to pupils’ personal development and their SMSC development supporting pupils to become responsible, respectful and active citizens develops pupils’ character so that they can reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	INTENT: Renewed Inspection Framework November 2025 – to develop knowledge and understanding of the framework including the use of report cards and how this can be used in GM coaching framework DESIRED OUTCOME: To develop mini dives further to continue to enhance professional development opportunities as well as quality assurance of the Focus area being monitored Leaders are up to date and being prepared for the changing educational landscape with an OFSTED focus

Issues (What have we been working on?)	Initiatives (What are we doing to address this?)	Impact (When? What has changed? Has it helped?)
SDP priorities: Quality of Education. To further develop staff confidence with supporting vulnerable learners including those with SEND/EAL to succeed with knowledge and retrieval and ensure there is a high academic ambition for all pupils and barriers to learning identified and adjustments made. Personal Development To develop pupil voice in school and pupils to become active through roles in school and further develop oracy within our practice ensuring students are confident speakers (Voice 21)		
Ensure all vulnerable learners including SEN and disadvantaged access and achieve the intended curriculum	Implement adaptive teaching strategies (including scaffolding, explicit vocabulary teaching and flexible grouping) tailored to individual needs Provide targeted CPD for staff on inclusive arts pedagogy Use formative and summative assessment tools to track progress so that gaps can be identified and addressed within teaching sessions. Embed pupil voice through regular feedback and reflection activities to make adaptations to the curriculum (short term and long term) Ensure curriculum planning includes scaffolding and enrichment opportunities Develop SEND-friendly resources and visual aids for creative subjects	Impact statement (Ofsted Framework): (Curriculum & Teaching): 1. The curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed. 2. Teaching is adapted to meet the needs of all learners, including those with SEND. 3. Assessment is used effectively to check understanding and inform teaching. 4. Teachers have secure subject knowledge and use it to plan and deliver high-quality lessons. Impact (how we will know that we have made a difference) Increased engagement and participation of vulnerable learners in arts lessons Evidence of progress in sketchbooks and increased confidence in performances Staff confidence in adapting teaching for diverse needs improves Pupil voice shows all learners are able to talk confidently about the intended curriculum and show an enjoyment and enthusiasm for the subject.
Develop and use oracy strategies to deepen understanding of artists' work, focusing on artists' intent and the impact on the observer/listener	Embed structured oracy framework from Voice 21 into creative art discussions Explicitly teach subject-specific vocabulary related to artistic intent and interpretation Model high-quality explanations/discussions of an artists' work using economy of language so that children engage in critical thinking and effective peer discussions Create opportunities for pupils to present and critique artwork and musical pieces verbally Embed reading across the subjects so that children acquire knowledge and vocabulary about the artist being studied. Create a school-wide arts showcase which will allow pupils to talk confidently about the intent of their work and the impact on the observer/listener.	Impact statement (Ofsted Framework): (Achievement): 1. Pupils know more, remember more and are able to do more across the curriculum. 2. Pupils articulate their learning effectively 3. Pupils read widely and often across subjects. 4. Pupils progress well from starting points. Impact (how we will know that we have made a difference) Pupils articulate artistic intent and impact with increasing confidence. Vocabulary use in discussions and writing progresses and becomes more sophisticated across year groups. Pupil presentations show thoughtful engagement with artists' work Oracy strategies become embedded across the arts curriculum.

