



School Development Plan 2025/26

WE ASPIRE
WE CHALLENGE
WE SUPPORT



School Development Plan 2025-2026

We Aspire, We Challenge, We Support

Resilience, Resourcefulness, Responsibility, Respect, Risk-Taking

Building a productive and creative climate for learning 	Developing strong relationships 	Developing pupil motivation, ambition, ownership and a sense of self 	Building a sustainable environment 
• The curriculum continues to evolve to remain creative, current and relevant with the development of early English skills placed at the heart. • A consistent approach to how we feedback to pupils is embedded so they are clear about how to improve and progress. • Professional knowledge and teaching and learning practice is exceptional and continually developed. • High quality teaching provides appropriate challenge/scaffolds for all pupils and groups to achieve exceptionally well.	• There is a consistent approach and message to managing behaviour to support pupils' self-regulation. • Pupils' understanding of the school vision – we aspire, we challenge, we support - as well as the school values – resilience, resourcefulness, responsibility, respect and risk taking - is enhanced. • The role of the teacher is central in both caring for pupils, monitoring their progress both academically and socially; encouraging success, aspiration, participation and the highest possible standards of work and behaviour. • Support and guidance for pupils and their families is enhanced so they positively engage with school.	• Clear targets are set from the start and pupils are encouraged to develop a sense of ownership over their learning process. • Pupils are provided with feedback through precise information and supported to act upon it. • Pupils (and parents) understand the importance of excellent attendance and attendance is high as a result. • Pupils recognise their individual strengths and weaknesses and are motivated to be independent learners, achieve, be committed and be ambitious. • SMSC is strategically planned for across the school to ensure that pupils receive a well-rounded social development	• Pupils' respect for our environment is enhanced. • Continual development of the school facilities to support and enhance an evolving, creative curriculum. • The importance of positive wellbeing for all is recognised and supported. • MIS/Arbor is embedded and used effectively by admin and leaders (reduces workload) • Pulse is used to gain feedback and improve staff wellbeing • Subject leadership and consistency across the primary phase of the Trust

	Additional support for emotional and social learning is provided.	Pupil leadership is embedded and valued to ensure they have ownership and a voice in the school	
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Quality of Education

Aims and Objectives:

- The curriculum continues to evolve to remain creative, current and relevant with the development of early English skills placed at the heart
- A consistent approach to how we feedback to pupils is embedded so they are clear about how to improve and progress
- Professional knowledge and teaching and learning practice is exceptional and continually developed
- High quality teaching provides appropriate challenge/scaffolds supporting all pupils and groups to achieve exceptionally well

Actions	Monitoring	Resp/Cost	Impact
Teaching and Learning - To focus on the foundations of writing (sentence level, handwriting and phonics/spelling) to ensure all teaching of writing across the school secures these basic elements - To strengthen the teaching of reading at key stage 2 to ensure pupils develop strong comprehension skills and reading stamina - To target and improve attainment at the end of key stage 1 through whole-class teaching of English and Maths - To introduce expectations for presentation to ensure pupils' work is consistently of a high standard in all books and across all subjects - To ensure teaching assistants are directed effectively throughout every part of a lesson to maximise pupil learning whilst also promoting pupil independence and resilience - To target Pupil Premium attainment vs non Pupil Premium to narrow the gap	- Performance Management lesson observation by line managers in autumn term 1 and spring term 1 - Curriculum learning walks - Curriculum book scrutinies - School Improvement Visits (2x per year) - Analysis of PP attainment - Pupil Progress Meetings - Subject Lead monitoring - Data drops	HT/Subject leads Weekly release cost for subject leads	- All English lessons will contain the foundation basics, and as a result, pupils will achieve more - Greater numbers of pupils will meet and exceed their targets - Published data will be in line with and exceed national averages for key measures - Gaps narrowed between disadvantaged and non-disadvantaged pupils in reading, writing and maths

