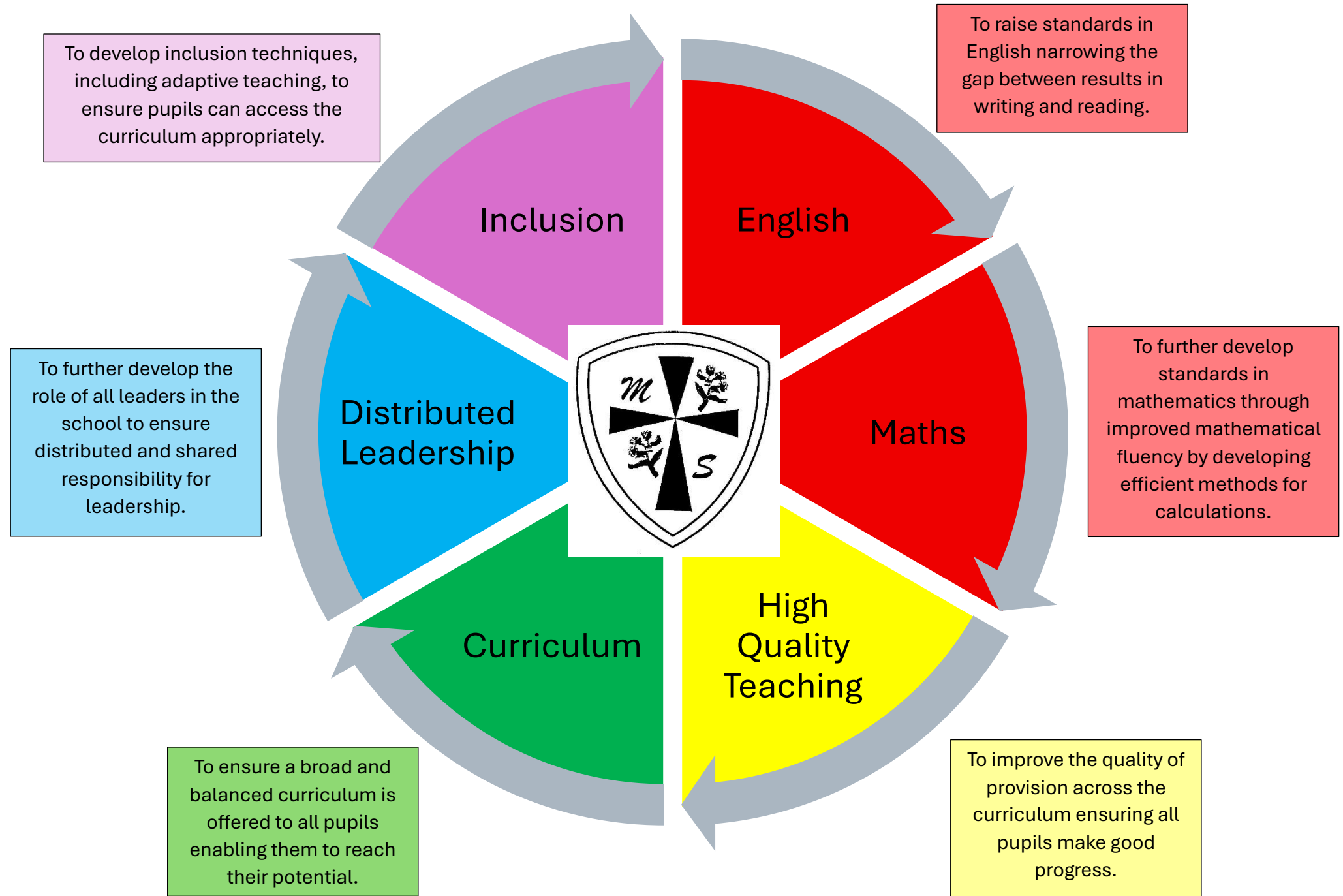
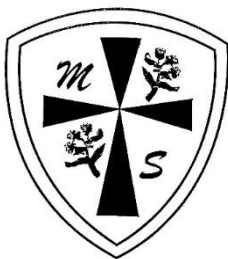


School Development Plan – 2025/2026





School Development Plan

September 2025 – 2026

1. Raise standards in English narrowing the gap between results in writing and reading.

Outcome: Results gap between writing and reading is narrowed; high quality learning, teaching and assessment secured across the school.

