School Development Plan
2025-2026

This plan is in direct response to…

- **Most recent Ofsted Inspection findings**
- **Local Authority Reviews**
- **ASPiRe reports**
- **School Inspection Data Report and ASP report**
- **Stakeholder viewpoints**

At Stopsley Community Primary School and Nursery, we are committed to delivering the highest standards of education and care for every child. This one-year School Development Plan outlines our focused strategy to further develop our practice and provision with the overarching aim of becoming an exceptional school. Grounded in our shared values and a relentless drive for excellence, the plan sets out clear priorities and actions designed to enhance teaching and learning, strengthen leadership and improve outcomes for all pupils. Through this work, we will ensure that every child thrives, achieves their full potential and experiences a rich, inspiring education.

Overarching Aim
The school's practice and provision, including pupil outcomes, are exceptional.

Key Priorities	Intended Impact	Key Actions		
		Autumn Term	**Spring Term**	**Summer Term**
1. Leadership of Phonics ensures that all pupil outcomes are improved	• Consistent, high-quality teaching of phonics across the school • Confident and highly competent delivery in streamed phonics groups by TAs • Robust tracking of assessment data and this is used to inform planning • Increased percentage of KS1 pupils pass the PSC • KS2 pupils who do not pass PSC do not fall further behind their peers in reading	• Conduct a baseline assessment for KS2 of current phonics outcomes • Streamed phonics groups mapped out according to assessment. Place TAs into groups as per Phonics Lead's guidance • Emphasise phonics as a non-negotiable whole-school priority • Targeted training for staff on phonics delivery and consistency • Phonics Lead monitors, team teaches and supports all groups and targeted staff in weekly release time • Ensure phonics teaching prioritises transcription accuracy (letter formation, spelling, handwriting) • 'Phonics clinics' for new or developing staff • LLIP and KS2 phonics intervention starts for identified pupils. Phonics Lead holds 'monthly data review meetings' with TAs delivering these • Assess all KS1 pupils every 6 weeks. Assess all KS2 pupils and the lowest 25% of KS1 pupils every 3 weeks • Targeted interventions for bottom 25%	• Flexible movement of pupils between groups based on progress • Include nonsense (pseudo) words in regular lessons for practice • Model lessons by experienced CTs for TA observation • Targeted, weekly CPD and monitoring continues, ensuring consistency and fidelity to SSP • 'Phonics clinics' continue for new or developing staff. 'Refresher clinics' introduced for existing staff • Run workshops or info sessions on how phonics is taught for all Rec and KS1 families • Share videos / newsletters to support home learning • Phonics booster intervention starts and outcomes are robustly tracked. CTs deal with non-attendance • Pupils given regular practice PSCs • Evaluate impact of LLIP intervention on pupil progress • Rec and Year 1 classes consider teaching double lessons daily • Year 2 CTs deliver 1:1 conferencing / tutoring for pupils retaking PSC	• Phonics Lead supports CTs / TAs in identifying pupils falling behind immediately • Flexible movement of pupils between groups based on progress • Model lessons by experienced CTs for TA observation • Include nonsense (pseudo) words in regular lessons for practice • Model PSC sessions by experienced CTs for newer CT observation • Adults model fluent reading regularly • Targeted, weekly CPD and monitoring continues, ensuring consistency and fidelity to SSP • Phonics Lead delivers coaching sessions for targeted staff • Encourage reading for pleasure alongside phonics • Provide story time, book corners and author focus to foster a love of reading • Gather and respond to parent feedback regarding phonics support • Update phonics action plan based on findings and gather contextual understanding to inform this
2. Improve pupil outcomes in writing	• Quality of teaching and learning improves in key classes	• Conduct needs assessment for CTs to identify improvement areas. Develop tailored coaching plan for CTs	• Targeted CPD opportunities for TAs (based on pupil progress) • Peer-led observations and staff led CPD (based on culture of exceptional)	• Continue refining writing curriculum based on monitoring • Celebrate / showcase chn's writing achievements through school events

