Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to change the world

Ashfield Junior School
School Development Plan 2025/26

Ashfield Junior School SDP – September 2025

PRIORITY 1 : LEADERSHIP AND MANAGEMENT FOCUS

Success Criteria:

- ✔ The school vision is effectively communicated across the school.
- ✔ The school is supported through training and the Hertfordshire Improvement Partner (HIP), relevant training and HfL support packages.
- ✔ The school is supported by the Business Improvement Partner (BIP) to support management of the school from a business perspective
- ✔ Curriculum Design and evaluation continues to improve provision following lockdown closure to ensure maximum impact on pupil outcomes and their personal development, behaviour and welfare;
- ✔ The quality of teaching, learning and assessment and outcomes for all pupils with SEND are enhanced by continued focus on good quality personalised learning for pupils with SEND and challenging learning experiences for all following lockdown closure and recovery period
- ✔ Arrangements are made to accelerate progress in all year groups when children return to school so that any impact on progress due to closure is minimised;
- ✔ Governors continue to provide excellent support and challenge to leaders and hold them to account

Actions required (steps to be taken	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time and cost (£)	Monitoring (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. To effectively communicate the school vision and values across the school	AD and SLT	Ongoing	CPD and meeting	AD	
2. To develop the knowledge and skills of the headteacher. - Attend relevant CPD to position - Headteacher support network (e.g. mentor, HT clusters)	AD	Ongoing	HT time, £cost of training	AD	
3. To support Headteacher SLT through leading the school and focus on school priorities to move the school forward. Enrolled on full HfL package.	AD	Termly	£2,336	AD	
4. Improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. Relevant staff training CPD: - Teaching and learning	AD and SLT	Ongoing	Staff meetings, L&M time, CPD	AD and SLT	

- specific subject/curriculum - assessment (including moderation					

5. SLT to support subject leaders in the monitoring, evaluation and action plan cycle through a timetable of activities.
  - Action plans are manageable and consider the impact of the whole school workforce and maximise their impact of the quality of the curriculum and pupil outcomes (curriculum design and development)
 	
  - Completing and evaluating subject leader action plans
  - Curriculum overview
  - Carrying out role and subject leader responsibilities and tasks
  - Completing governor subject leader questionnaires
  - Carry out monitoring activities (e.g. planning scrutiny, work scrutiny, book study/pupil voice, lesson observation, audit of resources, audit of staff knowledge/confidence etc)
	AD and SLT	Ongoing	L&M time, staff meetings, Insets, directed time (ELMs),	AD and SLT	

6. To ensure that parents, staff and children are well signposted to access mental health support, charities, food banks and family support workers as appropriate. To ensure resources are accessed for pupils, parents and staff such as books/counselling on bereavement, and loss. To use the Family Support Worker to support families and individual/groups of children as necessary.	AD and SLT	Ongoing	Meetings, PPM £6000 £1500	AD and SLT	
7. To ensure that parents are well supported to understand any additional home learning either during term time or the holidays through website information/SchoolComms and emails/videos and telephone conversations	AD and SLT,	Termly	SLT/Staff Meetings	SLT, RP	<mark>Want to update school website with range of useful resources for home learning (summer term)</mark> Complete for 25-26 launch

8. To strengthen the school Governing Body, to support, challenge and hold the school to account
  - Constitution and link roles are shared
  - Governor visits and training are in place
  - Governors attend/complete governor training
	FGB	Ongoing	FGB and committee meetings, Vision Day meeting	FGB	

9. An effective safeguarding culture across the school
  - Regular training and safeguarding updates
  - Embed CPOMS across the school
  - Policies
  - Prevent and relevant Safeguarding training (leaders and staff)
	AD and SLT	Ongoing	CPD
			£300
			Staff meetings, INSETs
				AD	

