



*LUNSFORD PRIMARY SCHOOL
DEVELOPMENT PLAN
2025/26*

<i>Quality of Education</i>	<i>Behaviour and Attitudes</i>	<i>Personal Development</i>	<i>Leadership & Management</i>
<p><i>Long Term Focus - A rich, exciting and engaging curriculum is delivered through good and outstanding teaching</i></p> <p>Pupil Achievement To develop, implement and monitor strategies aimed at improving outcomes for all pupils by the end of Key Stage 2, with a focus on Reading, to ensure that the end of year data for 2026 is above both local and national figures.</p> <p>Literacy Tree writing programme is embedded as a tool for the teaching of reading and writing across the school</p> <p>Increased progress in Reading is evidenced in termly data drops and pupil progress meetings, for all pupils</p> <p>Scrutiny of work in writing shows progress and improved outcomes for children who are currently working below the current age-related expectations ·</p> <p>Children who are near to expected/ greater depth make accelerated progress and convert to the next stage</p> <p>Results are in line with targets for individual pupils and the cohort. Where they are not, there is evidence that the issues have been identified early and appropriate actions have been carried out</p> <p>A whole school approach to Speech, Language and Communication Needs is developed through engaging with The Balanced System.</p> <p>Assessment Continue to implement an effective and purposeful assessment system for the foundation subjects using SONAR Link with L&M targets.</p> <p>Science Achieve Quality Mark for Science RE Achieve Quality Mark for RE PE</p>	<p><i>Long Term Focus - To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well being of each and every individual is a priority.</i></p> <p>Attendance Urgently reduce persistent absenteeism. Attendance to be at least 96.5% or above</p> <p>Behaviour Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including the classroom/ break/ lunchtimes</p> <p>To ensure pupils consistently have highly positive attitudes and commitment to their education; they demonstrate the school's core values.</p> <p>Review data analysis using CPOMS, pupil surveys/ parent surveys/ staff surveys</p>	<p><i>Long Term Focus -To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the school and the wider community. To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</i></p> <p>Pastoral support Close attention to pupil's social and emotional needs and well-being is embedded within the school culture, led by a strong Wellbeing Team and supported by a range of initiatives including successful accreditation to Nurture UK programme Emotional Well being Team and Zones of Regulation</p> <p>Pupils' physical and mental health and well being Ensure a balanced and healthy lunch provision including a focus on healthy eating and including wraparound care.</p> <p>Outdoor Learning/ Inspiration Days/ Extra Curricular provision Continue to increase in participation of lunchtime and after school clubs offer especially in selected groups (SEN/ PP).</p>	<p><i>Long Term Focus- School Development continues and every stakeholder makes a significant contribution for leading change</i></p> <p>Senior and Middle Leadership To review the current staffing and leadership structure to ensure that it remains aligned to the ever-changing needs of the school in addition to fostering development and growth opportunities for all staff.</p> <p>Subject leaders are able to talk confidently about standards across the school in their subject, including identification of any vulnerable groups, what is in place to support them, and what impact this support is having.</p> <p>All staff have access to high-quality, role-specific professional development Staff are supported through structured mentoring, coaching, and performance management Staffing levels are sufficient to meet the needs of all learners, including those with SEND and other vulnerabilities Staff report high levels of job satisfaction, morale, and engagement</p> <p>Assessment To continue to rigorously monitor the effectiveness and impact of assessment information upon pupil progress with a focus on Bottom 20%/SEN/PP/DD using SONAR</p> <p>Leaders ensure that all staff make effective use of assessment information to adapt learning across the curriculum for all pupils</p> <p>Engagement of wider school community Improve opportunities for parents/ carers to engage with school life. Parents have an accurate understanding of their child's attainment and progress and understand how they can support their child at home with an increase in participation and attendance at School Curriculum Parental Workshops</p>

<p>Implement new PE provision through IMPACT coaching</p> <p>EYFS/KS1/KS2 OUTCOMES</p> <p>At the end of the EYFS, a provisional target of 75% has been set for the number of children to receive a Good Level of Development.</p> <p>At end of KS1 at least 65% of children to achieve an expected level of attainment in RWM. – 65.5% Combined RWM KS1</p> <p>At KS2 data is above national for RWM in both individual subjects and combined</p> <p>Phonics 85% pass rate of Phonics Screening test with 95% passing phonic screening test in Y2</p>			<p>Raise profile of Reading and Maths across the school Offer Reading and Maths workshops to support parental engagement at home Offer parental workshops through Emotional Wellbeing Team</p> <p>Governors to implement succession plan in place.</p>
<p>5. Effectiveness of the Early Years Provision: Quality & Standards</p> <p>HIGH EXPECTATIONS IN CURRICULUM AND OUTCOMES THROUGH IMPLEMENTATION OF EYFS FRAMEWORK.</p> <ul style="list-style-type: none"> Promote engagement with and use of Tapestry by parents/carers, and leaders across the school, as a quality record/ indicator of learning. To promote Early Years writing through TEP professional development training as a focus across the year reflected in above national ELG in writing Continue to strengthen the use of the outdoor learning area, across EYFS, so that provision is exemplary and best practice is developed Specifically promote attendance within EYFS so that children attend school regularly and attendance, within this phase of learning, matches the rest of the school. 		<p>6. Highly Effective use of school resources.</p> <p><i>Long Term Focus - Full value for money is achieved and resources are used effectively</i></p> <p>To implement Climate and Sustainability Priorities in line with policy To gain Asthma UK accreditation Premises Work closely with agencies to reduce energy costs and emissions</p> <p>Investigate and secure further sources of funding to support additional projects in school: Development of Forest School Learning Area and Wellbeing areas</p> <p>To ensure value for money from funding:</p> <ul style="list-style-type: none"> PE Sports Premium Pupil Premium 	

Ofsted recommendations:

Some staff teaching phonics do not model sounds with complete precision. This means that some pupils may not learn to decode accurately to become fluent readers. Leaders should ensure that all staff model sounds with complete accuracy to help all pupils achieve well in reading.

In some areas of the curriculum, assessment is not fully embedded. Teachers may not fully know what pupils have learned and what still needs to be taught. Teachers must ensure that assessment is used effectively in every subject to ensure that pupils know and remember more across the whole curriculum.