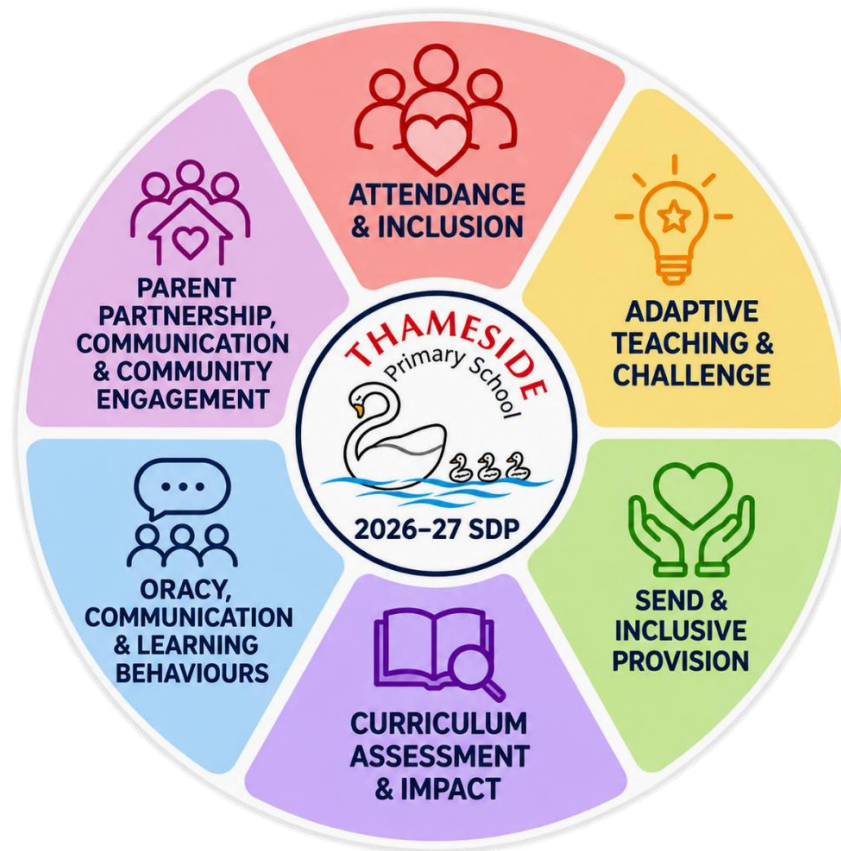




School Development Plan

2026 – 2027

“Progressing together – inside & out”



SDP: A SUMMARY

Safeguarding		
Inclusion	Curriculum & teaching	Achievement
Attendance & behaviour	Personal development & well-being	Leadership & governance

Focus	Overarching Aim	Evaluation area(s)
Attendance & Inclusion 	To improve attendance and punctuality for all pupils, particularly disadvantaged, SEND and persistently absent pupils, through strong family partnerships, early intervention and targeted support.	Attendance & behaviour; safeguarding; inclusion; achievement; personal development & wellbeing; leadership & governance
Adaptive Teaching & Challenge 	To embed highly effective adaptive teaching strategies that provide appropriate support and challenge for all learners, resulting in strong progress across the curriculum.	Curriculum & teaching; inclusion; achievement; leadership & governance
SEND & Inclusive Provision 	To secure excellence in inclusive practice through highly effective SEND provision, strong mainstream inclusion and successful ARP development.	Inclusion; attendance & behaviour; personal development & well-being; leadership & governance
Oracy, Communication and Learning Behaviours 	To develop confident communicators who use ambitious vocabulary, articulate their thinking effectively and demonstrate positive learning behaviours across the curriculum. <i>'Every interaction with children is a teaching or learning opportunity or a chance to build a connection'.</i>	Curriculum & teaching; personal development & well-being; leadership & governance
Curriculum Assessment & Impact 	To embed a robust assessment system that enables leaders and teachers to evaluate what pupils know, remember and can do across the curriculum.	Achievement; curriculum & teaching; leadership & governance
Parent Partnership, Communication and Community Engagement 	To strengthen relationships between school and families through effective communication, meaningful engagement and shared responsibility for pupil success.	Personal development & well-being; attendance & behaviour; inclusion; achievement; leadership & governance