10. To improve the transition links with the local infant feeder school - Termly meetings with MHIS SLT - Range of activities involving both schools throughout the year group held at each school - Visit of HT at MHIS for Year 2 parents - Joint PTA events between both schools	AD, HF	Ongoing	L&M time,	AD, HF	
11. To regularly monitor the provision of SEND and vulnerable groups (PP) across the school - Whole school provision map – consistently completed by teachers and to meet deadlines - termly PPM - ½ termly review of SEND support plans - PPG pupil passports reviewed - School governor links (SEND link, PP link)	AD, HF (PPG) CA (SEN)	ongoing	L&M time, SLT meetings, PPM, staff meetings	AD, SLT	
12. To continue good practice for our PP children 1. Leaders should ensure that the PP strategy is published by 31st December 2025 2. Leaders should revise their curriculum in all subjects to reflect the cohort and foster high aspirations for those who are disadvantaged – adaptive teaching, T&L Policy and use HQT strategies for all chn (esp PP) 3. Ashfield to take part in the PPG Project run by HfL and attend CPD and implement actions from the CPD 4. PP focus in staff meetings 5. PP provision in place and identified on provision map	HF, AD	Ongoing in year	L&M time, SLT meetings, PPM, staff meetings	HF, AD	
13. To develop the knowledge and skills of the SENCO - SENCo to attend relevant CPD and liaise with DSPL9 - SENCo to liaise and work with local SENCOs	AD and CA	ongoing	SENCO clusters, £for CPD	AD	SENCo attended courses and SEND conference (see training schedule) (Spr 25)
14. To provide staff with relevant SEND training across the school - SENCo to audit staff's knowledge - SENCo/HT to provide training needs - SENCo to log SEND training - Staff (teachers and TAs) to attend relevant SEND training	AD and CA	ongoing	INSET, staff meetings, £ for CPD	AD and SENCO (CA)	
15. Following the HCC SEND CSV (see actions) - SEND Governor to access/attend SEND focused governor training. - SEND governor to meet with SENCo once per term. - Following refresher training on Valuing SEND, CA to work with senior leaders to consider where the setting readiness tool could support whole school self-evaluation processes and	Link govern or	Dec 2025 Dec 2025	Gov meeting L&M time	AD/CH AD	

feed into the SEND B&PT. - CA and senior leaders to work with subject leads to continue to embed staff understanding of adaptive teaching strategies, during high quality teaching of the foundation subjects. CA and senior leaders to monitor the consistency of provision for learners, aligned to written records, across the whole curriculum. Consider how the training from the HFL and ISL Universal and Universal+ training (hfleducation.org) could be used to support this. - CA with SLT to analyse and audit the SEND Benchmarking Audit.	CA/AD	Autumn Term	Staff meetings, L&M time	AD	
	CA	Autumn Term	Staff meeting, L&M time	AD	
	CA/AD	Autumn Term	L&M time	AD	

PRIORITY 2 : QUALITY OF EDUCATION: QUALITY OF TEACHING, LEARNING AND ASSESSMENT AND OUTCOMES FOR CHILDREN IN KEY STAGE TWO

Success Criteria:

- ✔ To ensure all staff have high aspirations and expectations of all children and that children have the opportunities to show what they are capable of achieving
- ✔ To ensure that an Ashfield Junior School curriculum is designed and developed with a clear intent, implementation and impact that will give all pupils the knowledge and skills to succeed in life
- ✔ The Ashfield Junior School curriculum is coherently planned, and teaches a broad range of subjects
- ✔ To ensure in school and Remote Teaching and learning across the curriculum is **CONSISTENT**, effective and challenging enough for all pupils
- ✔ To ensure the Key Stage Two curriculum focuses on what the children *need to know and learn*, to cover gaps and misconceptions that have arisen due to recent national lockdowns. The focus must be on a progression of skills across the curriculum that will enable all children to make steps towards their 'North Star' (Compass for Life)
- ✔ Teachers will use assessment to adapt the curriculum to meet the needs of pupils with SEND
- ✔ The teaching of reading is effective, challenging for all pupils and runs throughout the curriculum
- ✔ All staff will model the speaking of standard English and support pupils in the development of speaking and vocabulary
- ✔ To ensure staff are well supported through CPD opportunities to meet the challenges of remote teaching
- ✔ Teachers introduce subject content progressively and constantly demand more of pupils.
- ✔ Pupils read widely and often, with fluency and comprehension appropriate to their age.
- ✔ Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Actions required (steps to be taken)	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time	Monitoring (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. To embed the Ashfield Curriculum - curriculum overview - long term overviews for each year group - progression of skills/knowledge for each subject - implementation of the curriculum (e.g. sequence of learning, lesson planning and delivery)	AD, SLT and teachers	Ongoing	Staff meetings, L&M time, CPD, directed activity (Elms)	SLT	
2. To review the Ashfield Curriculum - support from HfL curriculum adviser (Kate Dilks/Claire Watson - review the effectiveness of individual subject - ensuring a broad, balanced and manageable curriculum	AD, SLT	Autumn term	Staff meetings, L&M time, SLT meetings	SLT	
3. To embed the new HfL English Essentials Planning across the school - Implement new planning - Use new resources - Attend relevant staff training - Support from English co-ordinator	Teachers	Ongoing	L&M time, CPD, PPA	CD	
4. To embed the new HfL Maths Essential resources across the school - Implement new maths planning - Use maths resources - Attend relevant Maths CPD Support from Maths leader	Teachers	Ongoing	L&M time, CPD, PPA	HF	
5. To effectively plan lessons so that all children achieve across the curriculum - Follow the long-term overview for curriculum - Use the sequence of learning provided (notify SL if there is a change) - Use the schemed lesson plans provided for French (Language Angels), Art (Access Art), P.E., (Get Set 4 PE), Music (charanga), Computing (Teach Computing) and Science (SNAP Science) These plans to be printed, annotated and filed in planning folder) - Use unit plans for English and Maths (include detail, and differentiation where appropriate) - Use MTP planning template for the following subjects (Geography, History, RE, DT) and to save in the central place on the Staff Network	Teachers	ongoing	PPA time,	AD, SLT, subject leaders	

6. To have a robust and rigorous monitoring and evaluation schedule in place
  - SLT monitoring and evaluation schedule in place
  - Subject leader monitoring and schedule in place
  - Subject leader training on monitoring their subjects
  - All subject leaders to carry out M&E activities as timetabled
	Teachers	Ongoing	Leadership time, SLT, staff meetings, Inset,	AD, SLT, subject leaders	

7. Teachers must consistently ensure that planning continues to identify provision for pupils with SEND/EAL or 'track back learning' for children working towards the EXS	All teachers	On going	PPA, L&M time, Staff training,	Subject leaders, CA	

8. To embed the new systems for supporting children with SEND and vulnerable groups (e.g. PP, FSM, EAL)
  - New class provision map
  - Embedding advice and guidance from HfL advisor
  - ½ termly PPA and review of SEND support plans
  - Annotating support plans (working document)
  - SEND link governor
  - PPG link governor
 	
  - Staff meetings
  - Differentiation
  - Adaptive teaching
	AD, SENCO All teachers	Termly	Staff meetings, SLT, PPA, directed activity time (ELMS),	CA, AD	

9. To embed the HQT strategies and RESPONSIVE TEACHING strategies in our Teaching and Learning Policy and Marking & Feedback policy to support all children including SEND, PP, FSM and EAL pupils
  - Scaffolding learning
  - use of widgets/word mats and prompts
  - adaptive teaching techniques
  - Modelling (direct)
  - Live modelling of work (on 'modelling books and flip chart paper, use of visualiser)
  - 5-A-day strategies
  - focus on vocabulary (key vocabulary taught in lessons, key vocabulary shared in class and evident in books)
  - linking in previous learning (in year, previous years and cross-curricular)
  - Responsive Teaching Strategies
  - EAL strategies
	All teachers and TAs	ongoing	Staff meetings, CPD, PPA, teaching time	SLT, subject leaders,	

- To embed our Marking and Feedback Policy
  - Marking in the moment
  - Staff to use the agreed codes					