2. Further develop standards in mathematics through improved mathematical fluency by developing efficient methods for calculations.

Outcome: Mathematics teaching shows consistent usage of; models & images, mathematical language and calculations.

3. To further develop high quality teaching across the curriculum ensuring all pupils make good progress.

Outcome: Effective teaching and learning opportunities, accessible for all and ensuring good progress is achieved by all.

4. To ensure a broad and balanced curriculum is offered to all pupils enabling them to reach their potential.

Outcome: Curriculum is innovative, engaging and exciting, accessible to all and offers opportunities for achievement.

5. Further develop the role of all leaders in the school to ensure distributed and shared responsibility for leadership.

Outcome: All leaders within the school are confidently raising standards in their allocated subjects.

6. To develop inclusion techniques, including adaptive teaching, to ensure pupils can access the curriculum appropriately.

Outcome: Curriculum is appropriately adapted to ensure learning is accessible to all.

Links with Ofsted Framework 2025

SDP Priority	Inclusion	Curriculum & Teaching	Achievement	Attendance & Behaviour	Personal Development & Well-being	Early Years	Leadership & Governance
1. English							
2. Maths							
3. High Quality Teaching							
4. Curriculum							
5. Distributed Leadership							
6. Inclusion							

English	Targets	Action Points	Cost	Time Scale	Lead Person
	To raise standards in English narrowing the gap between results in writing and reading.	Autumn Term: - Audit existing practice. - Research good practice, emphasise need for developing writing skills. - Identify fundamentals to writing (Link with DfE Writing Framework) – what should children know at key points in their development? - Agreed handwriting expectations, including letter formation and cursive script. - Develop strategy for teaching spelling after phonics scheme (Y3 onwards) - Create progression for Punctuation and Grammar. - CPD training on Writing Framework. - Agree writing scheme/format – HIAS? Literacy Tree? CLPE?	£50 ??	Sept 2025 Sept 2025 Staff Meeting Staff Meeting Ongoing Autumn Term Nov 2025 Dec 2025	SC SC LP LP SC + RW OTSA SC + SLT
		Spring Term: - Disseminate teaching for agreed writing scheme – CPD – teaching staff & TAs - Agree planning style, approach and format. - Purchase resources (texts) for the scheme/format which has been agreed. - Create long term writing plans which link with agreed high-quality texts to ensure coverage across the school. - Progression grids created for writing – what is expected at each year? - Assessment tasks moderated within school and across partnership. - Moderation of writing – specific technical elements of writing (Punctuation and Grammar)	£300 inset £1000 £100 cover Subscription charge	Jan 2026 Jan 2026 Staff meeting Staff meeting March 2026	LP/SC SC SC SC Abingdon Partnership
		Summer Term: - Evaluate new writing scheme/format – establish strengths and areas for further embedding next year. - Lesson Observations to monitor implementation of new scheme/format to ensure consistent approach. - Book Scrutiny to ensure implementation of handwriting, grammar and punctuation expectations. - Review texts used in 2025 – evaluate effectiveness and whether better/new high-quality texts shared. - Identify additional opportunities for writing in 2026.	£300 cover £150 new texts	Staff meeting June 2026 May 2026 July 2026 July 2026	LP/SC LP/EC/SC SC SC SC
	Success Criteria: - Progress data shows percentage of pupils working at or above age related expectations in writing increased. - Writing consistently taught across the school with clear focus, text coverage and outcomes. - All staff consistently teaching grammar and SPAG throughout the school – increased % of pupils achieving expected levels at Y6.				
	Monitoring Schedule: Autumn Term: Monitor implementation of handwriting expectations through lesson observations, book scrutiny and pupil voice. Spring Term: Moderation tasks and meetings to ensure consistent assessment of writing throughout the school. Summer Term: Lesson Observations to monitor new scheme implementation, evaluate effectiveness of teaching writing across school.				