Issues (What have we been working on?)	Initiatives (What are we doing to address this?)	When Impact (What has changed? Has it helped?)
SDP priorities: Curriculum & Teaching • To further develop staff confidence with supporting vulnerable learners including those with SEND/EAL to succeed with knowledge and retrieval and ensure there is a high academic ambition for all pupils and barriers to learning identified and adjustments made. • To work collaboratively with other schools to continue improving pupils' outcomes and quality of teaching through the TLAC approach and Steplab.		
Personal development • To develop pupil voice in school and pupils to become active through roles in school and further develop oracy within our practice ensuring students are confident speakers (Voice 21)		
Develop children's verbal and written reasoning across the school in order to deepen understanding in maths.	Maths 2025/2026 • Staff CPD on mathematical talk: training on questioning, scaffolding reasoning, modelling 'thinking aloud' and sentence stems. • Regular monitoring and feedback through coaching on reasoning tasks. Coaching focused on reasoning dialogue. • Incorporate reasoning prompts ('Why?', 'How do you know?', 'What if...?' True/false, Prove it...) into lesson slides and independent tasks. • Structured talk-pair activities and written reasoning tasks. • Use lesson study/teaching film clips focused on reasoning. • Create a progression map for reasoning skills across year groups.	Impact statement (Ofsted Framework): • Teaching helps learners remember and use what they have been taught. • Teachers engage pupils in high-quality interactions to develop knowledge and vocabulary. • Pupils can articulate their understanding effectively. • Assessment is used effectively to identify gaps and support progress. • Teaching helps learners to embed and apply knowledge fluently and independently. Impact (how we will know that we have made a difference) 1. Pupils can articulate mathematical reasoning clearly (evidenced through pupil voice) across all strands of maths. 2. Written reasoning shows increased depth and justification. 3. Reasoning embedded in lessons across the school. 4. Improved outcomes in maths assessments. 5. Reduced misconceptions due to better conceptual understanding. 6. Teachers consistently use questioning to probe understanding. 7. Pupils use mathematical vocabulary accurately.
Ensure that SEN and disadvantaged children succeed with knowledge and retrieval and ensure there is a high academic ambition for all pupils with barriers to learning identified and adjustments made.	• Develop adaptive teaching strategies: scaffolds, manipulatives, visual supports, vocabulary • Continue to train teachers in use of TLAC strategies so that both participation and think ratio remain high • Targeted interventions based on assessment gaps (maths surgeries). • Pre-teaching and overlearning sessions. • Ambitious curriculum maintained for all learners with high expectations that they can achieve. • Flexible grouping and structured peer support (Kagan strategies). • Use of technology where appropriate and practical resources to remove barriers. • Regular assessment and tracking of SEN/disadvantaged progress. • Staff CPD on inclusive maths pedagogy and scaffolding reasoning. • Use pupil progress meetings to identify barriers and plan targeted interventions. • Strengthen collaboration between SENDCo, maths lead, and class teachers. • - Monitor and evaluate impact of interventions regularly.	Impact statement (Ofsted Framework): • Equitable access to a broad, ambitious curriculum for all learners. • Teaching adapted so all pupils, including SEND, make strong progress. • Leaders ensure high expectations for disadvantaged and vulnerable pupils. • Support and interventions are timely and reviewed for impact. • Needs of SEND/disadvantaged pupils are effectively identified, addressed, and monitored Impact (how we will know that we have made a difference) 1. SEN and disadvantaged pupils make strong progress from their starting points. Intervention tracking shows improved outcomes. 2. Pupils access the full maths curriculum through meaningful adaptations. 3. Staff demonstrate high expectations and ambition for all learners. Adaptive teaching observed consistently. 4. Pupil voice reflects a sense of belonging and confidence and increased participation in maths. 5. Data shows narrowing of attainment gaps in maths (currently 40.8% SEN chn on track at ARE).