- Meaningful/purposeful marking - Live marking and feedback - Responsive teaching - Teaching gaps and misconceptions - More rigorous monitoring of M&F policy from all subject leaders				
10. To provide staff with subject specific CPD across the curriculum - Foundation subject CPD for staff	Teachers	Ongoing	Staff meetings, INSET	AD, SLT, teachers
11. To provide staff with SEND staff meetings and CPD - Targeted SEND staff training to improve practice	All staff	Ongoing	Staff meetings, Inset,	CA
12. To ensure that the learning environment displays are stimulating, reflect learning and celebrate children's work in the classroom and communal areas, including English and Maths Working Walls. Working walls will be changed regularly to reflect current teaching	Teachers and TAs	Ongoing		SLT
13. To embed teaching and learning systems and routines in class - Ashfield Great Expectations - Ashfield's Gold Standard - High expectations of children's books - Expectations shared with teachers in September -	Alo Teachers	Autumn Ongoing	Staff meeting, training,	AD, SLT
14. To embed the phonics scheme - Phonics refresher training - Monitoring and observations of implementation - Ongoing support and training for staff where needed - Reviewing the impact of the phonics scheme	AD, SLT, teachers and TAs	Termly	Staff training, PPA time, HLTA time	CD
15. To embed the range of strategies to support and improve the reading fluency of children (a focus on children WTS)	All teachers and TAs	Autumn term	Staff meeting, training, PPA, L&M time.	CD
16. To use a wide range of strategies to support and improve writing (English) of children - Staff training - Staff support and training - New HfL English Essentials resources and planning	All teachers and TAs	Termly	Staff meeting, training, PPA,	CD
17. To embed the assessment tracker foundation subjects	All teachers	Termly	Staff meeting, directed	SLT, subject leaders

			activity time (ELMS)		
18. To analyse Reading data across the school to investigate trends - PPM, AM7 - Identifying children who are underperforming, not making expected progress in KS2 (groups of chn: boys, PPG, SEND) - Targeted focused reading groups/strategies in place to accelerate reading (reading fluency), particularly in Y6 but also lower down the school - Consider other interventions	SLT All teachers	Autumn term Termly monitoring	SLT, staff meeting, monitoring PPM	CD, SLT,	
19. To analyse maths data across the school to investigate trends - Identify children who are underperforming, not making expected progress in KS2 (groups of chn inc; girls at GDS (Yr6 but also other years), PPG, SEND) - Targeted and focused strategies in place including HQT teacher led focused group and scaffolding - Consider other interventions - Consider streaming Maths in Year 6 - Focus on Maths vocab - CPA approach across the school	SLT All teachers	Autumn term Termly monitoring	SLT, staff meeting, monitoring PPM	HF, SLT	
20. To analyse writing data across the school to investigate trends - Identify children who are underperforming, not making expected progress in KS2 (groups of chn inc; boys (Yr6 but also other years), PPG, SEND) - Targeted and focused strategies in place including HQT teacher led focused group and scaffolding - Consider streaming writing in Year 6 - Consider other interventions including School Led Tutoring - See bullet point 9	SLT All teachers	Autumn term Termly monitoring	SLT, staff meeting, monitoring PPM	CD, SLT	
21. To improve the provision for EAL learners (particularly chn new to English) - Embed Flash Academy and ensure teachers are using this app to support EAL learners - Ensure that teachers complete a baseline for EAL pupils with Flash academy. Chn are assessed termly to measure progress - New system in place to support EAL pupils (see CD and support for Julie McLean). - Teachers to be providing relevant support and adaptive teaching for EAL pupils - Staff to access training to support EAL learners	SLT CD	Termly monitoring,	SLT, staff meeting, monitoring, PPM	CD/SLT	

PRIORITY 3 : Personal Development

Success Criteria:

- ✔ Children feel safe and happy in the classroom, lunchtimes and playtimes.
- ✔ To embed focus on pupils making informed choices about healthy eating, fitness and their emotional and mental well-being;
- ✔ To ensure that pupils have an age appropriate understanding of healthy relationships and are confident to stay safe from abuse and exploitation;
- ✔ To continue to support children to understand how to stay safe online and the dangers of inappropriate use of mobile technology and social networking sites.
- ✔ The Ashfield Junior curriculum enhances pupils' spiritual, moral, social and cultural development
- ✔ Children develop growth mindset values so that they are independent, confident and resilient learners
- ✔ All children have high aspirations to *dream big, be extraordinary and to change the world*
- ✔ Ashfield children have a good understanding of their rights and British values so that they are outward thinking and ready for the next step of their education
- ✔ Parents have an excellent understanding of how to keep their children safe online and the dangers of inappropriate use of mobile technology;
- ✔ To ensure staff are well supported to look after their own well-being and mental health;