SDP: ACTION PLANS

ATTENDANCE & INCLUSION

Strategic leads: Sophie Greenaway, Sophie Roseaman

Overarching Aim: To improve attendance and punctuality for all pupils, particularly disadvantaged, SEND and persistently absent pupils, through strong family partnerships, early intervention and targeted support.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/ date	Impact (how will we know?)
Reduce persistent absence and improve attendance for vulnerable groups. Reduce persistent absence from 13.7% to below 10% by July 2027, with measurable improvements in attendance for disadvantaged and SEND pupils.	- Continue weekly attendance monitoring and rapid response procedures. - Attendance mentoring/support for vulnerable pupils and their families. - Maintain Family Hub and Attendance Support Worker partnership. - Hold attendance review meetings for pupils below agreed thresholds. - Governor attendance review termly.	ASW SLA annual cost	SG & RT	Progress monitored and reported on at each FGB	- PA falls from 13.7% to below 10%. - SEND attendance improves and the attendance gap closes between SEND and non-SEND pupils. - PP attendance improves from 88.1%. - Fewer pupils move into PA category. - Governors receive termly evidence of improvement.
Reduce time lost to lateness and ensure pupils access learning from the start of the school day. Reduce the number of pupils appearing on the lateness report by a further 20% and decrease total learning time lost through lateness by 25% by July 2027.	- Continue Late Gate procedures. - Embed Late Collection Policy. - Targeted breakfast club places for identified pupils. - Individual punctuality plans where needed. - Celebrate improvements through attendance rewards and recognition.	NA	SG, SR, CC	Ongoing across the year	- Reduction in number of pupils on lateness report. - Reduction in total minutes lost. - Improved readiness to learn. - Improved teacher feedback regarding morning routines. - Sustained punctuality improvements across vulnerable groups.

Improve family understanding of attendance expectations and strengthen support for pupils experiencing emotional barriers to attendance. Increase engagement with targeted families so that 90% of identified attendance concern families engage with support offered, and all staff receive EBSNA awareness training by Summer 2027.	• Deliver EBSNA staff training. • Family Hub workshops and parent support meetings. • Clear attendance communication with parents. • Early Help referrals where appropriate. • Use pupil voice to identify barriers to attendance. • Develop bespoke plans for EBSNA pupils.	Oct INSET Day booked for EBSNA training - free	SEND team & SR	October INSET Day	• Increased parent attendance at support meetings. • Positive family feedback. • Improved attendance for identified EBSNA pupils. • Increased staff confidence supporting emotionally vulnerable pupils. • Improved parent understanding of attendance expectations.
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What will be different in classrooms?

- More pupils attend school consistently and arrive ready to learn.
- Teachers know which pupils are at risk of poor attendance and provide appropriate support to help them engage quickly with learning.
- Classroom routines help pupils feel safe, welcome and ready to participate.
- Pupils who have experienced absence are supported to catch up successfully.
- Learning time is maximised because fewer pupils miss lessons.

ADAPTIVE TEACHING & CHALLENGE

Strategic lead: Seb Sussmann

Overarching Aim: To embed highly effective adaptive teaching* strategies that provide appropriate support and challenge for all learners, resulting in strong progress across the curriculum.

**Adaptive Teaching is the responsive adjustment of teaching, support and challenge to meet the needs of all learners, enabling every pupil to make strong progress from their individual starting points.*