Issues (What have we been working on?)	Initiatives (What are we doing to address this?)	When Impact (What has changed? Has it helped?)
SDP priorities: Curriculum & Teaching - To further develop staff confidence with supporting vulnerable learners including those with SEND/EAL to succeed with knowledge and retrieval and ensure there is a high academic ambition for all pupils and barriers to learning identified and adjustments made. - To continue embedding Jane Considine approach to writing and ensure all learners can access the writing curriculum (adaptive teaching approach)		
Assess and review <i>adaptive teaching methods</i> to ensure all pupils are able to access writing provision (8% of pupils currently not attending 'mainstream classroom' for writing)	Writing 2025/2026 -SLT/MLT/subject lead to receive CPD around adaptive teaching for writers who are unable to access mainstream provision. - Staff CPD shaped by findings and reflect school approach to writing (e.g. colour semantics). -Further PD opportunities to develop understanding and use of scaffolding of sentences, modelling 'thinking aloud' and oracy opportunities/sentence stems to be delivered by subject leads. - Regular monitoring and feedback through coaching on subject delivery. Coaching focused on AFL and adaptive measures to include ALL pupils under provision of class teacher (if possible). - External CPD opportunities explored to offer outstanding model - Use teaching film clips focused on classroom practice - Explore progression of skills and abilities across year groups to better inform professionals of how to support those in need of intervention.	Impact statement (Ofsted Framework): - Teaching helps learners remember and use what they have been taught. - Teachers engage pupils in high-quality interactions to develop knowledge and vocabulary. - Pupils can articulate their understanding effectively. - Assessment is used effectively to identify gaps and support progress. - Teaching helps learners to embed and apply knowledge fluently and independently. Impact (how we will know that we have made a difference) 1. SEN and disadvantaged pupils make strong progress from their starting points. Intervention tracking shows improved outcomes. 2. Pupils access the full writing curriculum through meaningful adaptations. 3. Staff demonstrate high expectations and ambition for all learners. Adaptive teaching observed consistently. 4. Pupil voice reflects a sense of belonging and confidence in writing. 5. Data shows narrowing of attainment gaps in writing (currently 29% SEN chn on track). 6. Increased confidence and participation in writing tasks.
Ensure that all children, particularly SEN, EAL and disadvantaged children, make strong progress and ensure there is a high academic ambition for all pupils with barriers to learning identified and <i>adjustments made</i> .	- Develop staff confidence whilst delivering the sentence stacking approach to writing - Adaptive teaching CPD: scaffolds, manipulatives, visual supports and vocabulary - Targeted interventions within classroom setting modelled and observed (follow-up) to ensure pupils progress in classroom setting. - CPD and team teach opportunities for teaching of Basic skills segment. - Ambitious curriculum maintained for all learners with high expectations that they can achieve. - Flexible grouping and structured peer support (Kagan strategies). - Regular assessment and tracking of SEN/disadvantaged progress (pupil progress / comparative judgements) and next steps identified. - Staff CPD on sentence stacking approach, with focus on scaffolding for slow movers. - Use pupil progress meetings to identify barriers and plan targeted class-based interventions and scaffolds. - Strengthen collaboration between SENDCo, writing lead, and class teachers. - Monitor and evaluate impact of basic skills sessions regularly.	Impact statement (Ofsted Framework): - Equitable access to a broad, ambitious curriculum for all learners. - Teaching adapted so all pupils, including SEND, make strong progress. - Leaders ensure high expectations for disadvantaged and vulnerable pupils. - Support and interventions are timely and reviewed for impact. - Needs of SEND/disadvantaged pupils are effectively identified, addressed, and monitored Impact (how we will know that we have made a difference) 1. SEN and disadvantaged pupils make strong progress from their starting points. Intervention tracking shows improved outcomes. 2. Pupils access the full writing curriculum through meaningful adaptations within the classroom setting. 3. Staff demonstrate high expectations and ambition for all learners. Adaptive teaching observed consistently. 4. Pupil voice reflects a sense of belonging and confidence whilst writing across the curriculum. 5. Data shows narrowing of attainment gaps in maths (currently 59% disadvantaged and 29% SEN chn on track). 6. Increased confidence and participation in writing tasks across the curriculum.