Actions required (steps to be taken)	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time	Monitoring (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. To provide relevant assemblies and lessons for children on e-safety - overview of eSafety themes - timetabled snack and chat eSafety opportunities - timetabled assemblies on eSafety - eSafety workshops	AD, teachers.	Termly	PPA time, L&M time, staff meetings, snack and chat time, eSafety workshops	AD	
2. To continue providing letters/leaflets or communication via the website or newsletter to parents on e- safety (updated) for all parents	AD	Termly	Photocopied letters/leaflets, website updated	AD	
3. To provide relevant assemblies on safeguarding children and how to keep safe - Safe hand and protective behaviours - Worry box in classrooms - Zones of regulation within the classroom and school - Children know how and to who they can address their worries - NSPCC and Police	AD, SLT,	Termly	Staff meetings, CPD, L&M time	AD, SLT,	
4. To continue to support children's emotional wellbeing where appropriate and necessary - FSW to provide Drawing and Talking and work with vulnerable children	HT and SLT	On going	PPA, staff meetings	AD	

- Safe space counsellor to work with identified children - All classrooms are a safe space - Staff training where relevant - Support from SLT and/or SENCo	Class Teachers		£Drawing&Talking £6000 FSW £1500 SafeSpace		
5. To ensure that teachers are following the sequence of learning on the Ashfield Personal Development Curriculum - New Ashfield Curriculum encompassing Jigsaw, Compass for Life, RHE, eSafety, - Curriculum overview - Sequence of learning - Rationale, - Intent, implementation, impact	HT, SLT	Ongoing	Jigsaw £600, SLT meetings, L&M Time, staff training,	AD, SLT	
6. To deliver more lessons and opportunities to teach children about British Values - Assemblies - Linking British Values within the Ashfield curriculum - Link to school's core values	HT, SLT, teachers	Ongoing	SLT meetings, L&M Time, staff training,	AD, SLT	
7. To deliver more lessons and opportunities to teach children about protected characteristics - Assemblies - Link to school values - Inc. hate crimes, - racism, disabilities, gender, homophobia, age	HT, SLT, teachers	Ongoing	SLT meetings, L&M Time, staff training,	AD, SLT	
8. To continue to improve and celebrate diversity and inclusion across our Ashfield Curriculum	HT, SLT, teachers and all staff	Ongoing	PPA, Staff meetings, L&M time,	AD, SLT,	
9. Reintroduce the Ashfield 'buddy system' - Opportunity for children to work/support with one another across the school year (at least once per half-term) - Specific focus	HT, SLT, teachers and all staff	Ongoing	PPA, Staff meetings, L&M time,	AD, SLT,	

- Model and portray the school values, behaviour, Ashfield expectations, personal development themes				

PRIORITY 4 : BEHAVIOUR AND ATTITUDES;

Success Criteria:

- ✔ Staff are well equipped to deal with managing children's behaviour, social and emotional needs
- ✔ Pupils' positive behaviour and conduct is good. Pupils are self-disciplined. Incidences of low-level disruption are rare.
- ✔ Children feel safe and happy at lunchtimes and playtimes.
- ✔ Children are confident, self-assured learners who show curiosity and a growth mind set values to support their learning
- ✔ Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.

Actions required (steps to be taken)	Action by whom	Action by when	Resources inc CPD, staff mtg, L&M time	Monitoring (how and who)	Evaluation by HT in consultation with SLT; with input from other staff pre FGB Meeting each term. Input from Governors at FGB
1. Reviewing and updating Behaviour Policy - Looking at behaviour ladders with behaviour subject to exclusions/suspensions - Addition of parent behaviour and code of conduct towards behaviour in the school and expectations - Sharing changes to behaviour policy with all stakeholders - Approval at FGB Governor Body (Sept 25)	AD, SLT,	Sept 25	Staff meetings L&M time	SLT	
2. To ensure that behaviour is always managed **consistently** by all staff by adhering to the school's behaviour policy, agreed behaviour strategies and STEPS training guidance. - Behaviour Policy - Behaviour ladders - CPOMs - Rewards and consequences - Consistency in approach	AD, SLT, teachers and TAs,	Ongoing	Staff meetings, CPD, coaching / mentoring, assemblies,	SLT	
3. To improve behaviour of specific 'chn' - Consistency in approach from staff - Routines and structures in place - Involve SLT	AD, SLT, teachers and TAs,	Ongoing	Staff meetings, CPD, coaching / mentoring, assemblies,	SLT	