| through strategies used and improving teaching | • Consistency in the teaching sequence of writing taught and with the assessment of writing
• Consistency across age ranges in writing outcomes, including the percentage of pupils achieving GDS
• Curriculum content in KS1 is suitably challenging and involves a relentless focus on transcription
• Increased pupil independence in editing and handwriting
• Pupil's regularly produce handwriting that is a high standard for their age | • Define TA roles during whole-class and group teaching
• Regular drop-ins with feedback and action steps for CTs and TAs
• SLT plan intervention timetable with KS1 CTs. Deliver training to TAs
• Year 1, 2 and 3 action plans if necessary
• Train CTs on AfL principles and the importance of the 'Motivation Mountain' approach
• Baseline monitoring, looking at consistency in the school's writing sequence (SoW) and editing. Reissue writing SoW and model plans
• Support CTs to incorporate editing practices within whole-class teaching. Monitor planned opportunities for editing (eg: plenaries) and provide scaffolded resources (eg: checklists)
• Monitor the quality of teaching in spelling lessons. Support CTs based on audit
• Introduce new TAFs focusing on essential writing skills from previous year group and on common errors. Pupils may be involved in self-assessing against criteria
• Leader's (English) book looks are focused on structure and progress
• Audit quality of text choice in Year 2
• Writing moderation across age groups
• Gather staff and pupil views and research a new handwriting SoW
• Daily handwriting sessions timetabled in KS1; weekly in lower KS2 | • All staff use 'Motivation Mountain' language daily
• Pupils self-assess their motivation levels regularly
• Inset to introduce new handwriting SoW. CPD on correct letter formation and expectations
• Daily handwriting sessions timetabled in KS1; weekly in lower KS2
• Monitor and evaluate the effectiveness of new TAFs and handwriting SoW
• CPD for staff on writing instruction
• Gather feedback from children on their writing experiences
• Adjust KS1 writing curriculum based on feedback and assessment data
• Map opportunity / curriculum for English application in foundation subjects
• Monitor implementation of coaching strategies for CTs
• CTs visit other settings to observe practice | • Partnerships with parents to support writing at home
• Review and update TAFs to ensure they remain relevant and effective
• Handwriting displays to celebrate improvement
• Refine coaching plans based on feedback and assessment results
• Prepare mentorship programme pairing experienced teachers with those needing support
• CTs visit other settings to observe practice
• Assess the overall impact of teaching improvements (AfL, 'Motivation Mountain', leadership coaching, behavioural work) on child engagement and outcomes |
| **3.** Improve outcomes for vulnerable | • Improved academic progress for vulnerable learners | • Implement regular assessments and observations of lessons and interventions to spot gaps quickly | • Implement actions created from SEND parent view and PP pupil voice. 'You said, we did' feedback for parents | • Assess overall outcomes for vulnerable learners based on data. SENDCOs and PP Lead produce |

learners, including attendance of PP and SEND pupils	Teachers plan appropriate adaptations so pupils achieve the learning objectives	Train staff to recognise early signs of learning difficulties, speech and language needs or fine motor delays	Monitor the effectiveness of early identification in all year groups	report on the effectiveness of inclusion strategies for Govs / SLT

- Teachers plan appropriate adaptations so pupils achieve the learning objectives
- Increased pupil engagement and independence
- Clear, effective deployment of TAs
- The Alternative Provision for KS1 / EYFS pupils is fully operational and effective in improving outcomes
- Increased attendance for Pupil Premium and SEND pupils (including those with EHCPs)
- Stronger parental engagement and early support

Column 2:
- Train staff to recognise early signs of learning difficulties, speech and language needs or fine motor delays
- Implement new SEND referral form. Respond to CT requests in time frame
- Non-negotiables for classroom environment for SEND given to CTs
- Develop targeted intervention groups for communication, fine motor and social-emotional
- IEPs have realistic number of targets. Targets are SMART. The chn and their parents know their targets well
- SEND / PP chn supported well by TAs
- SENDCOs train staff on adaptations
- Embed AP in KS1 with clear guidelines, providing a tailored curriculum with emotional regulation strategies
- All classes set clear PP RADY targets
- Implement attendance tracking system for PP and SEND chn
- Incentives in celebration assembly to recognise positive attendance
- Weekly attendance review meetings held in all classes - Safe Lead observes
- Safe Lead takes on daily attendance monitoring and support for Pers Ab, PP, SEND and EHCP pupils
- SENDCOs gather parent voice on SEND provision and absenteeism
- PP pupil voice on absenteeism done
- Implement new pyramid approach to the management of absenteeism
- Implement a clear plan of behavioural support for key Rec and KS1 chn
- All subject leaders have PP and SEND as a focus area with one of their questions on their monitoring and evaluation logs

