



School Development Plan 2026-2027

Children First Always

School Development Plan 2026/2027

Priority 1		By July 2027, we will improve the percentage of children achieving a Good Level of Development (GLD) for all pupils in Early Years, particularly those at risk of not achieving the Early Learning Goal in Writing, because GLD outcomes have declined over time and Writing continued to be the lowest-achieved Early Learning Goal in 2026 at 80%.		
Define the problem		There has been a downward over the past 3 years in the percentage of children achieving GLD. This trend has been reversed this year as a result of School Development targeted support, but we want to ensure that this continues as an improving trend regardless of the cohort variation.		
Describe the final outcomes you expect to achieve		We expect that standards remain well above the national average and in line with the targets set for EYFS by DFE by 2028.		
Implementation strategies i.e. What will you do? Please include a date and the person responsible for each activity	Short term	Review the baseline data to highlight focus children to ensure early intervention.	Date: 31/9/2026 CL	RAG
		Change the environment and planning to a continuous provision model to ensure a broad and balance opportunities linked to the curriculum.	31/9/2026 CL/BK/KWJ	
		Implement the whole school strategy to ensure talk time opportunities daily to enhance communication skills and develop rich vocabulary.	31/9/2026 CL/BK/KWJ	
		Ensure adults within EYFS have high-quality training using SrHEC materials through the National College.'	31/9/2026 CL/BK/KWJ	
		Ensure the EYFS curriculum is text rich – ensuring there are focused books for each topic throughout the year.	31/9/2026 CL/BK/KWJ	
	Medium term	Review talk opportunities for children using a talk audit.	Date: 1/12/2026 KWJ	RAG
Long term	Early Years environment for learning is highly effective and sustainable	Date: 1/7/2027 (CL and JB)	RAG	
	Review EYFS data (July2027) to ensure that the GLD has been maintained.	1/7/2027 (CL and JB)		
Quality assurance and monitoring		We will change the model of teaching provision by moving to a continuous provision model with high quality purposeful adult interactions English Ramsbury Hub monitoring and quality assurance Pupil voice monitoring using Ofsted framework Monitoring of Data at data drop periods to ensure that the children are making good or better progress and early support is put in place if needed.		
Evaluation Impact /	Short term			
	Medium term			



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	Long term	
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Priority 2		By July 2027, we will strengthen provision for pupils with SEND to ensure they make good progress across the core subjects, geography, and history. Through consistently high-quality first teaching and targeted strategies to improve access to learning, we aim to raise outcomes for all pupils with SEND. This is a key priority, as current data indicates that fewer than 50% of pupils with SEND are achieving the expected standard.		
Define the problem		Pupils with SEND do not consistently access the key learning within lessons due to variability in adaptive teaching and differentiation. Teachers do not always use assessment information and identified provision effectively to plan learning that removes barriers and enables pupils with SEND to achieve well alongside their peers.		
Describe outcomes you expect to achieve		An increase in the percentage of children of pupils with SEND will achieve the expected standard in the core subjects, . Class teachers will have a range of strategies to allow all SEND children to access the curriculum through scaffolds and appropriate ways in for SEND.		
Implementation Milestones i.e. What will you do? Please include a date and the person responsible for each activity	Short term	- Regular (twice half term) to review interventions - SEND Reviews with class teacher – Termly - Create an action plan linked to the SDP	Date:	RAG
	Medium term	- Agendas arranged with the Director of Primary and Middle School – with a focus on SEND. - Review SEND Data in Autumn and Spring term.	Date:	RAG
	Long term	- An increase in the percentage of children of pupils with SEND will achieve the expected standard in the core subjects, .	Date: July 2027	RAG
Quality assurance and monitoring		Learning walks arranged throughout the year. TRUST Support and Challenge visits focused on SEND. Termly monitoring of data		
Evaluation / Impact	Short term			
	Medium term			
	Long term			

Priority 3		By July 2027, we will increase the proportion of pupils achieving full marks and a minimum mean score of 22 in the Multiplication Tables Check. This will be achieved through high-quality teaching of multiplication knowledge and recall, alongside targeted intervention informed by regular assessment and internal tracking. Although current outcomes are in line with national expectations, our aim is to further increase attainment to ensure all pupils are given the best possible opportunity to succeed and reach their full potential.		
Define the problem		The school have maths fluency sessions and practice sessions for teaching and learning multiplication. However, children are not gaining the full marks 25/25 this figure is just below national, the average score is in line with national average. We are on a 3 year declining trend so need to ensure our children are fluent with these multiplication skills in year 2, 3 and 4 following the maths skills progression document.		
Describe outcomes you expect to achieve		Increase % of children achieving the 25/25 score on the MTC. Increase the average score to 22 on the MTC.		
Implementation Milestones i.e. What will you do? Please include a date and the person responsible for each activity	Short term	Ensure the progression of multiplication skills from year 2 - year 4. Ensure the mindset of KS2 and Year 2 is that the MTC is a collaboration approach to ensure our children are successful at the end of KS2. Review the data from academic year 2025-26 to highlight focus children for support. Ensure year 4 complete a sound check in September to allow for a strong baseline. CL to review this data.	Date: 18/9/2026 - GR/HP 2/9/2026 - JB 18/9/2026 - CL 30/9/26 – CL	RAG
	Medium term	Half Termly reviews of TTR sound checks.	Date: Completed by – CL/HP – half termly.	RAG
	Long term	Half Termly reviews of TTR sound checks.	Date: Completed by – CL/HP – half termly.	RAG
Quality assurance and monitoring		Half Termly Sound Checks to be completed and reviewed by HP and CL. Monitoring of Multiplication skills taught by fluency questioning pupil voice – HP		
Evaluation Impact	Short term			
	Medium term			
	Long term			