



Haddenham St Mary's CE School
School Development Plan 2025-2026

This document sets out a clear direction for the school's future in the upcoming academic year as well as in the longer term. This plan shows key objectives to ensure clarity of understanding for all stakeholders. The plan has been divided into six key priorities, each with specific targets and responsibilities.

The views of staff, parents, pupils and governors, as well as key assessment data have informed this plan.

For 2025-2026 our main overarching priorities are:

<u>Development Areas:</u>	<u>Priority:</u>	<u>Implementation</u>	<u>Impact:</u>	<u>Responsibilities and monitoring:</u>
Leadership and Governance:	1.a To further develop the effectiveness of curriculum leaders in driving high-quality teaching and learning and subject-specific improvements by: o Empowering curriculum leaders to effectively review, update, and evaluate their allocated area throughout the school to ensure clear progression and the development of knowledge, understanding, and skills to maximise pupil progress. o Empowering curriculum leaders to effectively monitor teaching and learning in their designated area, measuring the subsequent impact of teaching on learning (Using Nautilus).	Implementation will include scheduled training and mentoring sessions for curriculum leaders, regular review meetings to monitor subject progress using Nautilus, and opportunities for leaders to share best practice and address identified areas for development.	1.a Curriculum leaders will be more confident and effective in driving high-quality teaching and learning across their subjects. They will be equipped to review, update, and evaluate their areas to ensure clear progression of knowledge, understanding, and skills, leading to maximised pupil progress. Through effective monitoring using Nautilus, leaders will be able to identify strengths, address areas for development, and evidence the positive impact of teaching on learning.	All curriculum leaders, ongoing.
	1.b To provide a structured and supportive induction programme that enables Early Career Teachers (ECTs) to	The school will provide a structured induction programme for Early Career Teachers (ECTs), combining mentoring, professional development, and reflective	1.b Early Career Teachers will be nurtured into reflective and resilient practitioners, contributing positively to the consistency and quality of teaching across the school. Collectively, these developments will secure	Anna Allison, ongoing.

	develop into confident, skilled, and reflective practitioners.	practice. ECTs will receive tailored guidance, engage in peer observation, and set personal development goals, supported by regular feedback and monitoring. This approach will nurture confident, skilled, and resilient practitioners, enhance consistency and quality of teaching, improve pupil outcomes, and strengthen a sustainable culture of professional growth across the school.	high-quality provision, improved pupil outcomes, and a sustainable culture of professional growth.	Ending Summer Term 2026.
	1.c To design and embed a People Strategy that responds to workforce challenges and prioritises succession planning, staff development and, where possible, flexible working practices, ensuring a resilient, skilled and engaged workforce aligned with the school's long-term priorities.	Implementation will include: Audit workforce needs: Analyse staffing structure, recruitment/retention data, absence trends and future requirements; gather staff voice through surveys and discussions. Create People Strategy framework: Develop a clear strategy covering recruitment, retention, development, wellbeing, flexible working and succession planning; ensure alignment with school priorities. Embed succession planning: Identify key roles and skills gaps; create pathways for aspiring leaders through coaching/mentoring/CPD; maintain a succession planning register.	1.c Staff feel more valued, supported and motivated, contributing to improved morale and engagement across the school. Succession plans and leadership pipelines are embedded, giving confidence in the school's long-term capacity and reducing risks linked to key roles. Staff have greater access to training and professional development, leading to enhanced skills, career progression and higher quality teaching and support. Wellbeing improves, demonstrated through more positive staff survey results. Flexible working practices are embedded, where possible, supporting work-life balance and helping to retain staff. The People Strategy is demonstrably aligned with the school's overall priorities, ensuring workforce planning directly supports educational outcomes and sustainable	Angie Day, Spring Term 2026.

		<p>Strengthen staff development: Introduce a coherent CPD framework linked to school priorities; offer targeted training; create opportunities for collaboration and peer learning; evaluate CPD impact.</p> <p>Promote flexible working: Review staffing models to identify feasible flexible arrangements; support leaders to implement these consistently.</p> <p>Enhance engagement and wellbeing: Improve communication and staff voice mechanisms; implement wellbeing initiatives; monitor staff engagement and respond to emerging concerns.</p> <p>Monitor and evaluate: Set success indicators and review periods and refine actions accordingly.</p>	improvement (eg training of staff to support improved outcomes in writing).	
Curriculum and Teaching:	2.a To further work on curriculum development through our SSPC support and phonics hub support.	Staff will participate in training, collaborative planning, and curriculum review sessions, implementing strategies and resources provided to enhance teaching and learning. Leaders will monitor impact through lesson observations, book scrutiny, and assessment data, ensuring improvements in curriculum delivery and pupil outcomes.	2.a Pupils, including reluctant readers, are more engaged in reading and participate actively in sharing, recommending, and discussing books. Pupils demonstrate a sustained, positive attitude towards reading, with an increase in the amount of time spent reading for pleasure. The school fosters a culture where reading for pleasure is visibly celebrated and encouraged by staff and students alike. Pupils demonstrate improved reading fluency, comprehension, and vocabulary because of their increased	Karen Collett, all coordinators, ongoing