Column 3:
- Monitor the effectiveness of early identification in all year groups
- Evaluate the impact of AP on chn's progress
- Continue de-escalation training and refine approaches from feedback
- SENDCOs and PP Lead do regular learning walks with a focus on adaptations, scaffolding and conferencing for SEND and PP chn
- SENDCOs and PP Lead share best practice through CPD and briefings
- SENDCOs analyse small-step progress data for all SEND chn
- PP Lead analyses data and delivers appropriate 1:1 CPD for CTs / TAs
- Half termly SEND and vulnerable learner coffee mornings held
- Review attendance data and adjust strategies / rewards as needed, focussing on PP and SEND / EHCP
- PPMs include review of attendance

Column 4:
- report on the effectiveness of inclusion strategies for Govs / SLT
- SENDCOs ensure link Gov knows about SEND across the school. Support with termly visits
- Evaluate the impact of AP on chn's progress. Expand successful practises from AP to other areas. Plan and budget for KS1 AP continuing
- Continue refining de-escalation strategies based on ongoing training
- Family Worker creates parent advisory group to further involve families in decision-making for SEND
- Half termly SEND and vulnerable learner coffee mornings held
- SEND transition meetings held with new CTs for the new school year
- Review attendance data and adjust strategies / rewards as needed, focussing on PP and SEND / EHCP
- Review new, firmer approach to management of absenteeism, asking parents for feedback. Make any amendments for the following year
- PPMs include review of attendance

4. Raise the overall quality of provision and outcomes in the Early Years Foundation Stage	• High-quality interactions and learning environment in Nursery • Strong writing foundations by end of Reception where transcription is prioritised, composition is built through oracy and sentences, quality is prioritised over quantity and early identification and support is provided for pupils • Consistent assessment and family partnership through Tapestry	• Organise and set up Nursery classroom and timetable so that it's in line with high quality provision in Rec • Provide CPD on sustained shared thinking, effective questioning and language-rich interactions with pupils • Regularly review and enhance CP areas so they are stimulating, purposeful and matched to needs • Introduce routines for staff to model curiosity, exploration and problem-solving through play (CIL) • EY Lead conducts regular environment checks to ensure spaces promote independence, creativity, communication and writing • Weekly coaching by EY Lead (if necessary) for new staff • Staff visit Outstanding Nursery for best practice • Moderate regularly across EYFS staff to ensure consistency / accuracy in judgments • Tapestry fully set up for both age groups	• Rec pupils regularly attend assembly • Teaching staff not required to attend lunchtimes with Rec pupils • EY Lead conducts termly review of Nursery provision • Staff visit second Outstanding Nursery for best practice • Embed opportunities for purposeful writing in CIL and adult-led activities • Composition skills built through Oracy, sentence construction and story-telling • Adopt principle of 'quality over quantity' with team by setting clear expectations for depth and accuracy of response • Staff peer-observe to identify and support strengths / areas to improve • Readit2 is fully set up and embedded. Staff are trained appropriately in this • Parent workshop or guide delivered on how to access, contribute and engage with Tapestry • Monitor engagement levels for Tapestry and EYFS Cover Sup follows up with families who contribute less	• EY Lead conducts termly review of Nursery provision • Regular independent writing sessions in place in Rec with a full focus on transcription • Targeted intervention timetable fully in place for phonics, communication, fine motor and social-emotional support • Children are highly independent and do not rely on adult support for self-regulation, lunchtime eating, walking around school, attending assemblies, etc • Reception pupils join lunchtimes in the main playground area • New intake and transition work mapped out and implemented • Reception parents encouraged to join school PTA
5. Behaviour and attitudes across the school are exemplary	• Clear, age-appropriate behaviour policy developed and in place • Staff are well trained in management of behaviour • Teachers / TAs are well supported in dealing with behaviour in class • Pupils at risk of behavioural issues are supported well through early intervention	• Develop relationships and behaviour policy and communicate to parents • Create Appendix for positive handling techniques • Behaviour expectations (Class Charter) displayed in classrooms • Appropriate CPD delivered to all staff on behaviour policy, behaviour management and Therapeutic Thinking	• Re-train staff in positive handling • Assemblies delivered on 'resilience' • Whole school focus on 'resilience' with pupils being taught key components to this • Behaviour Lead revisits lessons and pupil voice to see improvement by staff. Mentoring / CPD provided to staff where needed	• Behaviour Lead produces case studies on key pupils who have received early intervention, demonstrating exemplary progress • Behaviour Lead produces key progress data to show exemplary practice • Staff trained in successful strategies used within classrooms