- Follow through with sanctions - Involve parents and carers - Pupil voice - STEPS and therapeutic approach (e.g. child profiles, roots and fruits, risk assessment management etc) - Refer pupils to Tier 3 and/or Tier 4					
4. To embed Compass for Life across the school so that children can be aspirational and develop a growth mindset	Teachers	Ongoing	Staff meetings, PPA time, L&M time	SLT	
5. To embed pupils' growth mindset values so that they can improve on their behaviour for learning skills (e.g. perseverance, determination, effort, hard work, curiosity, embracing challenges, feedback, teamwork and resilience) - Staff training - Modelling GMS language and behaviour to children - Workshops - Inspirational people - Assemblies	AD, SLT, teachers and TAs,	Ongoing	Staff meetings, CPD, coaching / mentoring, assemblies,	SLT	
6. To continue to improve the attendance and punctuality of children across the school (particularly for PP chn)	AD, SLT	Ongoing	Meetings,	AD, HF, CA (SEND)	

Timescales: Quality of Education		
School Development Priority 2 and 3 (Ashfield Curriculum)		
Action	**Who**	**Timescale**
Share expectations of Subject Leader File (hard copy) and contents of file (what they are expected to have). - provide subject leaders with updated documents (e.g. Ofsted June 2023, SDP, T&L Policy, etc)	SLT	Beginning of Autumn Term
Review of Ashfield Curriculum on how to cover everything that we want to cover and still cover the national curriculum - support from HfL adviser - Review and feedback from staff on what is/is not working - Time to cover the whole curriculum - Prioritise subjects to work on and embed	AD, HF, CA, CD All teachers	End of the academic year
SLT monitoring - Embed the monitoring and evaluation schedule into school practice - SLT to carry out monitoring activities for effective evaluation - Release time for English and Maths subject leader to lead/monitor core subjects and responsibilities	AD, HF, CD, CA	Ongoing, review at the end of the academic year
Subject Leader monitoring - Embed the planned M&E activities timetabled across the school year - Be confident to talk about their subject that they lead - Create own subject leader action plan	Subject leaders	<mark>Termly</mark>
Embedding the HQT strategies across the school to raise the quality of teaching and learning for all chn (inc SEND, PP, EAL) - Scaffolding - Modelling - Learning environment - Links and connections - Vocabulary - Responsive Teaching and Progress Checks	Teaching staff	Termly

Timescales: SEND		
School Development Priority 1 (Leadership) **School Development Priority 2 Quality of Education (for children with SEND)**		
Action	**Who**	**Timescale**

Montor SEND systems to ensure consistency and
   - New class provision map – consistency across the school
   - Embedding advice and guidance from HfL advisor (in place)
   - Regular review of PPA and review of support plans
   - Annotating support plans (working document)
   - SEND link governor visits
   - Staff meetings specific on SEND practice
   - High Quality Teaching strategies firmly embedded
   - Adaptive teaching
	CA	

SEND specific training
   - CA (SENCo training)
   - Teachers training and CPD
   - TAs training and support
	CA, AD	Termly

Timescales: IT and Computing		
School Development Priority (long term) **School Development Priority 3 (Personal Development – online safety)**		
Action	**Who**	**Timescale**
Refresher CPOMS training/updates for all staff (refresher training and updates for all staff wherever necessary)	AD All staff	September 2025
Ensure that all staff are confident with using the Google Cloud - Provide further training to less confident staff - Address any issues with IT support - **Check with support staff**	All staff	October 2025
eSafety curriculum and embedded into overview - Embed esafety overview with staff and expectations to deliver eSafety lesson via Snack and Chat - Staff to follow the overview (8 themes spread over 8 months of the school academic year) - Monitoring/evidence - Pupil voice	AD Teachers	September 2025 Ongoing throughout the year
Embed Evolve school trip risk assessments - Online school trip risk assessments training for all staff and moving towards new online system	AD Teachers	As needed – remind staff
Create a new 3-5 year IT vision - Utilise support from HfL IT Support (Luke Taylor) - Create new IT action plan (costed) (new changes to Windows 11, new laptops for staff and PPA)	AD, SH	Dec 2025