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
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Provide greater depth opportunities that stretch and challenge higher-attaining pupils across the curriculum. By July 2027, the proportion of pupils achieving Greater Depth/Greater Depth Standard in reading, writing and mathematics will increase from 2025-26 outcomes, with evidence of increased challenge observed in all classes.	• Introduce a whole-school "Challenge for Greater Depth" strategy. • Further develop planning expectations for higher-attaining pupils. • Early identification and clear strategies to support able children across the school • Monitor challenge through pupil voice, lesson visits and work scrutiny. • Share examples of effective challenge and reasoning tasks. • Ensure challenge is evident in foundation subjects as well as core subjects. • Trial the Primary Maths Challenge for some Greater Depth pupils in Year 4 • Investigate joining NACE or other organisations to support development of able pupils	Maths challenge £110 for 10 pupils	SS & Focus gp members	By July 2027	• Increased Greater Depth outcomes. • Monitoring demonstrates challenge in all classrooms. • Higher-attaining pupils can articulate how they are challenged. • Increased evidence of reasoning, explanation and independent thinking. • Subject leaders and external professionals (e.g. SSO) identify challenge within curriculum reviews.
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Further embed effective scaffolding and adaptive teaching strategies that enable all pupils, particularly the lowest 20%, disadvantaged and SEND pupils, to access the curriculum, develop independence and make strong progress. By July 2027, adaptive teaching and scaffolding strategies will be consistently embedded across the school, resulting in improved outcomes for vulnerable learners and increased pupil independence observed in lessons and pupil voice activities.	• Continue the development of adaptive teaching through staff CPD and coaching. • Embed the use of visual scaffolds, worked examples, pre-teaching and vocabulary support across all subjects. • Ensure scaffolding is planned purposefully and removed progressively as pupils gain confidence and competence. • Further develop the use of "Talk Like a..." strategies to support language acquisition and subject-specific vocabulary. • Share effective classroom practice through learning walks, peer observations and staff meetings. • Strengthen teacher confidence in adapting learning for SEND pupils through coaching and ARP teacher collaboration. • Monitor the impact of scaffolding through pupil voice, learning walks and book looks. • Develop consistent approaches to supporting pupils in foundation subjects. • Ensure support staff are effectively deployed to maximise pupil independence rather than creating reliance.	CPD and coaching delivered through existing school improvement programme and use of ARP teachers and experienced UPR teachers.	Seb Sussmann, SLT & subject leaders	September 2026 to July 2027 Monitoring points: Autumn 1 Baseline Review Spring 1 Mid-Year Review Summer 2 Final Evaluation	• Consistent evidence of effective adaptive teaching and appropriately matched scaffolding across the school. • Improved progress, attainment and participation for SEND, disadvantaged and lower-attaining pupils. • Pupils demonstrate increased confidence, independence and use of subject-specific vocabulary. • Learning walks show adults effectively facilitating learning while maintaining high expectations for all pupils. • Curriculum reviews, governor monitoring and external feedback identify adaptive teaching as a strength of the school.
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To strengthen foundational knowledge, skills and vocabulary in reading, writing and mathematics so that pupils secure key learning, gaps are identified early and pupils are ready to access increasingly ambitious curriculum content. By July 2027, all year groups will have identified subject-specific foundational skills and knowledge in reading, writing and mathematics, with assessment and intervention systems demonstrating improved security of these foundations for all groups of pupils, particularly disadvantaged pupils, pupils with SEND and the lowest 20%.	• Define Thameside's Firm Foundations in reading, writing and mathematics. • Identify the essential knowledge, skills and vocabulary pupils must secure in each year group. • Use assessment information to identify gaps at the earliest opportunity. • Ensure pupil progress meetings focus on foundational gaps as well as attainment. • Provide targeted interventions and adaptive teaching for pupils not yet secure in core foundations. • Develop consistent tracking systems to monitor foundational knowledge and skills. • Ensure teaching sequences revisit and reinforce identified foundations through retrieval and practice. • Regularly review progress of disadvantaged, SEND and lower-attaining pupils.	NA	Maths Lead: Sophie Greenaway English Lead: Ingrid Burton	By July 2027 with review at each Assessment Point.	• Pupils demonstrate increasingly secure foundational knowledge and skills. • Gaps are identified and addressed more quickly. • Improved attainment and progress in reading, writing and mathematics. • Reduced attainment gaps for disadvantaged pupils and pupils with SEND. • Teachers can clearly identify the next steps required for pupils who are not yet secure. • Pupil voice demonstrates that pupils understand what they are learning, why it matters and what they need to improve.
What will be different in classrooms? • Teachers adapt learning effectively in response to pupils' needs during lessons. • Appropriate scaffolds help pupils access learning while maintaining high expectations. • Higher-attaining pupils are routinely challenged to think deeply and explain their reasoning. • Tasks are carefully matched to pupils' starting points without lowering ambition. • Teaching assistants promote independence and encourage pupils to think for themselves. • All pupils experience success and challenge in every lesson.					

SEND & INCLUSIVE PROVISION

Strategic leads: Charlotte Harkins, Rachel Thomas, Charlotte Muldoon

Overarching Aim: To secure excellence in inclusive practice through highly effective SEND provision, strong mainstream inclusion and successful ARP development.