To ensure that all pupils make a smooth transition in writing from Reception to Year 1, and from Year 1 to Year 2, by developing confidence, independence, and progression in key writing skills,	- Develop a clear and progressive transition for pupils progressing from the Early Years framework to the Key Stage 1 curriculum (with focus on expectations and skills progression in Writing). - Parent workshop for ks1 to observe and understand expectations of the ks1 writing curriculum. - Further CPD for teachers to develop practices and techniques to scaffold learning for pupils. - Reassess/edit the writing overview, resources and writing stimuli for EYFS and KS1 pupils.	<u>Impact statement (Ofsted Framework):</u> • Teaching helps learners remember and use what they have been taught. • Teachers engage pupils in high-quality interactions to develop knowledge and vocabulary. • Teaching helps learners to embed and apply knowledge fluently and independently. <u>Impact (how we will know that we have made a difference)</u> 1. Progress, judged through book looks, continues on steady incline, with no Autumn dip. 2. Pupil voice reports positive relationship between pupils and writing lessons. 3. Teacher feedback reveals limited to no resistance to writing tasks. 4. Tasks set reflect appropriate levels of challenge for time of year. 5. Increased confidence and participation in writing tasks across the curriculum.
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Issues (What have we been working on?)	Initiatives (What are we doing to address this?)	When Impact (What has changed? Has it helped?)
SDP priorities: <u>Curriculum & Teaching</u> READING 2025/26 - To further develop staff confidence with supporting vulnerable learners including those with SEND/EAL to succeed with knowledge and retrieval and ensure there is a high academic ambition for all pupils and barriers to learning identified and adjustments made. - To continue developing the continuous provision in Year 1 to improve the transition and learning opportunities for pupils from Early years - To work collaboratively with other schools to continue improving pupils' outcomes and quality of teaching through the TLAC approach and Steplab. <u>Personal Development</u> - To develop pupil voice in school and pupils to become active through roles in school and further develop oracy within our practice ensuring students are confident speakers (Voice 21)		
Improve children's word reading (fluency) and language comprehension so they can access and enjoy age-appropriate texts and read confidently across the curriculum.	- Implement the new KS2 reading lesson structure focusing on fluency and language comprehension. - Purchase high-quality reading texts for each pupil to enable every child to track the text during teacher modelling. - Improve use of TLAC (Teach Like a Champion) strategies to increase both participation and depth of thinking. - Explicitly teach vocabulary and build in opportunities for active practice. - Plan opportunities in lesson structure for repeated reading to develop fluency and confidence. - Carefully planned interventions including phonics and fluency sessions. - Increase planned reading opportunities across the curriculum. - Reading expectations embedded into classroom routines.	Impact statement (Ofsted Framework): - Pupils develop fluency, confidence and enjoyment in reading. - The curriculum provides opportunities to develop language comprehension and word reading. - Pupils read widely and often with a high degree of fluency. - Reading is prioritised across the curriculum. - Pupils achieve well in reading from their starting points. Impact (how we will know that we have made a difference) - Improved reading fluency and comprehension assessments. - Children independently and confidently access age-appropriate texts. - Children improve vocabulary knowledge and apply this effectively in speech and writing. - High levels of pupil engagement in reading lessons. - Reading evident as a driver for learning across the curriculum.
Ensure SEN and disadvantaged children make exceptional progress and succeed with knowledge and retrieval and ensure there is a high academic ambition for all pupils and barriers to learning identified and adjustments made.	- Adaptive teaching strategies (e.g. AFL, adapting instruction, vocabulary teaching) embedded in reading lessons. - Targeted interventions based on fluency/phonics assessments. - Pupil progress meetings for early identification of children falling behind. - Use assessment data carefully to plan interventions and adapt teaching. - SENCo and Reading Lead collaborate on provision mapping. - Use precision teaching and small-group interventions. - CPD for staff on inclusive reading strategies and barriers to learning.	Impact statement (Ofsted Framework): - All pupils, including those with SEND and disadvantaged pupils, access a broad and ambitious reading curriculum. - Adaptive teaching ensures pupils' individual needs are met. - Assessment is used to ensure timely and targeted support. - Gaps in attainment for disadvantaged groups are narrowing. - Provision for pupils with SEND is effective and enables good progress. Impact (how we will know that we have made a difference) - SEN and disadvantaged children make strong progress from starting points. - Narrowing of attainment gap and more SEN and disadvantaged children are working at ARE by the end of the year. Currently 57% dis vs 76% non-dis achieve ARE. 22% SEN vs 92% Non SEN achieve ARE. - Teaching adapted consistently to meet need. - Pupils show increased confidence and engagement with texts. - Early intervention prevents children from falling behind.