Interventions: - To introduce and embed provision mapping on Insight to ensure all interventions have entry/exit baselines and are evaluated for effectiveness in accelerating learning - To introduce and embed individual learning plans for all SEND children which link to interventions and are updated electronically by all staff working with the child - To conduct a skills audit of teaching assistants and develop an overview of specialist skills which staff can tap into when they need specific support - To focus on Early Reading in EY and KS1 to ensure that early readers remain on track and do not fall behind	- Inset training on provision mapping and learning plans - TA Performance Management targets and observations within class/interventions - Analysis of SEND attainment/progress - Analysis of phonics data - Data drops	HT/SENCO/TiC / TAs/Phonics lead Non-teaching time for SENCO/TiC Release time for phonics lead Intervention cost	- Increased buy-in and ownership from TAs results in increased pupil outcomes - Progress made through interventions demonstrates good to outstanding progress - Children keep up with their class and there is less need for catch-up interventions - Staff feel supported and are able to access specialist support within the school team
Questioning, Marking and Feedback - To embed the use of ‘think, pair, share’ and ‘cold calling’ to ensure all children are active during teacher inputs and engaged in learning - To develop the use of success criteria and whole class feedback as an effective tool to accelerate learning and raise attainment - To develop consistent use of annotations in SEND books so it is clear the level of pupil understanding - To embed the new learning journeys across the broader curriculum to ensure individual assessment is accurate and class gaps are identified and addressed	- Book scrutinies - Learning walks - Pupil voice feedback	HT/Subject leads Weekly release cost for subject leads	- All children will be engaged in lessons and as a result, attainment and progress will increase - Pupils will know what their targets are and what they need to do to improve. - Teacher judgements for the broader curriculum will be robust and accurate across the primaries. Identified gaps in knowledge will be revisited in future lessons - Teachers/leaders will be clear on the level of understanding for SEND pupils - Books will be valued by both teachers and pupils
SELF EVALUATION BASELINE - GOOD	Mid-Year		End of Year
Teaching and Learning - Strong writing programme in place and focus on grammar/spelling/handwriting in chunks. This needs to be developed and strengthened further - Handwriting scheme in place but needs to be explicitly taught rather than sometimes used as ‘holding activity’ - Presentation in books is not consistent and high across all classes/subjects – this holds back writing attainment - EY outcomes are in line with national but end of key stage 1, school is below national. Considerable pupil movement across different teachers in infants has impacted accountability and progress - KS2 reading approach is well-planned with clear lesson focus for each day and range of quality texts. However, reading outcomes at end of KS2 dropped this year - Pupil progress meetings show variable impact – some focus children accelerate across term whilst others remain still (Book Looks/Assessment File checks, Planning Reviews, Learning Walks, Pupil Progress Meetings)			

Interventions: - Intervention Timetable for whole-school not shared with staff - Intervention programmes not thoroughly tracked for impact and data shared with staff - Intervention observations and coaching not yet established for TAs - Provision Mapping Tool on Insight not utilised to full (Pupil Progress Meeting, meetings SENCO, TA Performance Management)		
Questioning, Marking and Feedback - Marking codes used consistently across staff - Approaches to questioning are variable – Cold Calling and Think, Pair, Share not consistently embedded to encourage active learners - Success criteria and whole class feedback not consistently used across the school - Teachers/TAs do not consistently annotate SEND books to show level of scaffold/support given (Learning Walks, Book/File Looks)		

Results Summary:

EYFS	GLD
Speenhamland	70.5%
West Berkshire	72.1%
National	68.3%

PHONICS SCREEN	End of Year 1	End of Year 2
Speenhamland	69%	92%
National	79.9%	91%

END KS1	Reading	Writing	Maths	Science
Speenhamland ARE/GDS	57%	50%	57%	70%
National ARE/GDS	71%	63%	72%	83%
Speenhamland GDS	13%	0%	13%	
National GDS	19%	9%	17%	

YEAR 4 MTC	% of pupils scoring full marks (25/25)	Average Score out of 25
Speenhamland	38%	21.0
National	38%	21.1

END KS2	Reading	Writing	GPS	Maths	Science	Combined (R/W/M)
Speenhamland ARE/GDS	66%	66%	73%	70%	84%	55%
National ARE/GDS	75%	72%	73%	74%	82%	62%
Speenhamland GDS	30%	9%	25%	20%		7%
National GDS	33%	13%	30%	26%		8%
Speenhamland Average Scaled Score	102.5		104.0	103.2		
National Average Scaled Score	106.0		105.0	105.0		

Behaviour and Attendance

Aims and Objectives:

- There is a consistent approach and message to managing behaviour to support pupils' self-regulation
- Pupils' understanding of the school vision – we aspire, we challenge, we support - as well as the school values – resilience, resourcefulness, responsibility, respect and risk taking - is enhanced
- The role of the teacher is central in both caring for pupils, monitoring their progress both academically and socially; encouraging success, aspiration, participation and the highest possible standards of work and behaviour
- Pupils (and parents) understand the importance of excellent attendance and attendance is high as a result
- Support and guidance for pupils and their families is enhanced so they positively engage with school. Additional support for emotional and social learning is provided

Actions	Monitoring	Resp/Cost	Impact
• To build on attendance to ensure our whole school target of 97% and a PA% of less than 10% • To introduce termly attendance certificates (Insight) for all pupils to build transparency with parents • To reward good attendance (97% or more) in end of term assemblies	• Weekly attendance data	Attendance Lead	• School will meet targets for attendance/Pas • Parents will have a greater understanding of their child's attendance • Attainment will be higher as a result of improved attendance