Intent (the what?)	Implementation (the how?) <i>NB: SEND team has additional time to work on targets as not expected to attend maths & English CPD sessions, unless would find focus helpful.</i>	Cost	Owner?	Timescale/date	Impact (how will we know?)
To ensure assessment within the ARPs is robust, meaningful and responsive, enabling staff to accurately identify pupils' strengths and needs, plan highly personalised provision and demonstrate progress from individual starting points across communication, cognition, regulation, independence and learning. By July 2027, Sonar assessment will be fully embedded across the ARPs, with all pupils having personalised assessment pathways, termly progress reviews and provision plans that clearly identify next steps, resulting in demonstrable progress towards individual outcomes and increased pupil independence.	- Fully implement Sonar assessment across both ARPs. - Embed consistent assessment systems to demonstrate and monitor small-step progress across both ARPs. - Use assessment information to inform personalised provision, interventions and EHCP outcomes. - Develop staff confidence in using Sonar and assessment evidence to plan next steps and evaluate impact. - Incorporate pupil voice, family contributions and professional advice into assessment and review processes. - Monitor progress and intervention impact through regular review cycles.	Sonar assessment package (existing subscription) £150 per upload to Sonar SEND team CPD and external support as required	Ciara Finn and Lydia D'Arcy	July 2027	100% of ARP pupils have up-to-date Sonar assessments and termly reviews. - Assessment information informs personalised provision, curriculum adaptation and next-step planning. - Pupils demonstrate progress from individual starting points across communication, engagement, regulation, independence and learning. - EHCP outcomes show strong progress towards identified targets. - Staff and families have a clear understanding of pupil progress and next steps. - External reviews identify assessment as a strength of ARP provision. - Pupils demonstrate increased independence, engagement and participation over time.
To ensure all teachers understand and fulfil their responsibility for the progress, inclusion and achievement of pupils with SEND, both within their classrooms and across the subjects they lead.	- Deliver SEND coaching programme through ARP teachers supporting mainstream class teachers with their lesson planning and/or scaffolding. - Ensure part-time staff can access SEND CPD through recorded sessions, repeat delivery and tailored briefings.	£0, able to do this within existing staff and workloads	Ciara Lydia Charlotte Rachel Charlotte	July 2027	- Inclusive practice evident in at least 90%+ of monitoring activities. - Teachers confidently articulate SEND strategies and next steps. - Teachers come fully prepared for SEND reviews and demonstrate a secure understanding of the needs, provision,

By July 2027, inclusive practice and adaptive teaching strategies for SEND pupils will be evident in 90% of lesson observations, learning walks and book looks, with all teaching staff participating in SEND-focused professional development	• Provide SEND-focused CPD and staff training where required e.g. through 'live CPD' opportunities with RISE. • Ensure all teachers undertake ARP visits and inclusion walks as part of their class teacher and subject leader responsibilities. • Share effective inclusive practice through coaching and peer support. • Monitor SEND provision through leadership reviews and subject leader monitoring. • Review SENDCo workload and administrative systems to maximise time available for coaching, modelling, classroom support and direct work with pupils. • Develop contingency arrangements and induction systems to reduce the impact of staff absence on vulnerable pupils who rely on trusted adult relationships.				progress and next steps for pupils with SEND. • Pupil voice demonstrates successful inclusion and support. • Improved engagement and participation of SEND pupils in lessons. • Reduced reliance on additional adult support where appropriate.
To fully establish Thameside's ARPs as highly effective and sustainable provisions that support pupil achievement, wellbeing and inclusion. By July 2027, the ARP will demonstrate sustained capacity to meet pupils' complex needs through the successful implementation of the two-teacher model and an evaluated therapeutic provision offer, evidenced through improved pupil engagement, progress, independence and positive external validation.	• Develop and embed the two-teacher ARP model. • Strengthen transition arrangements between ARP and mainstream. • Develop staff expertise in specialist provision. • Refine curriculum pathways and provision models. • Monitor pupil outcomes, engagement and wellbeing. • Share effective practice through ARP networks and quality assurance processes.	Funded through ARP place funding	Charlotte Ciara Lydia Charlotte	July 2027	• Positive external validation through QA visits. • Improved pupil engagement, attendance and wellbeing. • Increased opportunities for successful inclusion. • Positive pupil and parent feedback. • Staff demonstrate increased confidence and expertise.
To strengthen our whole-school inclusive practice through effective use of the Inclusive Mainstream Fund, ensuring that provision is inclusive by design, barriers to learning are identified and	• The school will have published and implemented an annual Inclusion Strategy, informed by analysis of the needs and barriers experienced by our current cohort. • Strengthen transition and admissions processes to ensure pupils with significant needs are identified early and appropriate	£0 cost to school as time for this included in CPD meeting time.	Charlotte Rachel	December 2026	• Improved pupil engagement, attendance and wellbeing. • Increased opportunities for successful inclusion. • Positive pupil and parent feedback.