			engagement with reading for pleasure. Parents are engaged in their children's reading journey and contribute to fostering a home reading culture.	
	2.b To implement the new WRM (V4) maths scheme of work across all year groups by using resources and planning from Master the Curriculum.	The school will implement the new WRM (V4) maths scheme of work across all year groups, using resources and planning from Master the Curriculum. Subject leaders will monitor implementation through learning walks, book scrutiny, and assessment data to ensure consistency and high expectations. Progress will be evident in pupils' books over time, leading to improved standards, attainment, and consistency of maths teaching across the school	2.b Learning walks, subject lead monitoring and pupil books reflect expectations. Progress is seen over time in books. The consistency of maths lessons across the school is evidenced. Standards and attainment of pupils will increase this will be demonstrated by a higher % of children achieving GD in comparison to 2024-2025= 11%.	Max Williams, ongoing- Ending Summer Term 2026.
	2.c To further develop the KS1 curriculum to ensure that Continuous provision opportunities can be utilised in the outdoor areas.	The school will further develop the KS1 curriculum to maximise the use of continuous provision in outdoor areas. Planning will intentionally integrate outdoor activities with curriculum objectives, enabling pupils to engage collaboratively and purposefully in learning. Impact will be monitored through pupil engagement, work outcomes, teacher planning, pupil voice, and assessment data, demonstrating progression in knowledge, skills, and	2.c Higher and measurable % of children can access the Y1 national curriculum. Impact will be evidenced through high levels of pupil engagement and collaboration during outdoor activities, with pupil voice reflecting enjoyment and confidence in using the learning spaces. Work and learning outcomes will show clear progression of knowledge, understanding, and skills, while teachers' planning will demonstrate purposeful integration of outdoor activities with curriculum objectives. Assessment data will indicate improved outcomes in all areas, with particular focus on	KS1 teachers, Anna Allison, on going. Ending Spring Term 20206/Summer Term 2026.

		understanding, and improving access to the Y1 national curriculum.	writing- attainment level higher than 80% for expected.	
	2.d Enhance pupil engagement and understanding by integrating knowledge organisers into the curriculum	The school will integrate knowledge organisers into the curriculum to enhance pupil engagement, understanding, and retention of key concepts. Teachers will use knowledge organisers to support planning, lesson delivery, and revision, ensuring that pupils actively participate in discussions, group work, and hands-on activities. Progress will be monitored through assessments and Insight data, showing pupils are meeting or exceeding learning targets, while learning walks and observations confirm high levels of engagement.	2.d Consistent improvements in assessments, and data on Insight, which demonstrates that pupils are meeting or exceeding learning targets. Observations and learning walks show high levels of pupil engagement during lessons, with active participation in discussions, group work, and hands-on activities.	Karen Collett, Emily Butler, Ongoing- Ending Spring Term 2026.
	2.e To continue to raise attainment and standards in writing across the school by: Ensuring children write for a clear purpose and audience. Ensuring children develop stamina in writing and write more. Ensuring the teaching of writing is effective in all year groups.	The school will continue to raise attainment and standards in writing by ensuring that pupils write for a clear purpose and audience, develop stamina in writing, and experience consistently effective teaching across all year groups. Planning, teaching, and marking will support high expectations and progression, while cross-curricular opportunities will promote high-quality writing.	2.e Children can articulate the purpose and audience for their writing. Outcomes will show that children are writing more and writing longer. Outcomes demonstrate high expectations for all children and reflects children's starting points. Children talk about writing as being enjoyable. Writing has a high profile across the school. Outcomes show evidence of high-quality cross-curricular writing.	All class teachers, Karen Collett, Emily Butler, Anna Allison, Ongoing

