

St Andrew's CE Junior School

School Development Plan 2025/26

SCHOOL CONTEXT		
Number of pupils on roll 218	- Total percentage of pupils eligible for pupil premium: 37% - Percentage of pupils identified as on the SEND register: 22%	
Overall attendance July 2025: 95.7% Ofsted Judgement (November 2021) Good with outstanding features (PD)		
Areas for improvement from last Ofsted inspection (November 2021) - Support subject leaders to enable further improvement of their subject. Ensure they receive the guidance they need to undertake their roles with the highest level of effectiveness. - Ensure consistency in the knowledge, planning and delivery of subjects across all classes		

Area 1 Inclusion	• Maintain momentum in staff CPD to meet increasing SEMH needs. • Continue to evaluate the effectiveness of the APDR cycle and non-teaching SENDCO roll based on need and increasing need • Highlight how pupils with SEND are included in all aspects of school life through pupil voice, school roles, displays, and community engagement. • Continue to strengthen subject leaders' focus on inclusive practices within subject development.
Area 2 Curriculum & Teaching	• Improve outcomes in writing across the school as a priority area Deliver fidelity to Little Wandle catch up in order that gaps in early readers learning are addressed across KS2 • Further consolidate and embed recent positive changes in maths to address small pockets of inconsistency • Introduce peer-to-peer drop-ins to encourage collaborative reflection, share best practice, and strengthen professional development through informal, supportive observation. • Early identification of additional needs and learning gaps on entry in Y3 identified earlier to plan for gaps in knowledge • Continue to ensure subject Leaders are supported and given time to fully develop their subjects with a focus on assessment processes
Area 3 Achievement	• Continue to close gaps in writing and WRM outcomes and especially for Disadvantaged pupils • Ensure end of year outcomes remain at least in line with national averages in maths, reading and writing.
Area 4 Attendance & Behaviour	• Use attendance data more strategically to identify patterns and inform interventions. • Evaluate the impact of restorative approaches on behaviour outcomes and pupil wellbeing to ensure consistency and effectiveness. • Continue to build staff expertise and resources to meet the increasing SEMH needs
Area 5 Personal Development & Well-Being	• Continue to monitor and evaluate the impact of wellbeing initiatives through pupil and parent voice. • Develop a provision map for all mental health and well-being interventions to effectively track and show our graduated response across the school
Area 6 Leadership & Governance	• Continue to develop leadership capacity through mentoring and coaching opportunities in school • Fill the two co-opted and one foundation governor vacancies to strengthen governance capacity and representation. • Introduce a coaching culture to develop staff leadership capacity • Establish systems to monitor the impact of AI integration on teaching and learning outcomes. • Chair and new Vice chair to find opportunities to work collaboratively by sharing expertise and strengthen governing body impact
Area 7 Christian Ethos	• Maintain the school's Christian ethos holistically throughout the school.