reduced at an early stage, and pupils with SEND and additional needs are able to access high-quality teaching and participate fully in school life. By December 31st 2026, the school will have published an inclusion strategy so an application can be made for the Inclusive Mainstream Fund to further enhance SEND provision, support and early identification.	provision is secured as quickly as possible through effective partnership with EYFS, admissions and external agencies. • Funding will be allocated against identified inclusion priorities, with clear links between expenditure, planned actions and intended pupil outcomes. • Staff will demonstrate increased confidence in high-quality adaptive teaching, reasonable adjustments and inclusive classroom practice. • The school will strengthen its ordinarily available provision, reducing reliance on individualised or reactive interventions where appropriate. • Identified pupils will receive early, evidence-informed targeted support, with provision monitored for impact and adjusted where necessary. • Pupil voice, parent/carers feedback and staff feedback will demonstrate improvements in belonging, participation and access to learning for pupils with additional needs. • Leaders and governors will regularly review the impact of the funded activity and use this evidence to inform future inclusion priorities.				• Staff demonstrate increased confidence and expertise. • Inclusive practice evident in at least 90%+ of monitoring activities.
What will be different in classrooms? • Teachers adapt learning effectively in response to pupils' needs during lessons. • Appropriate scaffolds help pupils access learning while maintaining high expectations. • Higher-attaining pupils are routinely challenged to think deeply and explain their reasoning. • Tasks are carefully matched to pupils' starting points without lowering ambition. • Teaching assistants promote independence and encourage pupils to think for themselves. • All pupils experience success and challenge in every lesson.					

ORACY, COMMUNICATION & LEARNING BEHAVIOURS
Strategic leads: Christina Calvert, Sarah Cooper
Overarching Aim: To develop confident communicators who use ambitious vocabulary, articulate their thinking effectively and demonstrate positive learning behaviours across the curriculum.

‘Every interaction with children is a teaching or learning opportunity or a chance to build a connection’.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
Whole school focus To develop pupils' speaking, listening, reasoning and communication skills through a consistent whole-school approach to oracy and vocabulary development. By July 2027, a whole-school oracy framework will be embedded across all year groups, with pupils demonstrating increased confidence in discussing, explaining and evaluating their learning using age-appropriate and subject-specific vocabulary.	- Implement and embed a whole-school oracy framework, building on the successful Voice 21-inspired approaches, strategies and resources developed by the Maths Team during 2025-26. - Develop structured opportunities for talk across all curriculum subjects. - Embed "Talk Like a..." approaches and vocabulary progression documents. - Provide opportunities for debate, discussion, presentation and reasoning. - Develop high-quality adult modelling and questioning techniques. - Monitor implementation through pupil voice, learning walks and lesson visits.	NA	SC & focus group members	By July 2027	- Pupils confidently explain and justify their thinking using talk roles and discussion guidelines. - Increased use of subject-specific and ambitious vocabulary. - Strong evidence of high-quality classroom discussion. - Pupils can articulate what they are learning and why. - Positive pupil voice regarding confidence and communication. - Learning walks demonstrate consistent oracy practice across the school.
Whole school focus Enable pupils to communicate clearly, use ambitious vocabulary and think independently about their learning. By July 2027, pupils across all year groups will confidently use and apply age-appropriate subject-specific vocabulary, with evidence of improved pupil articulation and independence identified through pupil voice and curriculum monitoring.	- Embed "Talk Like a..." strategies across the curriculum – initially prioritising maths and the focus foundation subjects (science, geography, PSHE, art, DT, history) - Explicitly teach and revisit disciplinary vocabulary. - Increase opportunities for discussion, reasoning and explanation. - Develop metacognitive approaches and self-reflection routines. - Strengthen vocabulary retrieval activities within lessons.	NA	SC & focus group members	By July 2027	- Pupils use ambitious and subject-specific vocabulary confidently. - Pupils can explain what it means to 'Talk like a....' and know who the specialists are in their year group (maths) and in units of work in foundation subjects - Pupil voice demonstrates stronger articulation of learning. - Increased independence and resilience when completing tasks. - Monitoring identifies effective use of vocabulary and oracy strategies. - Improved quality of verbal and written explanations across subjects.