Raise the profile of reading across the school.	• Reward children who follow the behaviour curriculum with opportunities to purchase books from the new bookstore. • Ensure teachers are well-informed of literature and are able to recommend texts. • Regularly update book corners to increase excitement and curiosity. • Develop reading displays celebrating recommended reads. • Build family engagement through reading newsletters. • Promote reading on digital platforms.	<u>Impact statement (Ofsted Framework)</u> • Leaders create a culture of reading that encourages pupils to develop a lifelong love of reading. • Pupils read widely and often. • Teachers promote reading effectively. • Reading for pleasure is prioritised and embedded in school life. • The reading curriculum supports pupils to become enthusiastic, confident readers. <u>Impact (how we will know that we have made a difference)</u> 1. Reading is celebrated and valued across the school. 2. Pupils are motivated to read for pleasure. 3. Book borrowing and engagement increases. 4. Teachers confidently promote and recommend texts. 5. Reading culture is evident through pupil voice, displays, and participation in events.
Improve the teaching of early reading so that gaps are quickly identified and children don't fall behind.	• Implement the new phonics lesson structure with fidelity. • Increase opportunities for children to read and re-read texts to develop fluency. • Use regular assessment to identify children with gaps and target interventions. • Regular review meetings led by the phonics leader with the reading team to target next steps. • Coaching of reading teachers and support staff by the phonics lead. • CPD delivered by phonics lead and Read Write Inc. trainer. • Daily interventions for lowest 20%. • Rigorous monitoring of teaching through learning walks and book looks.	<u>Impact statement (Ofsted Framework)</u> • The school's phonics programme is taught with fidelity and consistency. • Pupils who fall behind are identified quickly and supported to catch up. • The lowest attaining pupils make strong progress. • Staff are experts in the teaching of early reading. • Pupils become fluent, confident readers by the end of KS1. <u>Impact (how we will know that we have made a difference)</u> 1. Children who fall behind are quickly identified and supported to catch up. 2. Consistency of phonics teaching is evident across EYFS and KS1. 3. Fluency improves rapidly, particularly for the lowest 20%. 4. Staff confidence and expertise in early reading increases.

Issues (What have we been working on?) SDP priorities:	Initiatives (What are we doing to address this?)	When Impact (What has changed? Has it helped?)
<u>Curriculum & Teaching</u>	To further develop staff confidence with supporting vulnerable learners including those with SEND/EAL to success with knowledge and retrieval and ensure that there is a high academic ambition for all pupils and barriers to learning identified and adjustments made.	
<u>SEND:</u>	- Build capacity for speech, Language & communication opportunities so targets are regularly assessed. - To work in partnership with the Local Authority to integrate the new 'Locality Model' and traded services - To gain 4th year Centre of Excellence Inclusion Quality Mark and move to 'Flagship'	
<u>Personal Development:</u>	Deliver 'Thrive Approach' – supporting neurodivergent pupils and SEMH pupils to be successful in school	
<u>Early Years Foundation Stage:</u>	To review the Early Years long term curriculum and ensure communication & language, personal development are prioritised in Nursery	
To further develop staff Pupils with identified Development Language Disorder (DLD) to receive targeted support e.g. WellComm, blank levels. confidence with supporting vulnerable learners including those with SEND/EAL to success with knowledge and retrieval and ensure that there is a high academic ambition for all pupils and barriers to learning identified and adjustments made. Pre-teaching of vocabulary to be completed with identified pupils. Implement use of whole school visuals to support children's in acquiring knowledge and skills. Provide relevant CPD. 2x staff to complete 'adaptative teaching' training through Abmition. Teaching staff and AHT for inclusion to work together to identify barriers and make adjustments to support outcomes-evidenced on one page profiles. AHT for Inclusion to manage and allocate use of traded service 'credit' to organise training for staff; gain advice for individual pupils and collect evidence for EHCP needs assessment requests. AHT for Inclusion to undertake NPQ in senior leadership in preparation for working with a larger workforce.	<u>Impact statement (Ofsted Framework):</u>	1) SEND pupils are fully included and able to achieve their potential 2) Effective identification, planning, and support for SEND pupils. 3) A curriculum that meets the needs of all learners, including those needing additional support.
	<u>Impact (how we will know that we have made a difference)</u>	- An increase use of visuals used in everyday practice seen across the school during learning walks. - Pupil voice will reflect an increase in knowledge and skills across a range of subjects. - Increased scores in end of unit quizzes/assessments - High quality first teaching is evident within classrooms, with adaptive teaching strategies deployed effectively to support vulnerable learners.

