

School Development Plan 2026-2027

This plan is in direct response to...

- 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 termly 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

An exemplary school where children belong, achieve and thrive

Key Priorities	Intended Impact	Key Actions		
		Autumn Term	Spring Term	Summer Term
1. Improve phonics outcomes in year 1	- Year 1 phonics screening outcomes improve from the previous year and are at least in line with, and ideally above, national outcomes - A significantly higher proportion of pupils achieve the expected standard by the end of year 1 - Pupils who do not pass the screening check are clearly identified and receive targeted, evidence-informed intervention - Phonics teaching is consistently well sequenced, systematic and appropriately paced across EYFS and KS1 - Teachers and support staff demonstrate secure subject knowledge and confidence in delivering phonics - Pupils apply phonics confidently when reading unfamiliar words and increasingly when spelling - Assessment information is used routinely to identify gaps and adapt teaching	- Emphasise phonics as a non-negotiable whole-school priority. Establish one agreed approach to phonics across Reception and KS1 (eg: 4x sounds per week) - All EYFS / KS1 staff have PG target for phonics performance. They work relentlessly towards PSC - Streamed phonics groups created according to assessment. TAs in group as per Lead's guidance - Flexible movement of pupils between groups based on progress - Audit of provision across the school completed by Phonics Lead and scheme trainer - Reading Lead is in partnership with Phonics Lead - Targeted training for staff on delivery and consistency. TAs have flashcards at all times - Establish consistent expectations for lesson structure, pace and participation. CTs are alert and adaptations are made quickly - Provide CPD focused on precise phoneme articulation, blending, segmenting, common misconceptions and effective intervention - Model lessons by experienced CTs for TA observation - LLIP and KS2 phonics intervention starts for identified pupils. Hold monthly review meetings with LLIP TA - Assess all KS1 pupils every 6 weeks. Assess all KS2 pupils and the lowest 25% of KS1 pupils every 3 weeks - Phonics Lead supports CTs / TAs in identifying pupils falling behind immediately - Targeted interventions for bottom 25%, including Boosters in autumn 2 - Introduce a daily "keep-up" system - Adults model fluent reading regularly - Share videos / newsletters to support home learning - Provide story time and book corners to foster a love of reading. Decodable books in book corners - Introduce new system of Phonics rewards	- Gather and respond to parent feedback regarding phonics support - Run workshops or info sessions on how phonics is taught for all Rec and KS1 families - Phonics booster intervention continues in spring 1 and outcomes are robustly tracked. CTs deal with non-attendance - Pupils given regular practice PSCs. These are shared with SLT and tracked monthly - Complete monthly progress reviews, identifying pupils at risk of not meeting the screening standard - Evaluate impact of LLIP intervention on pupil progress - Rec and Year 1 classes teach double lessons daily - Year 2 CTs deliver 1:1 conferencing / tutoring for pupils retaking PSC - Include nonsense (pseudo) words in regular lessons for practice - Model PSC sessions by experienced CTs for newer CT observation - Targeted, weekly CPD and monitoring continues, ensuring consistency and fidelity to SSP - Use external links to moderate assessments to ensure accuracy - Day visit from scheme trainer. Update phonics action plan accordingly 'Phonics clinics' continue for new or developing staff. 'Refresher clinics' introduced for existing staff - Encourage reading for pleasure alongside phonics	- Provide parents with further practical guidance to support phonics / reading at home - Embed a culture of exceptional phonics teaching throughout the school - Audit where pupils use phonics throughout the day - Day visit from scheme trainer. Update phonics action plan accordingly - Boosters are taught 2x weekly for the six weeks before PSC - Phonics Lead delivers coaching sessions for targeted staff - Continue 'refresher clinics' for existing staff so all are well trained and fully focussed - Create a 'common errors' approach for intervention - Organise daily 1:1 conferencing / support for final preparation of pupils for the PSC - Hold regular, short year 1 phonics progress meetings - Own phonics group teachers deliver PSC to their pupils - Evaluate outcomes against previous years and national benchmarks - Establish a 'vulnerable reader' list - Introduce new staff role of 'Phonics Champions' to sustain progress made - Give TAs the title 'phonics practitioners' (rather than intervention helpers)