KEY

Action completed

Action underway

RATIONALE	
This School Improvement Plan identifies 22 objectives across six key areas (Inclusion; Curriculum & Teaching; Achievement; Attendance & Behaviour; Personal Development; Leadership & Governance). In any school, there are likely to be many areas for development, and the key is to identify those that meet the balance between having a potentially high impact on pupil outcome without overburdening the school with too many objectives. This section sets out our rationale for the selection of the 22 objectives identified below. In addition, all objectives support the school vision and ethos.	
Inclusion	A key to developing an inclusive environment is ensuring that staff have the right skills: Objectives 1.1, 1.2, 1.4 We strive to ensure that all children are included within the classroom environment: Objective 1.3
Curriculum & Teaching	Maths and English are key skills and we continually review and develop our approach to ensure these subjects are taught as effectively as possible: Objectives 2.1, 2.2, 2.3 In order to develop and maintain effective practice, teachers and subject leaders are encouraged to be reflective and share best practice: Objectives 2.4, 2.6 We recognise that the transition from Year 2 (infants) to year 3 (junior) has been problematic in the past so are developing better mechanisms to identify and address the issues: Objective 2.5
Achievement	Linked to the objectives for English and Maths (and all subjects) noted above, we recognise that attainment gaps need to be addressed and that regular and consistent monitoring is required: Objectives 3.1, 3.2
Attendance & Behaviour	Our school is noted for its good attendance and behaviour, and this is the result of an integrated approach that recognises the needs of the children and their parents, and in particular children with special needs. Our approach is a mixture of: • Consistent and regular monitoring of attendance: Objective 4.1 • Using restorative practice to improve behaviour: Objective 4.2 • Develop staff and resources to better support pupils with SEMH needs: Objective 4.3
Personal Development	We believe that positive personal development is essential for the development of good learning and well-rounded character. WE have developed several mechanisms for this over the years which have led to good results in this area. However, we continue to monitor and develop our approach, so this year's focus is on measuring the impact and developing tools to provide good evidence for this: Objectives 5.1, 5.2
Governance	Staff development is key to good practice, and this year one of the areas we are introducing is coaching: Objectives 6.1, 6.3 We recognise that emerging trends in AI will have significant impact in schools, so this needs to be carefully implemented to ensure good outcomes: Objective 6.4 Our governors are a key resource for the school, but we struggle to recruit governors and turnover can be quite high, so we need to continue to focus on recruiting governors and developing the effectiveness of the governing board: Objectives 6.2, 6.5
Christian Ethos	This year there are no formal objectives that relate directly to developing and maintaining the school's Christian ethos. However we ensure that this is embedded in all we do, and we regularly review this at all levels across the school and at all levels including at the governing board. We work to maintain the school's Christian ethos holistically throughout the school.

1. Inclusion

ACTION	TIMESCALE	PERSON RESPONSIBLE	ACTION BREAKDOWN	MONITORING	SUCCESS CRITERIA	BUDGET IMPLICATIONS
1.1 Continue to deliver targeted CPD for all staff to build capacity in supporting pupils with SEMH needs, ensuring training is responsive to emerging trends and pupil profiles.	Ongoing	SMC/MC	- Identify priority SEMH areas (e.g. trauma-informed practice, anxiety, emotional regulation). - Schedule termly CPD sessions with internal and external specialists. - Monitor implementation through lesson observations and pupil feedback. - Evaluate impact via staff surveys and incident logs.	SMC/MC Termly: CPD attendance, staff feedback, lesson observations. Half-termly: Behaviour incident analysis	Increased staff confidence and competence in managing SEMH. Reduction in SEMH-related incidents. Positive feedback from staff on CPD impact.	Possible training costs
1.2 Review and refine the APDR (Assess, Plan, Do, Review) cycle and the non-teaching SENDCO role to ensure they are responsive to the evolving needs of pupils with SEND.	July 2026	SMc/MC	- Review current APDR documentation and frequency of reviews. - Monitor SENDCO responsibilities to meet increasing needs. - Provide training on APDR for staff involved in SEND support. - Monitor pupil progress and SENDCO impact termly.	SMc/MC Termly: APDR reviews, SENDCO impact reports, progress data. Annually: Parent/carer feedback survey.	Clear evidence of impact from APDR reviews. Improved outcomes for pupils with SEND. Staff and parent feedback indicates effectiveness of SENDCO support.	Possible training costs
1.3 Ensure pupils with SEND are visibly and meaningfully included in all aspects of school life through pupil voice initiatives, representation in school roles, inclusive displays, and community engagement activities.	Ongoing	CS/SMcL/MC	- Audit current pupil roles and SEND representation. - Promote leadership and ambassador roles to SEND pupils. - Create inclusive displays celebrating diversity and achievement. - Conduct pupil voice surveys. - Plan inclusive community events and track participation.	Annually: Pupil voice surveys, display audits, role tracking.	SEND pupils represented in ambassador roles, or leadership positions. Pupil voice surveys show SEND pupils feel included and valued. SEND-focused displays present in key areas of the school.	N/A

1.4 Embed inclusive practices within subject leadership by supporting subject leaders to audit and adapt curriculum planning, teaching strategies, and assessment to meet diverse needs.	July 2026	HT/SLT/ Subject Leaders	• Provide training/resources for subject leaders on inclusive curriculum design. • Embed inclusive strategies in curriculum planning and assessment. • Monitor through lesson observations and pupil progress data. • Share best practice across year groups.	HT/SLT	Subject leaders demonstrate inclusive planning in monitoring and evaluation. Curriculum adaptations are evident and effective. Improved progress and engagement for pupils with SEND across subjects.	
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2. Curriculum & Teaching