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Timescales: Behaviour and Behaviour for Learning		
School Development Priority 3		
Action	**Who**	**Timescale**
Behaviour and BfL assemblies	AD, HF	
Observations	AD, HF, CA, SLT	
School Council elected	Teachers	End of September 2025
Eco Council elected (led by Mrs Kothary)	Teachers	End of October 2025
Continue to monitor Behaviour systems - Share Behaviour Policy with all staff - Share with staff (particularly the levelled approach ladders) - CPOMs categories - Embed behaviour reward system in place - Ensure that children know why they have been given a house point (link to school values)	CA, HF AD	September 2025

Timescales: Governance		
School Development Priority 1 (Governors) **Ofsted Development point**		
Action	**Who**	**Timescale**
Governor Day (set date for Governor Day 2025)	CH, AD	By October 2025
Governor Vision Day - Constitution of GB - Share vision and values - Share expectations of Governor role and responsibilities	CH	September 2025

- ToR - Committee Links and governor roles - Governor induction pack completed		
Governor SEF completed and shared	CH	September 2025
Governors to carry out termly link visits	JB	<mark>Termly</mark> Ongoing. Area needs greater work on

Timescales: Parents		
Action	**Who**	**Timescale**
ASHA meeting with HT	AD	End of Autumn 1
ASHA programme of events organised	AD	End of Autumn 1
Winter Fair and Summer Fair date organised	AD	By End of Autumn Term
Parent informed on school priorities and welcome back letter	AD	Welcome back letter – September 25 SDP priorities – end of Autumn 1 and progress
Parent questionnaire	AD	December 2025

Timescales: Projects/works		
Action	**Who**	**Timescale**
Fire risk assessments and related actions (see HCC H&S audit and action plan)	AD, DW	November 2024
Reducing the risk of Legionella Disease - <mark>Annual clean out water tank</mark>	AD, DW	July 2026

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New windows capital bid has been accepted. - Work to be carried out to fit the new windows and doors around the school	AD	TBC

		OTHER PLANS for 2025-26	
Financial Year	**Premises**	**Staffing**	**Finance**
2025-26	● Windows project (HCC capital bid) ● Kitchen equipment ● Fire risk assessment (HCC capital bid) ● Water tank – cleaned out (Jul 26)	● Review staffing structure ● Review Learning Support Assistant Structure ● Review Midday Supervisory Assistant Structure	● Review relevant renewal contracts ● Review Cleaning Contract ● Review subscriptions ● Plan use of Capital Projects – (IT) ● To consider ways of raising funds to continue projects and develop the school. ● To invest in the Business Improvement Partner (BIP) from HfL ● To consider how to maximise the Lettings of the school ● Promoting and marketing the school to ensure a full roll of children

UPDATING ICT/TECHNOLOGY PLAN

● New long-term IT vision needed (3-5 years) (school has completed Google migration to cloud system)
● Continuation with SIMS
● Continue to embed the use of CPOMs
● Embed the use of Evolve for risk assessments

	Additional 2 Year Plan (What about the future?)	
	2026-27	**2027-28**
School based improvement and initiatives	● On-going priorities as set out in SDP ● All staff to address any aspects of provision and practice identified in evaluation work carried out by SLT and subject leaders ● Development of ICT resources and strategy ● Managing the school budget effectively as funding gets tighter	● To ensure new staff structure is working, staff are well supported and the quality of provision and practice continues to be enhanced following movement of teaching and support staff ● Ongoing development of ICT resources and strategy

External demands and influences	- SEND – budgets, places in special schools - White Paper – push to academisation/federation - Demanding changes to the educational landscape - Tighter budget - Ofsted - Curriculum Developments - Meet all statutory requirements - Reporting to parents through school website – budget position; use of Pupil Premium and Sports Premium	- SEND – budgets, places in special schools - White Paper – push to academisation/federation - Demanding changes to the educational landscape - Tighter budget - Ofsted - Curriculum Developments - Meet all statutory requirements - Reporting to parents through school website – budget position; use of Pupil Premium and Sports Premium