2. Secure consistently high-quality teaching across KS1, with a particular focus on improving writing outcomes	• Quality of teaching and learning improves in key classes • Curriculum content in KS1 is suitably challenging and involves a relentless focus on transcription • Consistency in the teaching sequence of writing taught and with the assessment of writing • Pupils can articulate what makes writing successful and increasingly edit and improve their own work • Books demonstrate clear progression in knowledge and skills across KS1 • Pupil's regularly produce handwriting that is a high standard for their age • Reading, writing and maths outcomes across age ranges improves, particularly for pupils who are WTS • The percentage of pupils achieving GDS in reading, writing and maths increases	• Conduct needs assessment for CTs to identify improvement areas. Use 1-9 CPD grid. Allocate leaders for support and develop tailored coaching plans for CTs • Define TA roles during whole-class and group teaching. Use 1-9 CPD grid for TAs and ensure they all have PG targets that support this action plan • Share other school's KS1 books to help establish agreed expectations for the level of work that pupils will achieve this year. Share non-negotiables for all teaching • Regular drop-ins with feedback and action steps for CTs and TAs • Weekly book looks done by leaders and also amongst colleagues during PPA time • CTs analyse KS1 achievement data to identify key areas of weakness, particularly writing. Baseline PPM held for year 1 with HT/AHT • Year 1 PPA time becomes more structured to ensure planning and intervention are well prepared, and to ensure Phonics progress is reviewed • Intervention timetable planned with KS1 CTs. Deliver intervention training to TAs • Year 1 action plan produced (if necessary) • Train year 1 CTs alongside all newer CTs on AfL and on Rosenshine's Principles • Introduce Mastering Number programme in year 1 maths • English leads do baseline monitoring, looking at consistency in the school's writing sequence (SoW) and editing. Reissue writing SoW and model plans.	• Targeted CPD opportunities for CTs and TAs (based on pupil progress) • Peer-led observations and staff led CPD (based on culture of exceptional) • Writing curriculum taught in line with main section of year group TAF • Daily handwriting sessions take place in KS1 and this is marked with feedback given to the pupils • Gather feedback from pupils on their writing experiences and update action plan accordingly • Hold termly PPMs to review pupil progress. Plan intervention accordingly • Adapt or fill out teaching in core subjects to cater for common misconceptions • Map opportunity / curriculum for English application in foundation subjects • High expectations shown in maths by a reduction in the use of sheets in pupil's books (so pupils are writing clear number sentences themselves) and by mistakes in number writing being noticed and edited	• Continue refining reading, writing and maths curricula based on monitoring outcomes. Subject leaders support CTs where able to allowing SLT to do work elsewhere but with an oversight • Celebrate / showcase chn's writing achievements through school events and in assemblies • Partnerships with parents to support writing at home • Curriculum maps sent home are clearer for parents to understand • 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 for next year • CTs visit other settings to observe strong practice • Use external links for writing moderation to ensure accuracy of assessments. AHT does QA
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		Place value units are taught as priority in year 1. Key LOs are repeated • Sentence level teaching is a daily feature of KS1 English • Review writing sequences to ensure sufficient time for oral rehearsal, planning, drafting, editing and independent application • CT modelling of writing is more explicit in lessons and deliberate links, between high-quality reading and writing, are made • Support CTs to incorporate editing practices within whole-class teaching. Monitor planned opportunities for editing and ensure scaffolded resources (eg: checklists; TAFs) are being used • CTs teach to the gaps in writing for autumn term (embed new TAFs approach) • Introduce weekly progress awards I KS2 for celebration assembly • English lead monitors the QOT in spelling lessons. Support given to CTs from outcomes • Audit quality of text choice in year 2 • Daily handwriting sessions take place in KS1 and this is marked with feedback given to the pupils	• Monitor implementation of coaching strategies for CTs • CTs visit other settings to observe strong practice • Use external links for writing moderation to ensure accuracy of assessments. AHT does QA • Support plans/action plans introduced if staff work level is not relentless, driven and focussed	• Use PPM to analyse the impact of teaching approaches on different groups of pupils
3. Ensure there is an ambitious, language-rich provision, which is	• Pupils consistently demonstrate sustained engagement, curiosity and independence during CIL (both inside and outside) • Planning reflects high expectations and provides	• Establish agreed expectations across the EYFS for timetabling, intervention, CIL, pupil behaviour and pupil engagement • Provide regular, weekly CPD for EYFS staff about the expectations and extending pupil's thinking • All staff are told that the EYFS' 75% GLD is their 75% GLD (school mantra)	• Rec pupils attend assembly • EY Lead holds monthly action plan meeting with Nursery – focus on ever-changing provision, vocabulary, displays and H&S • Staff visit strong Nursery setting with Lead • Embed opportunities for purposeful writing in CIL and adult-led activities	• EY Lead holds monthly action plan meeting with Nursery – focus on phonics, TA interactions and outside provision • Continue to train staff appropriately, including in the skill of questioning • Regular independent writing sessions in place in Rec with a full focus on transcription