ACTION	TIMESCALE	PERSON RESPONSIBLE	ACTION BREAKDOWN	MONITORING	SUCCESS CRITERIA	BUDGET IMPLICATIONS
2.1 Raise standards in writing through consistent implementation of "I'm a Clever Writer" and targeted support for identified pupils.	July 2026	Writing lead/HT	- Embed "I'm a Clever Writer" across Y3 and Y4 - Provide staff training and coaching on effective writing instruction. - Use moderation to identify gaps and next steps. - Track progress through writing assessments and book scrutiny. - Celebrate writing achievements through displays and assemblies.	Half-termly: Book scrutiny, pupil progress tracking. Termly: Staff feedback, moderation sessions.	Outcomes in age-related expectations for writing increase from previous year across the school Staff confidence in teaching writing increases (survey) Moderation shows consistency in assessment judgments.	Ongoing training costs and resource purchase
2.2 Deliver fidelity to Little Wandle catch up in order that gaps in early readers learning are addressed across KS2	July 2026	Reading lead/HT	- Deliver staff training on Little Wandle - Monitor impact of phonics programme through observations. - Use reading fluency and comprehension assessments to track progress (Pira & Reading Plus) - Engage parents with home reading support.	Half-termly: Phonics impact checks, guided reading observations. Termly: Reading data analysis, parent engagement review.	Reading attainment improves across all year groups. Observations show consistent use of agreed reading strategies. Parent engagement in hearing reading at home increases	Ongoing training costs and resource purchase
2.3 Further develop conceptual and procedural understanding to sustain improvements in maths. .	July 2026	Maths lead/HT	- Conduct maths learning walks, pupil voice and book scrutiny to identify inconsistencies. - Develop and deepen the use of mathematical language in lessons to improve reasoning and conceptual understanding.	Half-termly: Learning walks Termly: Staff feedback, pupil voice, data reviews	Pupils make expected progress in maths to match national average. Reduction in variation between classes/year groups (based on data).	Possible resource costs

			• Provide targeted coaching and modelling for identified staff. • Share best practice through staff meetings and planning support. • Use assessment data to inform planning and interventions. • Celebrate maths success through competitions, displays and other initiatives.		Staff report increased confidence in maths delivery. Observations show consistent use of agreed strategies.	
2.4 Establish a culture of informal, supportive peer observation to share best practice and encourage reflective teaching.	ongoing	J H/HT	• Launch peer drop-in programme with clear expectations and opt-in approach. • Provide guidance on giving and receiving feedback. • Encourage staff to reflect and share learning in team meetings. • Celebrate examples of best practice across the school. • Evaluate impact through staff feedback and pupil outcomes.	Termly: Participation tracking, staff feedback. Annually: Impact review and programme refinement.	100% of teaching staff participate in at least one drop-in per term. Staff report increased confidence and collaboration (survey). Observations show uptake of shared strategies.	
2.5 Strengthen transition processes to identify and address learning gaps early in Year 3.	Ongoing	SENDCO/HT	• Conduct baseline assessments in reading, writing, and maths on entry. • Use pupil progress meetings to plan targeted interventions. • Liaise with KS1 staff to share pupil profiles and strategies. • Monitor impact of interventions and adjust as needed. • Adjust curriculum to meet needs of pupils and to address lost learning and gaps • Engage parents early to support learning at home.	Half-termly: Intervention impact reviews. Termly: Progress meetings	100% of Y3 pupils assessed within first 3 weeks of term. Targeted interventions in place by end of Autumn 1. 80% of pupils receiving support show progress by Spring term. Parent engagement increases in Y3	N/A

2.6 Ensure subject leaders are empowered to lead their subjects effectively, with a particular focus on assessment and progression.	Ongoing	HT/SLT	• Provide release time for subject leaders to monitor and develop their areas. • SLs Deliver training on assessment strategies and curriculum progression. • SLT to Support leaders to conduct book looks, pupil voice, and data analysis. • Review subject action plans and impact termly.	Termly: Subject leader monitoring and action plan reviews Annually: Subject leader review report.	100% of subject leaders complete monitoring cycle each term. Subject action plans show clear progress and impact. Staff report improved clarity on assessment expectations. Pupil outcomes improve in foundation subjects.	N/A
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3.Achievement