Build capacity for speech, Language & communication opportunities and deliver high quality intervention so that children progress through their identified targets.

- *Enhanced SALT in school once per month.*
- *AHT for Inclusion and SLCN support team to work together to prioritise pupils (through enhanced and NHS days) so that pupils are seen in a sufficient timescale.*
- *EHCP needs assessments to be applied for, for pupils with significant SLCN so that their support becomes statutory.*
- *SALT support team timetables are developed to prioritise speech and language work.*
- *Monitor effectiveness of interventions through drop ins and offer coaching where required.*
- *Assessments for WellComm to be mapped out across the year.*
- *Pupils to be identified for WellComm intervention from WellComm screening data.*

Impact statement (Ofsted Framework):

- 1) *Providers must show the impact of their approaches to communication and language development, not just the intent."*
- 2) *Evidence of progress in speech and language should be visible in children's interactions, engagement, and readiness for the next stage of education.*

Impact (how we will know that we have made a difference)

- *Pupils with speech, language and communication needs are quickly identified and support implemented.*
- *Strong progress in WellComm from individual starting points.*
- *Children with identified speech and language make progress towards their targets.*
- *Teachers will be able to talk confidently about the progress their pupils have made in the areas of SLCN from their starting points.*

Impact statement (Ofsted Framework):

To work in partnership with the Local Authority to integrate the new 'Locality Model' and traded services

SENCo's to meet with traded service school's allocated workers (advisory teachers and EP's) twice yearly to map key work to be undertaken based on number of credits and the needs of the school.

School budget allocation to be set aside for traded services for financial year 2026-2027

Senior leaders and LA to be involved in regular meetings to map out a plan to a locality model which includes a newbuild and high number of EHCP pupils.

SENCo's work alongside traded services to ensure Phase transfer EHCP's are updated in preparation for next phases of education in line with the LA's new guidance.

Impact (how we will know that we have made a difference)

- *An action plan (or service level agreement) with the Local Authority has been produced, ready to move forward into 2026/2027.*
- *EHCP's will be updated to reflect the pupil's current needs, provision and outcomes.*
- *Higher needs pupils will have updated recommendations for support that are shared with parents, in a timely manner.*

To gain 4th year Centre of Excellence Inclusion Quality Mark and move to 'Flagship'

Complete paperwork to review targets set last year and create a 3-year project overview.

Organise the IQM quality mark day, including a timetable, preparing staff and inviting a variety of stakeholders to speak.

After hosting the IQM day, critically evaluate the report and use this to decide on next steps.