regularly adapted, so all pupils in the EYFS are independent and appropriately challenged	appropriate challenge for all pupils • All staff know what's planned and they make adaptations to the CIL provision regularly • Pupils increasingly apply learning independently rather than relying on adult support • The proportion of pupils achieving GLD improves to 75% • Pupils leave Reception with secure foundations in all AoL • Pupils demonstrate readiness for year 1 through their ability to listen, communicate, concentrate, follow instructions, work independently and persevere	• EYFS timetable and intervention plans are simplified/streamlined to allow staff to do 'in the moment' support and assessment • All EYFS staff have PG target linked to sustaining high-quality language-rich environment • Introduce a deliberate 'least help first' approach in CP • Regularly enhance CP areas so they are stimulating, purposeful, matched to needs and cater for next steps • Learning Walks are repeated throughout the week • Vocabulary is at every area of CP. Pictures support words in Nursery • Staff do not consistently move around roles in CP. TAs know their routines. CTs focus on 'keep up' intervention during this time • HfL Advisor supports school 4x to review EYFS provision against the expectation of high challenge and ambition. Action plan is updated accordingly • EY Lead conducts regular environment checks to ensure spaces promote independence, challenge and writing opportunity • Weekly coaching by Lead for newer staff • Staff visit Outstanding EYFS setting in Northampton, Bedford and Peterborough to see best practice. HfL approach taken • Use external links to moderate across EYFS to ensure accuracy in assessment • Tapestry fully set up for both age groups • Teaching staff not required to attend lunchtimes from autumn half term • Readit2 starts in autumn 2. Staff are trained appropriately in this intervention	• Embed principle of 'quality over quantity' with team by setting clear expectations for depth and accuracy of response • Explicitly teach pupils to plan what they want to achieve, carry it out and reflect on the outcome • Outdoor provision has clear learning possibilities without becoming overly adult-directed • Staff peer-observe to identify and support strengths/EBIs. There is a specific focus (in relation to this plan) for each session • Continue to train staff appropriately, including in the skill of questioning • Strengthen opportunities for pupils to explain their thinking, reasoning and to solve problems • Pupils are highly independent and do not rely on adult support for self-regulation, lunchtime eating, walking around school, attending assemblies, etc • Give pupils meaningful jobs in the outdoor environment • Reception pupils join lunchtimes in the main playground area • Parent workshop or guide delivered on how to access, contribute and engage with Tapestry • Monitor engagement levels for Tapestry and support families who are not participating with this • Use external links to moderate assessment judgements	• Ensure pupils have increasing opportunities to work in ways that mirror year 1 • Map outdoor opportunities against all seven areas of learning • Make persistence a visible part of the outdoor culture • Move beyond adults simply removing all risk • Design tasks that genuinely require pupils to work together • Identify ambitious vocabulary that adults will deliberately model • Adults don't allow pupil choice to mean pupils always choose the easiest activity • Targeted intervention timetable fully in place. Mostly led by CTs but may have TAs leading at times to allow CTs to work with targeted pupils to improve CIL • New intake and transition work mapped out and implemented. Home visits take place in summer 2 • Year 1 CTs visit and observe Rec • Transition information clearly identifies pupil's strengths, needs and next steps • Reception parents encouraged to join school PTA