ACTION	TIMESCALE	PERSON RESPONSIBLE	ACTION BREAKDOWN	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET IMPLICATIONS
3.1 Target support and intervention to close attainment and progress gaps in Reading, writing and Maths with a focus on disadvantaged pupils.	Ongoing	HT/SLT/SLs	- Analyse pupil data to identify gaps in writing and maths, especially among disadvantaged groups. - Implement targeted interventions using "I'm a Clever Writer" and other appropriate resources. - Monitor progress through pupil discussions, book scrutiny, and assessment data. - Provide staff CPD on effective strategies for closing gaps. - Engage families of disadvantaged pupils through workshops and home learning support.	Half-termly: Data reviews, intervention tracking. Termly: Book scrutiny, pupil voice, staff feedback..	Gap between disadvantaged and non-disadvantaged pupils narrows from previous year in reading, writing and maths subjects. disadvantaged pupils meeting age-related expectations is at or above national average. Staff report increased confidence in using targeted strategies.	Possible purchase of resources
3.2 Maintain high expectations and consistent teaching to ensure end-of-year outcomes meet or exceed national benchmarks.	July 2026	HT/SLT	- Use national data and internal tracking to set aspirational targets. - Monitor pupil progress through regular assessments and moderation. - Provide targeted support for pupils at risk of falling behind. - Ensure curriculum coverage is complete and sequenced effectively. - Conduct pupil progress meetings to review and adjust provision.	Half-termly: Assessment data analysis. Termly: Moderation, pupil progress meetings. Annually: National comparison and outcome review.	End-of-year data shows attainment in maths, reading, and writing at or above national averages. Internal tracking aligns with national benchmarks. Staff can articulate pupil progress and next steps confidently.	N/A

4. Attendance and Behaviour

ACTION	TIMESCALE	PERSON RESPONSIBLE	ACTION BREAKDOWN	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET IMPLICATIONS
4.1 Strengthen the use of attendance data to identify trends, target support, and improve overall attendance, particularly for vulnerable groups.	Ongoing	HT/SAO	- Conduct weekly analysis of attendance data by pupil group, class, and individual. - Identify patterns (e.g. persistent absence, late arrivals) and trigger early interventions. - Hold attendance review meetings, supported by ISAT if appropriate with families of pupils below 90%. - Collaborate with external agencies where needed. - Celebrate good attendance through rewards and recognition.	Weekly: Data analysis and intervention tracking. Half-termly: Review of attendance trends and impact of interventions. Termly: Report to governors and SLT	Overall attendance improves to at least 96%. Persistent absence reduces Attendance gaps between disadvantaged and non-disadvantaged pupils narrow Increased parental engagement in attendance meetings.	N/A
4.2 Assess the effectiveness of restorative practices in improving behaviour and wellbeing, and ensure consistent implementation across the school.	Ongoing	HT/SENDCO/SLT	- Provide refresher training and coaching for staff. - Track behaviour incidents and resolution outcomes on Cpoms - Gather pupil and staff feedback on wellbeing and relationships. - Share case studies and best practice in staff meetings.	Half-termly: Behaviour data review and feedback collection. Termly: Staff and pupil surveys	Behaviour incidents further reduce Staff consistently use restorative approaches. Pupil voice shows 85% feel safe and respected. Restorative conversations logged and reviewed consistently.	
4.3 Develop staff capacity and resources to support pupils with SEMH needs	SENDCO/HT	July 2026	- Deliver targeted CPD on SEMH strategies and trauma-informed practice. - Identify pupils with SEMH needs early and plan support.	Half-termly: SEMH incident tracking and intervention reviews.	Staff confidence in supporting SEMH pupils increases (survey). Pupil wellbeing scores improve (pre/post intervention).	Possible costs for training

effectively and proactively.			• Monitor impact of interventions and adjust provision. • Engage with external services (e.g. Compass, Educational Psychology).	Annually: Whole-school wellbeing audit (MACAWS)		
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5. Personal Development and Well-Being