	• All staff are united and consistent in their approach with behaviour and with expectations. Nothing is missed • Reduction in behaviour incidents through therapeutic approaches • Pupils constantly try to do their best and show resilience when facing setbacks • The 'Motivation Mountain' strategy improves pupil engagement	• Behaviour Lead conducts lesson observations and pupil voice, providing each staff member with personalised next steps • Key pupils are highlighted and appropriate intervention provided • 'Motivation Mountain' strategy introduced and referred to in all classrooms • Ant-Bullying Ambassadors trained	• 'Motivation Mountain' regularly referred to in lessons in all classes. Pupils fully aware of this strategy • Pastoral programmes and 1:1 mentoring in place where necessary • Whole-school programme on social and emotional learning introduced (eg: Zones of Regulation) • Behaviour trends and responses shared in briefings • Whole-school event for anti-bullying week led by ABAs	• SLT celebrate good behaviour with families • SENDCOs monitor social and emotional learning programme • Anti-Bullying lessons taught in all classes by ABAs • School Council gathers pupil feedback on behaviour which helps write SDP for 26-27
6. Enhance enrichment and emotional support for pupils most at need	• Programme of wider opportunities is well designed and balanced, with increased participation in enrichment opportunities • Children are given chance to share talents and think about their career • Pupil talents celebrated across sport and music • School achieves Trauma Informed Schools accreditation • Relevant staff have necessary expertise to provide high quality support / care • Bronze award for Rights Respecting School is achieved	• All CTs deliver a programme of 6 weeks of extra-curricular activity • PP pupils given 'early window' to sign up to sports clubs / extra-curricular activities • PP / SEND participation tracked • Sports Lead maps out lunchtime provision (includes: ball games, imaginative games, drawing, bikes, archery, crazy golf, play equipment). Lunchtime staff are trained appropriately to lead on all activities • Sports Academy implemented • Key staff complete full TISUK training • Well-Being Champions trained • Application submitted for RRS bronze award • Christmas carol events at SBC and LLA take place. Parents attend SBC event • Termly celebration assemblies include music performances	• Sports Leaders introduced and trained • Programme of inter-House competitions in place • Promotional video, blogs and social media created for Sports Academy. Advertising campaign begins • Offer peripatetic music lessons • Well-Being Champions monitor emotional well-being via pupil voice • Pastoral TA monitors emotional well-being by referrals • Implement action plan created from TIS accreditation feedback and from RRS award feedback (if any) • Year 4 cohort attend Young Voices • Choir is promoted across the school with performances delivered to peers • School audience watches Rock Steady performance • Stopsley Talent Show held • Partnership work for Global Goals planned by SLT / curriculum team	• Sports Awards evening planned and introduced. Parents attend event • Sports Academy reviewed – admissions process for 26-27 begins; possibility of second sport introduced (netball / dance) • Music showcase for families and the wider community • Assemblies delivered on 'careers' • Partnerships for Global Goals sought and secured for 26-27 • Action plan written for achieving RRS silver award • Action plan for PD with artistic and cultural opportunities mapped out for 26-27 (added to SDP) • PP / SEND participation in clubs / extra-curricular activities fully analysed and presented to GB (next steps for 26-27 added to SDP) • School Council gathers feedback to plan additional clubs and interests