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4. Remove barriers to learning to ensure that every vulnerable pupil receives the appropriate academic, pastoral and specialist support needed to make strong progress from their starting point	• Improved academic progress for vulnerable learners • Gaps in attainment and progress between vulnerable pupils and other pupils reduce • Every identified pupil has clearly defined, measurable targets or next steps • Staff have a stronger understanding of individual barriers to learning • Teachers use adaptations so pupils achieve the learning objectives • Clear, effective deployment of TAs • Increased pupil engagement and independence • The Alternative Provision for EYFS and for KS1/2 pupils are fully operational and effective in improving outcomes • Intervention is evaluated according to impact rather than simply participation • SEND provision is closely matched to identified needs and reviewed for impact • Increased attendance for Pupil Premium and SEND pupils (including those with EHCPs) • Stronger parental engagement and early support	• Leaders analyse assessments and do observations of lessons/interventions to spot gaps quickly • Staff receive CPD in a range of learning difficulties (eg: speech and language needs; global delay; autism; ADHD; separation disorder; dyslexia; etc) • Staff receive CPD in barriers to learning for PP, GRT and EAL pupils. Staff given a secure understanding of best practice for these groups of learners • All CTs know and evidence non-negotiables for classroom environment for SEND • Write new SEND strategy and display on website • SEND referral form requests are responded to within time frame shared • All IEPs continually match EHCP guidance and have clear, SMART targets which are shared with parents • Embed AP in KS1/2 (Owls) with clear guidelines, providing bite size NC lessons • An appropriate, ambitious and progressive curriculum is planned for both in-house APs • AP staff are appropriately trained and support pupils well. Communication is strong transparent and honest for parents • SEND / PP chn supported well by TAs • Leaders train staff during actual class teaching so that SEND, EAL and PP pupils are well supported, eg: with resources, adaptations, questioning skills, feedback, etc • All classes set clear PP RADY targets • Analyse attendance tracking for PP, GRT and SEND pupils, creating bespoke rapid response plans where needed • Safeguarding Lead observes all class attendance lessons and monitors impact • Implement a clear plan of behavioural support for key Rec and KS1 chn • All SLs have vulnerable learners as a focus area with one of their questions for the year • ELSEC practitioner delivers 'Chatterchat' sessions with PP pupils in year 1 • ELSEC practitioner delivers 'Sail into Sounds' support for SEND pupils	• Introduce half termly reviews of vulnerable pupils between area leads and SLT • Vulnerable pupils are given a pre-window to sign up for extra-curricular activities/clubs • Leaders track all vulnerable learner's and signpost those who have not signed up for activities towards them. No pupil does nothing • Pupil target plans (IEPs, Pupil Passports; RADY targets, etc) are monitored rigorously by leaders, ensuring they follow the Graduated Approach IAPDR) • Evaluate the impact of both APs on pupil's progress • 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 • PPMs include review of attendance and planning of intervention for all vulnerable groups • SENDCOs analyse small-step progress data for all SEND pupils • PP Lead analyses data and delivers appropriate 1:1 CPD for CTs / TAs • Half termly SEND and vulnerable learner coffee mornings held • Link governor role for vulnerable groups (particularly SEND and PP) in place. Leaders meet with governors and ensure they know the school's strategy/progress made • Strengthen collaboration between PP lead, SENDCOs, and pastoral team • Safeguarding Lead and SENDCOs continue to train staff in Therapeutic Thinking	• Evaluate the impact of AP on pupil's progress. Expand successful practises from AP to other areas. Plan and budget for necessary AP for 27-28 • Family Worker creates parent advisory group to further involve families in decision-making for SEND • Half termly SEND and vulnerable learner coffee mornings held • Leaders consider application for LPPA renewal • PPMs include review of attendance and planning of intervention for all vulnerable groups • SENDCOs analyse small-step progress data for all SEND pupils • PP Lead analyses data and updates action plan/training schedule accordingly • TA voice held for SEND and actions addressed • Safeguarding Lead observes all class attendance lessons and monitors impact • Review attendance reward system through pupil and staff voice. Make necessary changes for 27-28 • Review pyramid approach to management of absenteeism, asking parents for feedback. Make any amendments for the following year • SENDCOs gather parent voice on SEND provision and absenteeism • Complete transition planning for vulnerable pupils, particularly those with SEND or significant barriers • SEND transition meetings held with new CTs for the new school year