FS/KS1 focus To develop resilient, independent KS1 learners who confidently engage with continuous provision, make purposeful choices, sustain engagement in learning and increasingly take responsibility for their own learning and challenge. By July 2027, evidence from observations, learning walks, pupil voice and provision reviews will demonstrate increased independence, sustained engagement and positive learning behaviours within continuous provision across KS1.	• Refine continuous provision, including the effective use of challenge cards, to promote challenge, curiosity, independence and problem-solving. • Refine early mathematics provision to strengthen number sense, mathematical vocabulary, reasoning and problem-solving through high-quality adult interactions and purposeful continuous provision. • Refine continuous provision in FS, teaching the learning behaviours and encouraging their use within play. • Embed high-quality adult interactions that extend thinking and develop positive learning behaviours. • Provide opportunities for pupils to apply knowledge and skills independently through purposeful play and exploration. • Use observations and pupil voice to review engagement, independence, challenge and the impact of provision. • Celebrate and promote resilience, perseverance and sustained engagement in learning. • Train staff in Tales Toolkit to begin teaching PSHE and encourage oracy through story telling.	NA	CC & focus group members	By July 2027	• Increased pupil independence, engagement and resilience within continuous provision. • Children demonstrate increasingly secure number sense and mathematical reasoning through continuous provision, adult-led activities and pupil discussion. • Children confidently apply knowledge and skills through exploration, reasoning and problem-solving. • Learning walks, observations and pupil voice demonstrate high levels of challenge and purposeful learning. • Adults consistently extend learning through high-quality interactions. • Provision reviews evidence effective use of challenge cards and opportunities for independent learning.
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What will be different in classrooms?

- Pupils speak confidently using appropriate vocabulary across the curriculum.
- Teachers explicitly teach and model effective speaking and listening skills.
- Classroom discussions involve all pupils and deepen understanding.
- Pupils justify, explain and evaluate their thinking regularly.
- Vocabulary is deliberately taught and reinforced in every subject.
- Positive learning behaviours enable pupils to listen, collaborate and contribute effectively.

CURRICULUM ASSESSMENT & IMPACT

Strategic lead: Sophie Greenaway, Ingrid Burton

Overarching Aim: To embed a robust assessment system that enables leaders and teachers to evaluate what pupils know, remember and can do across the curriculum.