ACTION	TIMESCALE	PERSON RESPONSIBLE	ACTION BREAKDOWN	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET IMPLICATIONS
5.1 Ensure wellbeing initiatives are having a measurable, positive impact by regularly gathering and analysing feedback from pupils and parents.	Ongoing	MACAWS Lead/SENDCO/HT	- Conduct annual pupil and parent wellbeing surveys. - Review feedback to identify strengths and areas for improvement. - Adjust wellbeing provision based on feedback and trends.	Annually: Full wellbeing impact review and report.	85% of pupils report feeling safe, supported, and happy at school. 80% of parents express satisfaction with wellbeing provision. Feedback leads to at least one tangible improvements per year. Increased engagement in wellbeing activities across the school.	N/A
5.2 Create and maintain a whole-school provision map to track mental health and wellbeing support, ensuring a clear graduated response for pupils.	December 2025	SENDCO/HT	- Audit current mental health and wellbeing interventions across the school. - Categorise support into universal, targeted, and specialist levels. - Develop a digital or visual provision map accessible to staff. - Train staff on how to use the map to plan and monitor support. - Review and update the map regularly based on pupil needs and service availability.	Half-termly: Review and update provision map. Termly: Evaluate impact of mapped interventions.	Provision map completed and shared with all staff by end of Autumn term. 100% of pupils receiving support are mapped and monitored. Improved outcomes for pupils receiving targeted or specialist interventions.	

6. Leadership & Governance

ACTION	TIMESCALE	PERSON RESPONSIBLE	ACTION BREAKDOWN	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	BUDGET IMPLICATIONS
6.1 Strengthen leadership development by embedding mentoring and coaching opportunities for staff at all levels.	July 2026	HT	- Identify staff for leadership development through performance reviews. - Pair staff with mentors based on development goals. - Schedule regular coaching sessions and reflection opportunities. - Monitor progress through feedback and leadership impact. - Celebrate leadership growth through recognition and career progression.	Termly: Coaching feedback and progress reviews. Annually: Leadership development review.	100% of identified staff engage in mentoring/coaching. Staff report increased confidence and leadership readiness (survey). At least 3 staff members take on new leadership responsibilities annually.	N/A
6.2 Strengthen governance capacity and representation by recruiting to vacant governor roles.	July 2026	HT/CoG	- Advertise vacancies through school communications and local networks. - Liaise with the diocese for foundation governor nomination. - Conduct interviews and onboarding for new governors. - Provide induction and training for new members. - Review governing body structure and skills annually.	Monthly: Recruitment progress updates. Termly: Governor attendance and engagement review.	All governor vacancies filled by end of current academic year. New governors complete induction within first term. Governing body skills audit shows balanced representation. Increased governor engagement in meetings and school visits.	N/A
6.3 Embed a coaching culture across the school to support professional growth	Spring 2026	HT	- Develop a coaching framework and expectations. - Integrate coaching into performance management and CPD.	Termly: Coaching participation and feedback.	Coaching programme launched by Spring term.	N/A

and leadership development.			- Encourage peer coaching and reflective practice. - Evaluate impact through staff feedback and leadership outcomes.	Annually: Review of coaching culture impact.	Staff feedback shows a value in coaching for development.	
6.4 Develop systems to evaluate how AI tools are influencing teaching practices and pupil outcomes.	July 2026	SLT	- Identify AI tools currently in use across the school. - Develop criteria for evaluating impact (e.g. workload, engagement, outcomes). - Collect feedback from staff and pupils on AI use. - Adjust implementation based on findings.	Termly: AI impact review and adjustments.	AI impact evaluation system in place by Spring term. All staff using AI tools provide feedback. Evidence of improved efficiency or outcomes in at least two areas. Staff report increased confidence in using AI responsibly.	Cost of AI models agreed
6.5 Enhance governance effectiveness through collaborative leadership between the Chair and Vice Chair.			- Planning and review meetings between Chair and Vice Chair. - Share responsibilities for governor development and school engagement. - Attend strategic planning and governor training as required. - Evaluate governing body impact through self-review and feedback. - Share expertise with wider governing body to build capacity.	Termly: Chair/Vice Chair collaboration review. Annually: Governing body impact evaluation.	Chair and Vice Chair meet at least twice per term. Governing body self-review shows improved strategic leadership. Increased governor participation in school activities. Positive feedback from SLT on governance support.	N/A

Reviewed September 2025