Maths	Targets	Action Points	Cost	Time Scale	Lead Person
	To further develop standards in mathematics through improved mathematical fluency by developing efficient methods for calculations.	Autumn Term: - Review data – identify key themes for development - Share manipulatives across school, ensure all classes have access to age-appropriate manipulatives. - Review calculation policy – identify current practice. Write new policy including Concrete, Pictorial and Abstract (CPA) - Ensure progression of calculation is linked to White Rose Scheme.		Sept 2025 Oct 2025 Oct/Nov 2025 Nov 2025	LP & IK LP IK IK
		Spring Term: - Assessment data – focus on arithmetic scores - CPD to ensure teachers explicitly teach methods to solve problems, scaffolding tasks. Ongoing problem-solving activities to deepen understanding and develop depth of learning. - Monitor resources & update as required ensuring all pupils have ready access to consistent models and images across the school. - Assessment tasks moderated within school and across partnership.	£100 CPD £100 resources	Jan 2026 Feb 2026 Apr 2026	LP & IK LP & IK IK All staff
		Summer Term: - Classroom observations by HT and Coordinator to ensure consistent approach throughout school. - Evaluate usage of efficient methods. - Review data – has fluency and reviewing calculating policy improved mathematical assessment data. - Pupil voice – use of efficient methods – can pupils identify what is the most efficient and give reasons why?	£150 supply £100 supply	May 2026 July 2026 June 2026	IK IK IK
	Success Criteria: - Progress data shows percentage of pupils working at or above age related expectations in mathematics increased. - Calculation strategies consistently taught across the school with clear focus, text coverage and outcomes. - All staff consistently teaching problem solving throughout mathematics topics and enhancing White Rose provision.				
	Monitoring Schedule: Autumn Term: Monitor usage of calculation policy through lesson observations and book scrutiny. Spring Term: Moderation tasks and meetings to ensure consistent assessment of calculation procedures throughout the school. Summer Term: Evaluate effectiveness of teaching calculations through lesson observations, pupil voice and book scrutiny.				

High Quality Teaching	Targets	Action Points	Cost	Time Scale	Lead Person	
	To improve the quality of provision across the curriculum ensuring all pupils make good progress.	Autumn Term: - INSET CPD on effective learning – use of HQT to ensure good progress across all curriculum areas. - Introduce new Learning Behaviours – REACH; disseminate to staff, parents and pupils. - Review and communicate a clear vision for high-quality teaching. - Provide CPD on effective curriculum planning and delivery – designing and delivering engaging progressive lessons. - Assessment week & Pupil Progress Meetings – provide opportunities for discussion on T & L and how HQT is being used to ensure progress. Identify key learning and focus for Spring Term.	£100 costs	Sept 2025	LP	
				£100 supply	Sept 2025	LP
				Oct 2025	LP & EC	
				Dec 2025	LP	
				Dec 2025	LP & EC	
				Spring Term: - Review and implement whole-school teaching and learning policy with consistent HQT across classes. - Deliver targeted CPD on pedagogy, adaptive teaching, and assessment for learning to ensure teaching meets the needs of all learners. - Assessment week & Pupil Progress Meetings – provide opportunities for discussion on T & L and how HQT is being used to ensure progress. Identify key learning and focus for Summer Term. - Review learning environments – are these effective, calm and purposeful? - HQT non-negotiables list created for classroom practice.	£100 costs	Jan 2026
				£100 supply	Feb 2026	LP & EC
				Apr 2026	LP & EC	
				Mar 2026	All staff	
				Jan 2026	LP & EC	
			Summer Term: - Deliver targeted CPD on research based strategies – EEF, Rosenshein’s Principles, metacognition and retrieval practice. - Evaluate Learning Behaviours – have they made a difference to learning across curriculum areas? Pupil voice – what can they share? - Assessment week & Pupil Progress Meetings – provide opportunities for discussion on T & L and how HQT is being used to ensure progress. Identify key learning and focus for Summer Term.	£100 costs	Apr/May 2026	LP & EC
				£100 supply	June 2026	All staff
	June/July 2026				LP & EC	
	Success Criteria: - Consistently high-quality teaching across all subjects and year groups to ensure all pupil groups making expected or better progress from their starting points. - High levels of staff confidence and professional growth. - Positive pupil engagement and attitudes towards learning.					
Monitoring Schedule: Autumn Term: Monitor implementation of REACH learning behaviours. Pupil voice questionnaire. Spring Term: Staff evaluation of CPD – link with plans for Summer Term CPD. Summer Term: Evaluate REACH learning behaviours. Lesson observations focus on High Quality Teaching.						