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5. Develop a wider curriculum that gives children unique experiences and equips them for later life	• Every pupil accesses a broad range of enriching experiences during their time at school • Pupils show aspiration and think about their future. They have a unwavering belief that they can achieve strongly and go on to do great things • Pupils have meaningful opportunities to develop life skills and understand the world beyond school • Pupils share talents and think about their career • Pupil talents celebrated across a range of areas, including sport, music and art • School experiences are inclusive and accessible to all pupils, including vulnerable learners • Curriculum experiences prepare children for secondary education and later life • Pupils are involved in decision making for the school. They thrive with taking on roles and responsibilities • Staff have real expertise to provide high quality support/care • Silver award achieved for Rights Respecting School	• Embed mantra that 'no pupil is invisible' • Share key offers and policies with parents so they can support in all areas (eg: club calendar; class' annual trip/visit plan; behaviour policy) • Pupils do regular piece in newsletter for parents sharing differences that they've made • PLT involved in interviewing, school tours, Rec open evenings, parent workshops and assemblies. PLT visit House of Parliament and complete workshop • Key decisions (whenever possible) are made using pupil voice and using a democratic process • All CTs deliver a programme of six weeks of extra-curricular activity/club • Range of sports clubs on offer daily. Pre-window of signing up for clubs is available to PP and SEND pupils • Club participation data is tracked. Individual pupils targeted to take part. Staff ensure all pupils take part in at least one event/club/visit in the year. Report to governors • Club offer is analysed and a wider range is provided for the next term (eg: debating; chess; Duke of Edinburgh award) • School Council chosen and introduced to peers • KS2 pupils take on range of responsibilities (ABA, Prefects, WBC, etc) • Map pupil leadership roles for all year groups • Lunchtime provision is varied and staff are well trained to engage pupils in these • SLT oversee behaviour in communal areas, and at end of playground time. Learning Walks conducted to ensure exceptional behaviour is shown during learning time. Names fed back to CTs for improvement • 'Motivation Mountain' is reintroduced. Pupils track their own progress using the mountain • New weekly 'progress awards' introduced for celebration assemblies	• Whole-school focus on academic outcomes • SLT embeds tighter approach to pupil behaviour. Learning Walks and pupil voice conducted • Tighter referral system for pupil well-being in place. Pastoral team support does not take place during lesson time • Explicitly teach and model positive approaches to challenge, mistakes and perseverance • Introduce and embed term 'aspiration' through SLT's weekly assemblies • Introduce 'Dream catcher' assemblies half termly • Pupil talent show held • Sports Leaders introduced and trained • Programme of inter-House competitions in place • Consolidate Sports Academy as a key feature of school identity – Promotional video created for Sports Academy; advertising campaign begins; narrative published in local newspaper • Termly analysis of clubs and participation. Update shared with governors • Peripatetic music lessons are offered • Year 4 cohort attend Young Voices • Choir is promoted across the school with performances delivered to peers • School audience watches Rock Steady performance • All year groups visit a place of religious worship across the year • Map yearly planner for pupils working in mixed age groups (eg: y6 with y1) • Curriculum team review approach to Global Goals. Establish improved approach for moving forwards and introduce to staff.	