Assessment is not something we do at the end; it is something we use to improve teaching, curriculum design and pupil outcomes.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)									
To ensure assessment practices are implemented consistently across priority foundation subjects through the use of agreed lesson templates, enabling teachers and leaders to identify progress, inform future planning and strengthen curriculum delivery. By July 2027, agreed planning and assessment templates will be used consistently in 100% of identified foundation subjects, with all subject leaders using Notion evidence to undertake termly curriculum reviews and inform curriculum development.	- Develop and embed agreed planning and assessment templates for identified foundation subjects. - Ensure teachers use consistent end-of-unit assessment approaches to evaluate pupils' knowledge, skills and understanding. - Embed the use of Notion for recording assessment outcomes, exemplifying standards and identifying next steps. - Support teachers and subject leaders to use assessment evidence to inform curriculum refinement and future planning. - Senior leaders and subject leaders to quality assure implementation through curriculum reviews, monitoring and moderation activities. - Provide ongoing support and coaching to ensure consistency across year groups and subjects. - Ensure assessment outcomes feed directly into future planning and differentiation, helping to close gaps and secure strong outcomes for all pupils.	NA	SG & IB	<table><tr><th>Year</th><th>SG</th><th>IB</th></tr><tr><td>2026-27</td><td>Geog/ History Science</td><td>Art/DT PSCHE</td></tr><tr><td>2027-28</td><td>MFL Computing PE – Y3 up</td><td>Music RE PE – FS & KS1</td></tr></table>	Year	SG	IB	2026-27	Geog/ History Science	Art/DT PSCHE	2027-28	MFL Computing PE – Y3 up	Music RE PE – FS & KS1	- Consistent assessment practice evident across all priority foundation subjects. - Teachers use assessment outcomes confidently to adapt teaching and address misconceptions. - Subject leaders use Notion evidence to evaluate curriculum effectiveness and identify areas for development. - Curriculum reviews demonstrate improved consistency, progression and coverage across year groups. - Pupils demonstrate secure knowledge retention and increasing application of subject-specific skills. - Governors can clearly see how assessment informs curriculum development and improvement.
Year	SG	IB												
2026-27	Geog/ History Science	Art/DT PSCHE												
2027-28	MFL Computing PE – Y3 up	Music RE PE – FS & KS1												
To ensure assessment information is actively used by teachers and subject leaders to strengthen curriculum sequencing, inform teaching, identify gaps in learning and improve pupil outcomes. By July 2027, all subject leaders will use Notion assessment evidence to complete at least two curriculum reviews annually, with assessment	- Deliver CPD for teachers and subject leaders on analysing and using Notion information effectively. - Embed the use of Notion to record, monitor and evaluate assessment outcomes. - Schedule termly curriculum review meetings informed by assessment evidence. - Use assessment findings to identify strengths, gaps and misconceptions and adapt teaching accordingly. - Support subject leaders to analyse whole-school trends and evaluate curriculum effectiveness. - Refine curriculum content, sequencing and assessment approaches where needed.	NA	SG & IB Subject leaders of priority subjects – see grid	<table><tr><th>Year</th><th>SG</th><th>IB</th></tr><tr><td>2026-27</td><td>Geog/ History Science</td><td>Art/DT PSCHE</td></tr><tr><td>2027-28</td><td>MFL Computing PE – Y3 up</td><td>Music RE PE – FS & KS1</td></tr></table>	Year	SG	IB	2026-27	Geog/ History Science	Art/DT PSCHE	2027-28	MFL Computing PE – Y3 up	Music RE PE – FS & KS1	- Curriculum reviews completed by all subject leaders and evidenced through Notion. - Subject action plans are informed by assessment evidence. - Teachers confidently identify next steps and adapt teaching in response to assessment outcomes. - Curriculum adaptations and refinements are clearly evidenced.
Year	SG	IB												
2026-27	Geog/ History Science	Art/DT PSCHE												
2027-28	MFL Computing PE – Y3 up	Music RE PE – FS & KS1												

information consistently informing planning, adaptive teaching, intervention and curriculum development across all foundation subjects.	• Share effective practice through monitoring, moderation and subject leadership meetings. • Support middle leaders to use pupil outcome data, monitoring evidence and pupil voice more effectively when evaluating impact. • Strengthen evaluation of professional development so leaders can clearly identify how training has improved classroom practice and pupil outcomes.				• Improved pupil knowledge retention and outcomes across foundation subjects. • Monitoring demonstrates that assessment information is influencing teaching, learning and curriculum development. • Governors receive curriculum review reports demonstrating how assessment evidence is driving school improvement
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What will be different in classrooms?

- Teachers regularly check pupils' understanding and adapt teaching accordingly.
- Assessment information is used to identify misconceptions quickly.
- Learning builds securely on prior knowledge because gaps are addressed promptly.
- Pupils understand what they are learning and can explain their progress.
- Teachers have a clear understanding of what pupils know, remember and can do.
- Challenge and support are informed by accurate assessment information.