		Impact will be monitored through book scrutiny, observations, and pupil voice, demonstrating increased engagement, enjoyment, and measurable improvements in writing outcomes for all pupils.	KS1 writing at expected higher than 75%.	
Achievement:	3.a Provide practical tools for incorporating Oracy across various subjects.	Teachers will integrate Oracy into planning and lesson delivery, promoting engagement, confidence, and deeper understanding of subject content. Foundation subject leaders will monitor and support implementation, ensuring alignment with curriculum goals and fostering a consistent culture of high-quality dialogue and discussion throughout the school.	3.a Improved communication skills, including speaking, listening and expressing ideas clearly within foundation subjects. Children gain a deeper understanding of subject content, greater engagement in lessons, and increased confidence in verbal participation. Teachers consistently embed Oracy strategies in their planning and delivery, creating a more interactive and inclusive classroom environment. Foundation subject leaders effectively lead this initiative, ensuring alignment with curriculum goals and fostering a culture of high-quality dialogue and discussion in every subject.	All coordinators, ongoing- Ending Summer Term 2026.
	3.b To enhance the teaching and provision for all children in maths through the mastery approach, and in writing through a newly implemented scheme in KS1, across the school.	The school will enhance teaching and provision in maths and writing by implementing the mastery approach in maths and a newly introduced writing scheme in KS1. Teachers will receive guidance and training to ensure consistent delivery, while planning, assessment, and monitoring will track pupil progress. The approach will promote deeper understanding,	3.b Improved number of pupils working at expected and greater depth in maths and writing across the school= 15% of children to achieve GD in Maths by the end of KS1.	Max Williams, ongoing

		improved outcomes, and consistency of high-quality teaching across the school.		
Attendance and Behaviour:	4.a Introduce a soft start approach by providing all children with a daily piece of fruit or for some a quick breakfast each morning.	The school will introduce a soft start each morning by providing all children with a piece of fruit and, where needed, a quick breakfast. This approach will support pupils' readiness to learn, improve concentration, and promote positive routines, contributing to better engagement and wellbeing across the school	4.a Families make healthy lifestyle choices with positive engagement between home and school.	Kitchen staff and class teachers, monitor on C POMs Review Spring Term 2026 and close target.
	4.b Continue to drive efforts to improve attendance and reduce persistent absence, by: Reviewing attendance of pupils and putting support in place for those below 90% and tracking families' attendance more closely.	The school will continue to drive improvements in attendance and reduce persistent absence by closely monitoring pupil attendance, identifying those below 90%, and implementing targeted support strategies. Families will be engaged through regular communication and tracking, ensuring barriers to attendance are addressed, and pupils can access their full entitlement to education.	4.b Evidence of swift and effective action taken by leaders when pupils' attendance falls below the national average, which shows significant improvement.	Karen Collett, Emily Butler, Ongoing
	4.c Leaders and staff have established a behaviour culture (including during transitional times) that is highly conducive to learning, in	Clear expectations, consistent routines, and positive reinforcement will ensure pupils of all ages thrive academically and socially, fostering	4.c Pupils consistently have highly positive attitudes and commitment to their learning. They are highly motivated and persistent in the face of difficulties. They demonstrate resilience to maintain a strong focus on learning at all	All staff, on going- Review and close by Spring Term 2026.

	which pupils of all ages flourish.	a safe, respectful, and supportive learning environment.	times. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils, and they demonstrate positive social interactions (inc. in online behaviour).	
Personal Development and well-being:	5.a Organise and provide children with meaningful trips and experiences that deepen their understanding of different religions, enriching their spiritual awareness and promoting respect for diverse beliefs within the school community.	The school will plan and deliver trips, visits, and immersive experiences that align with the RE curriculum, ensuring pupils actively engage with different religions. Teachers will prepare pre- and post-visit activities to consolidate learning; while monitoring and reflection will assess the impact on pupils' spiritual understanding and respect for diverse beliefs.	5.a Children will develop a deeper understanding of different religions through meaningful trips and experiences. This will enrich their spiritual awareness, broaden their cultural understanding, and promote respect and tolerance for diverse beliefs, contributing to a more inclusive and harmonious school community.	Class Teachers, ongoing
	5.b Support children's understanding of courageous advocacy and the diverse, worldwide expressions of Christianity by embedding global perspectives into the curriculum.	Teachers will embed global perspectives into lessons, using case studies, literature, and discussion activities to explore diverse expressions of Christianity and the concept of courageous advocacy. Curriculum planning, classroom resources, and assessment tasks will ensure pupils engage practically with these ideas, reflecting moral responsibility and social action.	5.b The curriculum will support in embedding knowledge of British values that support community cohesion. Teachers have a clear understanding of how to teach to support diversity. Children will be able to express their ideas of world religions linked to other backgrounds/cultures/races to their learning.	Class teachers, ongoing