• Exhibition for parents at open evening based on aspiration or pupil talents • New curriculum planned for 27-28. Aspiration and careers added to new curriculum in age appropriate ways. Life skills, including financial awareness, communication and organisation, added to curriculum in age appropriate ways • Y6 hold 'innovation fair' where pupils present inventions, investigations or solutions • Partnerships for Global Goals sought and secured for 27-28 • Action plan written for achieving RRS gold award • Map out real life experiences for each year group across the year. Implement in 27-28 • Submit application for LPPA Action plan for PD with artistic and cultural opportunities mapped out for 27-28 (added to next term's SDP) • School Council gathers feedback to plan summer term project • Assemblies have pupil TED-style talks where older pupils present on something they know/care about • Embed 'dream catcher' and aspiration type assemblies by introducing pathways for pupils to learn to plan, eg: 'To be a... you need to...' in the assembly • Develop leadership training and mentoring for pupil leaders
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		• Termly celebration assemblies include music performances • Clear structure/plan created for singing assemblies (considering song choice and pupils learning to sing) • School's social media continues to share all successes/participation with stakeholders • PP Lead reviews '100 things to do...' initiative and gathers stakeholder's feedback about this. Challenge to pupils is simplified so CTs/parents support it better. New initiative introduced. New initiative links to life skills, including financial awareness, communication and organisation • SLT establish whole school 'experience entitlement' so that every pupil has access to memorable experiences • SLT, Sports Lead and Curriculum Lead work together to identify opportunities for local community links, visitors, educational visits and partnerships • Accreditation for RRS silver award • New staff complete TISUK training	Consider year mapping and start partnership work for Global Goals • Curriculum team establish and map out where secondary schools can support class learning, activities and events. Contact High Schools to set this up • Pupils sent to SLT to share achievements. HT/DHT keep special book/log or do postcards home to parents • Introduce a 'writing festival' in assembly where pupils publish and perform their writing • School Council gathers feedback to plan spring term project • PTA organise large summer term event for community (eg: outdoor cinema, fete or 'Stop-fest')	• Support older pupils to mentor younger pupils in leadership roles for 27-28 (as part of transition work) • Assemblies/events include visits from local, successful people (eg: business; LTFC players; etc) • Termly analysis of clubs and participation. Update shared with governors • Sports Award evening held at LTFC stadium • Second sport added to Sports Academy for 27-28. Curriculum and timetable prepared. Staff trained accordingly • Identify one or more new signature experiences that will become part of the school's distinctive curriculum offer • PLT write to parents to review successes of the school year
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To ensure the SDP leads to measurable improvement...

Plan → Implement → Monitor → Evaluate → Adapt

To clarify...

Pupils achieve – outcomes improve, pupils make strong progress and teaching is consistently effective

Pupils belong – pupils, including those from vulnerable groups, feel valued, included and represented within school life

Pupils thrive – pupils develop confidence, independence, curiosity and a broad range of experiences that prepare them for the next stage and later life

To test the SDP...

Every pupil, regardless of starting point or circumstance, will leave the school having achieved more than they thought possible, knowing that they belong, and equipped with the knowledge, skills, confidence and experiences to thrive in the next stage of their education and beyond.