To develop a system of staff support for managing the pupils with more challenging, constant behaviour	- Arbor orange/red faces - IBPs	DHT/SENCO/HT	- Staff will feel supported by SLT with persistent, challenging behaviour - Pupil behaviour will improve and number of IBPs will reduce
- To develop a stronger balance between rewards and sanctions to motivate pupils - To develop a programme for half termly inter-House competitions	- Weekly House point data shared in assemblies - Meetings with House Captains - Pupil Voice	KB Prizes/rewards cost	- Stronger sense of belonging to a House and healthy competition between Houses - Provide a wide-range of opportunities for inter-House competition and pupil engagement, moving away from solely sport
SELF EVALUATION BASELINE - GOOD		Mid-Year	End of Year
- Whole school attendance for 2024/25 was 94.4% - Persistent Absentee percentage for 2024/25 was 14.3% (40 children) - There is a direct correlation between attendance and attainment with pupils above 95% and those below 95% Reading 74% vs 55% Writing 64% vs 52% Maths 75% vs 53% - Extra playtimes and badges were introduced for good attendance and were popular with pupils - FPN have been actioned, no evidence to support whether they have been a deterrent to future holidays (Pastoral Report, attendance data)			
- Dragon Eggs rewards have dipped in some classes since moving to Arbor and an electronic system - Some pupils receive more sanctions and less rewards which can be demotivating to pupil and parents - Children have individual card to collect Dragon Eggs but again not consistently used by all pupils - Whole School House points collected every week and shared in newsletter/assembly. End of half-term winners celebrated - House Sports Day event successful every year - Inter-House events started strong in autumn term then dipped until Sports Day in summer term (Weekly House Points chart, newsletters, pupil voice)			

Personal Development

Aims and Objectives:

- Clear targets are set from the start and pupils are encouraged to develop a sense of ownership over their learning process
- Pupils are provided with feedback through precise information and supported to act upon it
- Pupils recognise their individual strengths and weaknesses and are motivated to be independent learners, achieve, be committed and be ambitious
- SMSC is strategically planned for across the school to ensure that pupils receive a well-rounded social development
- Pupil leadership is embedded and valued to ensure they have ownership and a voice in the school

Actions	Monitoring	Resp/Cost	Impact
• To develop ownership of learning through whole class feedback, use of success criteria and target setting	• Learning walks • Book scrutinies • Pupil voice	HT/Subject leads	• Pupils know their next steps and are engaged to work on these areas.
• To develop existing pupil leadership roles to ensure greater whole school impact – Sports Captains, House Captains, Librarians, School Council • To develop a pupil leadership termly newsletter outlining the work/impact of pupil leaders	• Appointment of pupil leadership lead (KB) • Designated weekly meeting time for pupil leadership • Pupil leadership newsletters	KB	• Pupil leaders have stronger presence and whole school impact • Pupil leadership impact is celebrated with wider school community termly
• To continue work on SMSC Mark to develop a whole school strategic approach	• SMSC action plan and termly monitoring across primaries	HT	• A planned, strategic direction of SMSC which results in well-rounded pupils
SELF EVALUATION BASELINE - GOOD	Mid-Year		End of Year
• Targets not consistently present in all English books • Targets not yet embedded for Maths and reading (Learning Walks, Book/File Looks)			
• Pupil leadership roles are various: school level – school council; year 5 – librarians; year 6 – House Captains, Sports Captains, PM Pals. Although in place, there is scope to develop these roles further • Termly sports newsletter but this was produced by sports coach rather than children producing match reports themselves • No consistent pupil leadership meetings or sharing impact with school (Pastoral Report, observations at social times, school council meetings)			

