

# School Development Plan

**Ambition, Belonging, Coherence and Consistency** in everything we do. Priority on **Distributive Leadership**.

Values

Child-centred, Ready, Respectful, Safe, Ambitious, Resilient, Collaborative, Independent.

Vision

Providing **all** children with an **exceptional education** in a warm, welcoming environment that **inspires** them to lead change and enables them to become **curious, lifelong** learners.

Mission and Why

To give every child the best chance of success because every child gets just one chance.

## 2025-2026 Priorities - Outcomes are a bi-product

Priority One	Priority Two	Priority Three
<b>Attendance and Punctuality</b>	<b>Staff Development</b>	<b>Learning</b>
To improve <b>attendance</b> and reduce <b>persistent absence</b> for pupils with <b>SEND</b> by ensuring the right provisions are in place to enable them to fully access and engage with a quality, full-time education where possible.	Establishing a comprehensive <b>instructional coaching</b> program where staff receive regular, one-on-one support and feedback to refine their pedagogical practice.	Implement a <b>retention of knowledge</b> approach to ensure learning involves a lasting change in capabilities or understanding through ongoing <b>retrieval practice</b> and <b>quizzing</b> opportunities.
To build positive, strong, trusting and collaborative <b>relationships</b> with <b>families</b> to proactively address and <b>remove social, emotional and practical barriers</b> to consistent attendance and provide <b>provocative strategies</b> to get children into school (when not justified reason for absence).	Ensuring <b>consistency</b> across the school in the use of <b>teaching techniques</b> and <b>classroom routines</b> to reduce cognitive load and promote a calm learning environment.	To embed a culture of <b>data-driven instruction</b> to ensure all pupils receive <b>timely, targeted support</b> that addresses their individual academic, pastoral, and SEND needs.
To improve pupil <b>punctuality</b> and reduce late arrivals by establishing clear routines and procedures to ensure all children are ready for the day and have a strong sense of <b>belonging</b> .	Developing <b>staff subject knowledge</b> and <b>subject leadership</b> so that they feel confident to adapt curriculum and meet the needs of all children.	To develop a <b>high-quality learning environment</b> and enhance <b>adult interactions</b> to promote deep engagement and progress for all children in <b>EYFS</b> .

### Elsewhere... ([5 Year Vision](#)) ([SEF](#))

- **Subject Action Plans** and Subject Audits
- **Phonics Team Development**
- **Raising Attainment Strategy**