PARENT PARTNERSHIP, COMMUNICATION & COMMUNITY ENGAGEMENT

Strategic leads: Sophie Greenaway, Ingrid Burton, Vicki Lucas, Sophie Roseaman

Overarching Aim: To strengthen relationships between school and families through effective communication, meaningful engagement and shared responsibility for pupil success.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
Learning Partnership <i>"Helping parents support learning."</i> To strengthen the partnership between home and school by increasing parents' understanding of the curriculum, their child's learning and how they can effectively support progress at home. By July 2027, at least 85% of parents will report that they feel	• Review and strengthen the school's communication strategy, ensuring parents/carers receive clear, accessible information about curriculum expectations, pupil progress and practical ways to support learning at home through a new parent information Sway and related resources. • Publish and promote an annual parent engagement and learning calendar. • Increase the range and accessibility of curriculum workshops, information sessions and recorded resources.	NA	SG,IB,SR,VL & focus gp members	All completed by July 2027	• Increased participation in curriculum workshops and learning-focused parent events. • Parent survey outcomes show improved confidence in supporting learning at home. • Parents report a greater understanding of curriculum expectations and progression. • Increased engagement with learning-related communication and resources.

well-informed about curriculum expectations, their child's learning and how to support progress at home, with increased participation in parent workshops and curriculum information events compared to 2025-26.	• Refine communication about learning, curriculum progression and assessment. • Provide regular guidance and resources to help parents support reading, writing and mathematics at home. • Continue to gather parental feedback through surveys, consultations and parent voice opportunities. • Increase opportunities for governors to engage with parents regarding learning and curriculum.				• Positive governor feedback regarding parental engagement and understanding of the curriculum. • Evidence that parents feel better equipped to support their child's learning at home.
Family Support <i>"Helping families overcome barriers."</i> To provide timely, effective support for families, particularly those facing vulnerability or challenge, so that barriers to attendance, wellbeing, learning and family life are reduced and children are able to thrive. By July 2027, all identified families requiring additional support will be offered targeted intervention through the Family Hub and relevant community services, with at least 90% of participating families reporting that they feel supported, informed and better able to meet their child's needs.	• Expand Family Hub provision and family learning opportunities. • Strengthen partnerships with external agencies and community organisations. • Provide targeted early intervention and tailored support for vulnerable families. • Deliver parent workshops, information sessions and effective signposting. • Use parent voice and support reviews to evaluate and improve provision. • Strengthen transition support and celebrate community engagement. • Establish a Thameside enrichment entitlement and monitor participation rates for disadvantaged, SEND and vulnerable pupils. • Identify pupils who are underrepresented in enrichment opportunities and provide targeted support to increase participation.	NA	SG,IB,SR,VL & focus gp members	By July 2027	• Increased engagement with Family Hub support, workshops and external services. • Families report feeling supported, informed and able to support their children effectively. • Improved attendance, wellbeing and engagement of pupils from targeted families. • Stronger partnerships between school and families evidenced through parent voice and participation. • Early intervention and support lead to reduced barriers and positive outcomes for children and families. • Positive feedback from external agencies regarding partnership working and family support provision. • Leaders can demonstrate equitable access to enrichment opportunities across all pupil groups. • Participation rates increase for disadvantaged, SEND and vulnerable pupils. • Pupil voice demonstrates that all pupils feel able to access wider opportunities and experiences offered by the school. • Vulnerable pupils participate in enrichment activities at rates closer to their peers.

To build sustainable leadership capacity for family engagement and community support across the school. By July 2027, at least two members of staff will have received mentoring and shadowing opportunities linked to Family Hub and parental engagement work, with key systems, processes and partnerships documented to ensure continuity and sustainability.	• Identify staff interested in family engagement and community work. • Establish structured shadowing opportunities with the Family Hub Lead. • Create and maintain a Family Hub toolkit containing key procedures, referral forms, contact lists and support resources. • Involve additional staff in parent support meetings, workshops and external agency meetings. • Include succession planning discussions within appraisal and professional development meetings.	NA	SG,IB,SR,VL & focus gp members	By July 2027	• At least two staff members can confidently undertake key aspects of the role. • Processes are documented and accessible. • Increased leadership capacity across the school. • Reduced reliance on a single individual. • Governors receive assurance regarding sustainability of provision.
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What will be different in classrooms?

- Pupils arrive better prepared for learning because home and school expectations are aligned.
- Reading, homework and wider learning are more consistently supported at home.
- Teachers engage positively with families to support pupil achievement and wellbeing.
- Pupils talk confidently about their learning with parents and carers.
- Learning reflects wider community experiences and opportunities.
- Strong home-school partnerships contribute to improved attendance, behaviour and outcomes.

September 2026