Completed SMSC Self-Review tool – result is EMERGING (Gold 3%, Silver 40%, Bronze 34%, Emerging 23%) Useful baseline to move forward with school action plan (SMSC National Quality Mark Self-Review Tool)			
Leadership and Management			
Aims and Objectives: - Pupil respect for our environment is enhanced. - Continual development of the school facilities to support and enhance an evolving, creative curriculum. - The importance of positive wellbeing for all is recognised and supported. - MIS/Arbor is embedded and used effectively by admin and leaders (reduces workload) - Pulse is used to gain feedback and improve staff wellbeing - Subject leadership is good and there is consistency in curriculum delivery across the primary phase of the Trust			
Actions	Monitoring	Resp/Cost	Impact
To introduce pupil ‘Green Guardians’ and a staff green team to promote and embed the new school Climate Action Plan	Monthly meetings with Green Team	HT/Green team	School will become more environmentally aware and reduce carbon footprint
To develop and embed primary lead roles across the primaries to ensure greater consistency, collaboration and the sharing of good practice	- Learning walks - Book looks - Pupil voice - Data drops	HT Primary Leads – allocated weekly time	- Greater consistency and collaboration between the primaries - Pupil outcomes raise and become in line with national
To provide Trust-level training half termly for all teaching assistants to develop specialist skills	Learning walks	TA cover cost	TAs feel valued and invested in CPD. New skills impact on teaching and learning
To develop a system for sharing knowledge and skills from training with all staff	Completion of training records		Staff will share expertise and new knowledge with everyone thus improving CPD and ensuring value of training
To develop termly governor visits with pupils to strengthen governor understanding and knowledge	Scheduled termly visits with pupils and follow-up with Head	HT/Governors	- Governors will report back at governor meetings the findings of their visits - Governors will be more informed about school-related issues
- To continue with monthly PULSE staff survey linked to wellbeing - To respond to staff issues and offer solutions where possible	- Monitor responses monthly and ask further questions - Feedback regularly to staff (Primary proforma for briefing)	HT	- Staff wellbeing is high and staff feel listened to and valued. - Improved staff attendance and productivity.
SELF EVALUATION BASELINE - GOOD	Mid-Year		End of Year
Climate Action Plan drafted in summer 2025 with old school council. Not yet shared with school			
Trialled primary lead roles for EY and English last year. Greater consistency achieved in two areas so creating 3 posts for September and widening scope away from one subject			
(Learning walks, book looks, data drops)			

TAs training has been limited for most. Some have undertaken specialist courses – Autism Champion, Dyslexia – but this specialist knowledge has not been utilised across the school. TAs are keen to develop knowledge further. (Pulse survey feedback)		
Governor visit previous year looking at teaching and learning in early writing. Helped improve governor knowledge and findings summarised in governor meeting. (Governor minutes)		
Engagement of staff surveys increased from 37% (autumn 2024) to 65% (summer 2025). Staff seeing some changes and actions in response to comments. Staff workload and communication feature in lowest three categories each month. (TES Staff Pulse Dashboard)		

Early Years			
Aims and Objectives: - Enabling environments will support all pupils to access the EY curriculum - Positive relationships and high quality interactions move learning on and deepen pupils' understanding ECERS (Early Childhood Environment Rating Scale) of engagement and CoEFL (Characteristics of Effective Learning) will be used to assess pupils' involvement			Links to KPIs in Trust Plan
Actions	Monitoring	Resp/Cost	Impact
To embed the new writing framework with a greater emphasis on the two elements of writing – transcription and composition	- Learning walks - English books - Phonics booklets - Data drop	HT/EYFS teachers/ENCO	- Pupils will develop fine motor control and expected standard for handwriting - Teachers/teaching assistants will provide opportunities to develop both transcription and composition in writing
To develop stronger language acquisition through the use of the NELI intervention programme	- Learning walks - Data drop	HT/SENCO/TiC	
To continue to develop the EY environment, both inside and outside, to ensure children have opportunities to develop all areas of learning	- Learning walks - Pupil voice	HT/EYFS teachers/ENCO / MACO	Pupil engagement will be high and purposeful
To develop positive and purposeful interactions between practitioners and pupils	- Learning walks - Observations - Peer observations	HT/EYFS teachers	High quality interactions move pupils' learning on to ensure good outcomes at the end of the year

To introduce and develop the use of Seesaw as an online platform for capturing children's work, skills and knowledge	- Learning walks - Observations - Peer observations	HT/EYFS teachers	Staff know and understand how children learn and respond in the moment accordingly
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SELF EVALUATION BASELINE - GOOD	Mid-Year	End of Year
Meeting held with ENCO/Primary lead and EY lead to discuss new writing framework and the expectations needed daily in class timetable. Discussions around class environment and providing variety of activities linked to fine motor development as well as English and Maths. (New Writing Framework document, English expectations)		
- Worked with primary lead to develop indoor and outdoor areas – curriculum expectations handbook developed to ensure areas across two primaries are consistent. - Sports premium funding used to develop outdoor opportunities and development of gross motor – climbing frame, sandpits, construction equipment (EY Learning Walks, feedback from EY lead)		
- EYFS lead on maternity leave last year – two teachers were new to provision and some difficulties uniting as a team. - Allocation of TAs for September has maintained experience – all have at least one or more years working in EY - EY lead has studied adult interactions as part of NPQ. Will embed strategies/good practise from September		
- SeeSaw used from September as online platform to assess and record children's knowledge and skills - Last year, pupil gaps in knowledge to secure GLD were not identified promptly. Stronger system of assessment and identifying gaps needed for this year		