Curriculum	Targets	Action Points	Cost	Time Scale	Lead Person	
	To ensure a broad and balanced curriculum is offered to all pupils enabling them to reach their potential.	Autumn Term: - Audit current curriculum to ensure breadth, balance and progression. Identify strengths and areas for development ensuring a coherent curriculum. - Ensure teachers use Half termly overviews and MTP to plan curriculum coverage. - Create long term plans (overviews) of curriculum coverage. - Highlight and extend cross-curricular links and enrichment opportunities. - Questionnaire for pupils regarding curriculum (as part of pupil survey).	£150 costs	Sept 2025	LP & EC	
				Sept 2025	LP & EC	
				Oct 2025 Autumn Term Nov 2025	LP SLT LP & EC	
		Spring Term: - Create progression grids to ensure curriculum coverage of skills and knowledge across year groups. - Share expectations with parents regarding curriculum expectations giving opportunities for learning to be supported at home. - Develop curriculum weeks to fully immerse children in additional aspects of the curriculum. - Partnership CPD to ensure staff are confident in teaching foundation subjects effectively.	£100 resources	Jan 2026	All staff	
				Feb 2026	LP & EC	
				Spring Term	Coordinators	
				Spring Term	Abingdon Partnership	
		Summer Term: - Curriculum coordinators to monitor progression through planning review, lesson observations and book scrutiny (triangulation of monitoring). - Develop assessment techniques to ensure knowledge of skills and understanding to share with next class teacher. (Use of Assessment in the Foundation Subjects CPD) - Review long term plans, amend and edit for next year.	£300 supply	Apr 2026	Coordinators	
				Summer Term	LP & EC All staff	
		July 2026		All staff		
Success Criteria: - A well-structured, broad, and balanced curriculum with subjects taught with clear progression. - High levels of staff confidence and professional growth – teachers feel supported and confident to deliver a broad curriculum. - Positive pupil engagement and attitudes towards learning.						
Monitoring Schedule: Autumn Term: Monitor planning on SharePoint. Long Term plans created. Pupil questionnaire shows coverage and learning across the curriculum. Spring Term: Progression grids created. Class teachers using grids to support planning. Monitoring from subject leaders and SLT. Summer Term: Coordinators monitor planning, teaching and learning through lesson observations and book scrutiny.						

	Targets	Action Points	Cost	Time Scale	Lead Person
Distributed Leadership	To further develop the role of all leaders in the school to ensure distributed and shared responsibility for leadership.	Autumn Term: - Review and define leadership roles in school – HT, Deputy, SLT, Subject Leader Roles. - Checklist of expectations for leadership roles, specifically subject leaders to be written and shared. - Subject leaders create an action plan to implement key changes in their subject area. - Subject leaders ensure curriculum coverage (linked to Curriculum objective and long-term plans).		Sept 2025	LP
				Nov 2025	SLT
				Nov 2025	Subject leaders
				Oct 2025	All staff
		Spring Term: - Subject leaders create progression grids for their subjects ensuring curriculum coverage and progression in skills. - Subject leaders question staff regarding subject knowledge, identifying gaps and inconsistencies to address through CPD. - CPD identified for key members of staff. - Curriculum teams/SLT support new subject leaders to ensure expectations are followed and actioned. - Subject leaders monitor subject coverage through planning and book scrutiny.	£300 supply	Jan 2026	Subject leaders
			Jan 2026	Subject leaders	
			Feb 2026	LP	
			Ongoing	SLT	
			May 2026	Subject leaders	
		Summer Term: - Subject leaders to monitor progression through planning review, lesson observations and book scrutiny (triangulation of monitoring). - Evaluations of assessment data, action plans and monitoring to highlight strengths in subjects and areas for development. - Subject leaders produce a sheet of A4 which highlights curriculum intent, implementation and impact. - Identify and nurture emerging leaders, recognising key qualities and CPD for next year – Exploring Leadership Pathway (OTSA)?	£300 supply	June 2026	Subject leaders
			July 2026	Subject leaders	
			June/July 2026	Subject leaders	
		July 2026	LP & EC		
	Success Criteria: - All staff feel empowered to lead and contribute to whole-school improvement. - Subject leaders drive improvement confidently and independently. - Shared decision-making is embedded across the school. - Positive impact of leadership on teaching quality, staff development, and pupil outcomes.				
	Monitoring Schedule: Autumn Term: SLT to monitor action plans and share expectations of leadership roles. Spring Term: Subject knowledge questionnaires for staff. Planning and book scrutiny by Subject leaders. Summer Term: Subject leaders monitor planning, teaching and learning through lesson observations and book scrutiny.				

Inclusion	Targets	Action Points	Cost	Time Scale	Lead Person
	To develop inclusion techniques, including adaptive teaching, to ensure pupils can access the curriculum appropriately.	Autumn Term: - Conduct a whole school audit of current inclusive strategies and classroom adaptations. Use Evaluate My School software to identify strengths and areas for development across the school. - Staff meeting focused on SEND to highlight the 3 strands of provision and what we as a school can offer. - Gather pupil voice from diverse learner groups (SEND/PP/EAL) to identify barriers and suggest ways to improve access. - Review and amend Pupil Premium strategy to ensure it identifies the barriers to learning and has clear outcomes. Share outcome with staff to ensure responsibility is shared by all. - Enrol on the Oxfordshire Relational Schools Programme to support restorative approaches and creating a fully inclusive school. (18 month programme)	£500 supply	Nov 2025 Sept 2025 Nov 2025 Nov 2025 Oct 2025	EC & LP EC EC EC & LP LP
		Spring Term: - Attend training on Adaptive Teaching strategies (Abingdon Partnership & OXSIT) - Deliver CPD on additional adaptive teaching strategies – for example: scaffolding, modelling, questioning, flexible grouping - Planning shows adaptive teaching is embedded. - Classroom resources are accessible (visuals, manipulatives, word banks, sentence stems etc) enabling engagement with content regardless of need. - Monitor flexible grouping and responsive teaching during lessons rather than rigidity and inflexible planning. - Assessment data & Pupil Progress meetings identify key groups and discussions regarding specific adaptations, further support offered. - SENCO to monitor progress of specific individuals not working at age related expectations. Identify method of recording achievements.	£100 costs £100 supply	Jan 2026 Feb 2026 Ongoing Mar 2026 Apr 2026 Apr 2026 Ongoing	All staff EC & LP EC & LP EC EC & LP EC & LP EC
		Summer Term: - Revisit Evaluate My School to share progress in areas of development – use as chronology for actions. - Monitor practice through learning walks focused on inclusion. - Celebrate and share effective inclusive practices across the staff. - Review impact of inclusive strategies on pupil outcomes and engagement through Pupil Progress Meetings & SEND reviews.	£100 supply	July 2026 May/June 2026 July 2026	EC & LP EC & LP EC & LP EC & LP
	Success Criteria: - Teachers consistently use adaptive teaching to meet a range of needs. - Pupils with SEND, EAL, or from disadvantaged backgrounds make expected or better progress from their starting points. - All children feel valued, included, and able to access the curriculum. - Staff are confident in planning and delivering inclusive lessons. - The school has a strong, shared culture of inclusion.				

	Monitoring Schedule: Autumn Term: SENCo to review interventions. Learning Walk to focus on inclusive practice. Pupil voice groups linked to SEND/PP/EAL. Spring Term: Lesson observations linked to Adaptive Teaching across all areas of the curriculum. Subject leaders to look for this in planning & book scrutiny. Summer Term: Learning Walks focus on inclusive practice. Data analysis. Pupil voice groups linked to SEND/PP/EAL.
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