	5.c Embed the concept of “being sparkly spiritually” throughout the school community by promoting values of kindness, curiosity, and care for all stakeholders.	The school will actively promote “being sparkly spiritually” by integrating values of kindness, curiosity, and care into daily routines, assemblies, and curriculum planning. Staff will model these values, and pupils will participate in structured activities and reflections that reinforce spiritual awareness and positive interactions across the school community.	5.c The concept of ‘being sparkly spiritually’ will be embedded across the school, with children and staff consistently demonstrating kindness, curiosity, and care. This will strengthen relationships, enhance wellbeing, and nurture a positive, values-driven culture where all stakeholders feel respected and included.	Karen Collett, ongoing
	5.d Continue to develop and implement our Climate Plan by strengthening recycling systems and embedding sustainable practices across the school.	The school will implement and regularly review the Climate Plan by strengthening recycling systems, introducing sustainable practices across classrooms and communal areas, and integrating environmental awareness into teaching. Staff and pupils will be actively involved in initiatives, with progress monitored through audits, feedback, and impact evaluations.	5.d The school community will adopt stronger recycling systems and sustainable practices, reduce waste and promote environmental responsibility. Children will develop greater awareness of climate issues and positive eco-friendly habits, leading to a more sustainable school environment and contributing to wider global citizenship.	Louise Way, Karen Collett, ongoing
Inclusion:	6.a Adapt the school uniform policy to allow children to wear activewear, promoting greater comfort and readiness for physical activity throughout the day.	The school will adapt the uniform policy to include activewear options, providing guidance for appropriate uniforms, and promoting its use during daily routines. Staff will model and encourage participation, ensuring that the change supports comfort, engagement, and readiness	6.a A positive and inclusive school environment where all students feel respected and valued. Increased participation in all aspects of school life among disadvantaged, vulnerable and SEND pupils.	Karen Collett, ongoing. Review and End Summer Term 2027.

		for physical activity throughout the school day.		
	6.b Promote the school as an ambassador of excellent practice in supporting children with SEN through the effective use of the Sapphire Suite.	The school will showcase excellent practice in supporting children with SEN through the effective use of the Sapphire Suite. Staff will receive training, implement structured interventions, and monitor pupil progress, while the school communicates successes and best practice to the wider community.	6.b Enhanced engagement and learning outcomes for SEND pupils as evidenced by assessments and teacher observations. Positive feedback from staff, pupils, and parents regarding the use of new resources and Sapphire Suite curriculum. All learners are in receipt of a personalised curriculum which not only meets the provision detailed in the EHCP but actively meets their needs and delivers desired impact.	Kelly Williams, Karen Collett, Emily Butler, ongoing
	6.c Implement a regular schedule of bi-weekly sessions to provide parents with accessible family support and guidance.	The school will establish a regular schedule of bi-weekly family support sessions, providing accessible guidance on wellbeing, parenting, and educational support. Sessions will be planned collaboratively with staff, promoted to families, and evaluated through attendance, feedback, and measurable impact on family engagement and pupil outcomes.	6.c Relationships are positive and founded on dignity and a mutual respect for rights. Children are safe and protected and know what to do if they need support. Children (and their parents) value education and are involved in making decisions about their education. Children know that their views are taken seriously.	Karen Collett, Emily Butler, ongoing- Review and end target Spring Term 2026.
Early Years:	7.a Implement Tapestry as the sole assessment tool in LFF along with the changes to EYFS	Staff will receive training on observation, tracking, and reporting procedures, ensuring consistent recording of learning and progress. Leaders will monitor	7a. Learners will receive a personalised, bespoke and aspirational curriculum. Impact of the resource is reviewed and monitored to	Emily Butler, Max Williams, ongoing

	to streamline observation, tracking, and reporting.	implementation through regular audits, moderation, and feedback to streamline assessment processes and improve accuracy and efficiency	ensure it continues to deliver outstanding teaching and learning for all learners.	
	7.b Engage with the Early Years Side by Side PIP (Partnership Improvement Plan) programme to strengthen practice through collaboration, reflection, and targeted support.	Leaders and staff will use insights from the programme to strengthen teaching and learning, monitor progress, and implement improvements in EYFS practice based on shared expertise and evaluation outcomes.	7.b The EYFS curriculum provides no limits or barriers to children's achievements regardless of their background, circumstances or needs. % of GLD remains consistently above National average.	Charlie Kalamaj, Max Williams, Karen Collett, ongoing