

Leadership and Governance

Develop new governors in understanding the context of the school, strengths and areas of focus.

Use a coaching model to support leaders with new responsibility areas.

What we will do...	What you will do...
Governors will review, develop and action their own priorities for the year.	Provide feedback on what we are doing well and the 'even better ifs'
Provide workshops for all governors on current context of school.	Share your ideas and skills so to be fully involved in the direction of the school.
Provide 'finding out' opportunities for new governors.	Consider taking up opportunities with the governing Body, Parent Forum and PTFA.
Provide a coach to leaders in new responsibilities.	

How do we know we have been successful?

- ✓ Leaders in new roles are confident in evaluating, planning and reviewing for their area of responsibility
- ✓ Coaches are able to articulate the impact of their support
- ✓ Governors have a sound understanding of the current school context

Who will make this happen?

Headteacher	Deputy Headteacher	STEM leader	SLT	Chair of Governors
Karen Hambleton	Dan Hancock	Luke Wilkins	Gareth Molineux Andrew Walters Sally Levesley	Kieran Dwyer

Personal Development and Wellbeing

Continue with the Smartphone free movement – providing education and supportive tools to families so they can make an informed choice suitable for their context.

What we will do...	What you will do...
Provide opportunities to learn more about the movement so to make an informed choice as families.	Support your child to engage in challenges and the web resources available – sharing success with the school
Connect with other schools and leaders.	Share your views through parent questionnaires and open dialogue
Provide ongoing up to date information about the challenges young people face in the digital world.	Engage in school parent opportunities that support personal development in these key areas and beyond.

How do we know we have been successful?

- ✓ Families feel confident in the decisions they are making
- ✓ Families tell us that the support and information received is informative and has a positive impact.
- ✓ Reduced incidents reported where phone use is having a negative impact on the young people.

Who will make this happen?

Headteacher	Community Lead	Parents	Learning Mentor	Safeguarding Governor
Karen Hambleton	Victoria Harrison	Working group	Jo O'Hare	Louise Rhodes

Attendance and Behaviour

Review of behaviour policy with children.

What we will do...	What you will do...
Engage with class council to review current behaviour policy.	Provide feedback on what we are doing well and the 'even better ifs'
Trial a period with amended policy and review impact.	Share your ideas and skills so to be fully involved in the direction of the school.

How do we know we have been successful?
<ul style="list-style-type: none"> ✓ Children tell us they have a voice ✓ Feedback on changes is positive ✓ Positive impact on number of behaviour logs

Who will make this happen?				
Headteacher	Deputy DSL	Admin/EWO	School Council	Governor
Karen Hambleton	Dan Hancock Jo O'Hare	Victoria Smith	Jake Housley Pupils	Louise Rhodes



Achievement

Continue to improve Multiplication Check outcomes.

What we will do...	What you will do...
Review the success of the current timetable progression and teaching and learning document.	Encourage and support your child in practising their times tables at home daily.
Regular analysis of data to assess progress and inform teaching and learning.	Engage in TTRockstars.
Be forensic in analysis of gaps and share this with families	

How do we know we have been successful?
<ul style="list-style-type: none"> ✓ Increased number of pupils achieving full marks ✓ Data demonstrates accelerated progress over time ✓ Raised average score

Who will make this happen?				
Headteacher	Deputy Headteacher	STEM leader	Maths Coordinator	Chair of Governors
Karen Hambleton	Dan Hancock	Luke Wilkins	Hannah Winfield	Kieran Dwyer

School Development Priorities 2025-2026



Curriculum and Teaching

Embed the updated EAL toolkit and its provision based on changing school demographic.
Review systems for assessment of wider curriculum subjects.
Continue to develop the reviewed art curriculum and the expectations within the teaching and recording of art.
Implement Magma Maths

What we will do...	What you will do...
Train and support staff in the implementation of the updated EAL toolkit.	Provide feedback on what we are doing well and the 'even better ifs'
Review impact of implementation of toolkit	Share your ideas and skills so to be fully involved in the direction of the school.
Implement and review the impact of an assessment system.	Talk to us about what you enjoy about art and how your skills are improving.
Monitor the development of skills through sketch book trawls and observations.	
Continue to up skill all staff in art skills and expectations and raise the profile of art in school through quality displays.	
Provide CPD and coaching for staff on Magma Maths and evaluate impact	

How do we know we have been successful?
<ul style="list-style-type: none"> ✓ Staff confident in the use of the EAL toolkit and ✓ EAL pupils feel highly support and are increasing in confidence in their second language. ✓ Assessment process consistently in place and impactful. ✓ Improved outcomes in art skills and sketchbooks. ✓ Improved confidence in the teaching of art. ✓ Secure Maths data and continued enjoyment of Maths

Who will make this happen?				
Headteacher	Curriculum Lead	Art Lead	Governor	
Karen Hambleton	Gareth Molineux	Amy Williams	Amy Bristow	

School Development Priorities 2025-2026



EYFS

Development of transcription in Early Years

What we will do...	What you will do...
Hold a Phonics Meeting for parents, during which the link between phonics and early writing will be made.	Regularly practice new sounds with your child and provide opportunities for them to mark-make and then practice letter formation.
Planned English units to include pre-transcription and then transcription skills from the Autumn term.	Stay informed about the learning that your child is engaging in, particularly the key texts highlighted on the Curriculum Overview sent out each half term.
Regularly review and carry out forensic analysis of progress being made	
Review progress against transcription skills and adjust plans accordingly.	
Provide support for parents through workshops and Dojo.	Support your child in their early writing process by engaging with any information sent by the school.

How do we know we have been successful?

- ✓ Staff will be confident in teaching the English units.
- ✓ Parents will have a clear understanding of how to support their child at home.
- ✓ An increase in writing outcomes by the end of the year EYFSP.

Who will make this happen?

Headteacher	Deputy Headteacher	Early Years Lead		Governor
Karen Hambleton	Dan Hancock	Sally Levesley		

School Development Priorities 2025-2026



Inclusion

Continue to embed good practice in supporting children with Autism

Development of supportive family sessions on specific SEND topics.

What we will do...	What you will do...
Deliver whole school AET training	Provide feedback on what we are doing well and the 'even better ifs'
Make adjustments to practice based upon this training	Share your ideas and skills so to be fully involved in the direction of the school.
Monitor the effectiveness and impact of the training	
Develop and run support sessions for parents of children with SEND	Engage with parental support sessions if appropriate
Engage with other professionals in order to share expertise with parents	Provide feedback

How do we know we have been successful?

- ✓ Children with autism continue to be supported well with adaptations in place to enable access to the curriculum
- ✓ Pupil voice tells us that all pupils feel included and have a sense of belonging in the school
- ✓ Positive parental feedback following support sessions

Who will make this happen?

Headteacher	SENDCO			SEND Governor
Karen Hambleton	Andy Walters			Louise Rhodes

Safeguarding

Succession planning.

(See Personal Development and Wellbeing)

What we will do...	What you will do...
Provide enhanced safeguarding training opportunities to upskill others within the school community.	Provide feedback on what we are doing well and the 'even better ifs'
Provide coaching sessions for SLT and ELSA on specific scenarios, with opportunities to lead on cases.	Share your ideas and skills so to be fully involved in the direction of the school.
Engage with the new training system.	

How do we know we have been successful?

- ✓ Confidence and knowledge increased of wider staff

Who will make this happen?

Headteacher	Deputy Headteacher	Deputy DSL	Safeguarding Governor	
Karen Hambleton	Dan Hancock	Jo O'Hare	Louise Rhodes	