Impact statement (Ofsted Framework):

1)

Impact (how we will know that we have made a difference)

- *Gain IQM flagship status.*
- *School report will explain the 'glows' and what we could do to improve.*

To review the Early Years long term curriculum and ensure communication & language, personal development are prioritised in Nursery

1. Audit the Current Curriculum

- Review the existing long-term planning for Nursery.
- Identify where Communication & Language and Personal Development are currently embedded.
- Note any gaps or areas where these areas are underrepresented.

2. Consult with EYFS Staff

- Meet with Nursery practitioners to gather insights on current practice.
- Discuss which activities and routines best support these areas.
- Ask staff to highlight what works well and what challenges they face.

3. Cross-Reference with EYFS Framework

- Align curriculum content with the **Statutory EYFS Framework** and **Development Matters** guidance.
- Ensure progression in Communication & Language and Personal Development is clearly mapped across the year.

4. Use SEND Data to Inform Planning

- Analyse SEND pupil profiles and EHCPs to identify common needs in Nursery.
- Ensure curriculum adaptations are in place to support speech, language, emotional regulation, and social interaction.

5. Embed Targeted Strategies

- Introduce or strengthen strategies such as:
 - *Daily opportunities for **adult-led and child-led communication**.*
 - ***Visual supports**, Makaton, or AAC tools.*
 - ***Emotion coaching**, turn-taking games, and social stories.*

6. Engage Parents and External Agencies

- Share curriculum priorities with parents through newsletters or workshops.
- Collaborate with SALT (Speech and Language Therapy) or EP (Educational Psychology) services for targeted input.

Impact statement (Ofsted Framework):

- 1) *Systems are in place for early identification and support.*
- 2) *Inclusive curriculum planning*
- 3) *Providers must demonstrate that children are given rich opportunities to develop spoken language, vocabulary and listening skills through high-quality interactions.*
- 4) *The framework expects early years settings to prioritise communication and language as a key area of learning, with adaptations in place for children with speech and language needs.*

Impact (how we will know that we have made a difference)

- 1) Increase in pupils achieving age appropriate in their WellComm end of year screening.
- 2) Learning walks will show an increase in pupils communicating with each other effectively.
- 3) A reduction in pupils being referred to speech and language therapy.
- 4) An increase in augmentative and alternative communication (ACC) visible in the Early Years setting.

Deliver 'Thrive Approach' – supporting neurodivergent pupils and SEMH pupils to be successful in school

2 x staff complete level 5 Thrive practitioner training and become active members of the Thrive community nationally.

2 staff members start thrive practitioner course Spring 2026.

1x staff member start level 7 summer 2026.

All staff allocated CPD termly on specific areas of Thrive.

Headteacher to complete Thrive - online modules.

2x members of staff to complete the family thrive training.

To embed the Thrive Approach across the school and establish "The Hive" as a nurturing space for pupils with SEMH and cognition & learning needs.

- *Flexi Hive – enables pupils to have a place to go to regulate during times the classroom is overwhelming*
- *Lunchtime provision for pupils*
- *Speech, language & communication provision*

Impact statement (Ofsted Framework):

1. *schools create environments that support positive mental health and emotional regulation, especially for pupils with SEMH needs.*
2. *the curriculum is adapted to meet the needs of pupils with SEMH challenges, ensuring access to learning and personal development.*
3. *pupils are supported to develop resilience, self-esteem, and coping strategies.*

Impact (how we will know that we have made a difference)

- *Thrive screening tools will show an increased development in SEMH strands as outlined by Thrive.*
- *Through pupil voice, pupils will be able to talk confidently about their wellbeing and strategies they use to promote this.*
- *Increased attendance for Thrive pupils*
- *Reduction in 'yellow' and 'red' cards.*
- *Throughout school, staff and pupils will be using common language when talking about SEMH.*

Progress:

Spring 2026 Progress

Key priority	Key priority	Key priority
INTENT:	INTENT:	INTENT:
DESIRED OUTCOME:	DESIRED OUTCOME:	DESIRED OUTCOME:
Progress Autumn/Spring 1:	Progress Autumn/Spring 1:	Progress Autumn/Spring 1: