SCHOOL DEVELOPMENT PRIORITIES 2025 2026

Target What do you want to achieve?	Sub-objective What parts need to be addressed to achieve the target?	Gov Staff
Target 1: Safeguarding Ensure the safeguarding processes used to record the help pupils need and receive are accurate. Ensure actions are recorded. Strengthen the tracking of early help processes and subsequent actions taken. (Ofsted)	1.1 Audit safeguarding including (ESAT) 1.2 Monitor the use of the CPOMS system, ensure all staff are trained in its use, and assess its impact 1.3 Complete 175/157 safeguarding audit	RT AL
Target 2: Leadership and Governance Ensure governance is strategic and focused on setting a clear vision, ensuring accountability, promoting the school's financial health and supporting the wellbeing of the school community. The governing body must understand its role and work effectively with the headteacher and senior leaders and ensure the school is compliant with regulations.	2.1 Recruit governors with relevant skills who are willing to support and challenge the school appropriately 2.2 Carry out governance action plan	RT RC AL
Target 3: Curriculum and Developing Teaching a. Ensure that teachers regularly check how well pupils have understood the intended learning of the curriculum. Ensure pupils have a secure foundation of knowledge on which to learn more and that all teachers use effective assessment strategies to identify and quickly close gaps in pupils' learning (Ofsted). b. Ensure that the curriculum is coherently planned and sequenced. To build pupils' knowledge systematically over time. Ensure that the important knowledge that pupils need to know and remember are identified and sequenced in subjects (Ofsted). c. Develop maths across the school to enable an increase of children reaching greater depth in the subject. d. Ensure that high-quality inclusive teaching and learning is supported by explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the effective use of technology	a. - Further develop foundation subject tracking and moderation systems which allow teachers to make accurate judgements each term and provide leaders with data to triangulate, with books and pupil voice, the impact of the curriculum. - Further develop methods of assessment and recording. - Ensure AfL strategies are used by teachers to provide a picture of pupils' retention of key knowledge and plan for future learning. b. - Use long-term plans to create medium term-plans which enable well-designed tasks that result in deep learning and high-quality outcomes for all groups of pupils across all subjects. - Triangulate evidence through work scrutiny, pupil voice, lesson observations. c. - Introduce NCETM/Oak Academy learning across the school - Monitor and include regular assessment to ensure a focus on deep learning d. - Staff to attend training on EEF Five a Day Principles - Monitor though lesson observations, learning walks, work scrutiny and pupil voice.	AL/ED
Target 4: Attendance a. Continue to ensure that good attendance is a focus for all families.	a. - Ensure parents are aware of need for good attendance. - Regular monitoring arrangements are in place – Arbor/Insight. - Contact with parents is made early to address any issues.	AL/PG AP
Target 5: Behaviour, Attitudes and Personal Development a. For children to develop their understanding of the world's responsibility towards climate change. b. Introduce new value of 'Kindness' and develop its influence across the school.	a. Create Climate action Plan Action plan b. - Use lesson and assembly/worship time to introduce and discuss new value. Seek ways to promote kindness (and other school values) and put into action.	AL/ED
Target 6: EYFS a. For EYFS lead to further develop her understanding of autism to enable her to better support children in her care.	a. - Seek training opportunities for DM. - DM will share her learning to support staff across the school.	DM/AP