

St Nicholas CE Primary – School Development Plan 2025-26

1) Embed School's Vision and Values

Key Priorities	Actions	Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
Embed the school's vision and values to be fully SIAMS-ready by the next inspection.	<p>Hold sessions with staff to ensure alignment with school vision and values</p> <p>Display values prominently and incorporate them into daily school activities</p> <p>Embed the vision and values in assemblies, lessons, and school life</p> <p>Use LCSF report to address any gaps identified.</p>	<p>JW</p> <p>JW work with Sarah Willoughby</p>	<p>End of Autumn term</p> <p>Ongoing</p> <p>Ongoing throughout the year</p> <p>Ongoing</p>	<p>Discussions</p> <p>Leadership time</p>	<p>Academy Committee</p> <p>Shared with all stakeholders Pupil/parent voice</p>	<p>Integrate the school's vision and values into daily school life and ensure that staff and students are well-prepared for the SIAMS inspection.</p>
Develop Spirituality through the School's Vision	<p>Review school's approach to Spirituality.</p> <p>Develop school's approach to Spirituality, including agreed wording.</p> <p>Re-launch school's approach to Spirituality and deliver at staff INSET and during Worship time for pupils.</p> <p>Ensure all can articulate and reflect about moments of Spirituality using shared language.</p> <p>Involve parents/carers in "moments of reflection" at school events</p>	<p>JW</p> <p>JW work with Sarah Willoughby</p>	<p>Term 1</p> <p>Ongoing</p>	<p>Leadership time</p> <p>Staff meetings</p> <p>Worship time</p>	<p>Academy Committee</p> <p>Shared with all stakeholders Pupil/parent voice</p>	<p>Spirituality is woven through the school vision and ethos Children articulate how worship helps them reflect. Reflection becomes part of daily school culture. Parents and community partners recognise and value the school's spiritual ethos.</p>

2) Raise Attainment in Maths and Writing

Key Priorities	Actions	Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
Ensure that every child makes at least expected progress in Writing from their previous milestone starting point.	<p>Staff undertake Write Stuff training.</p> <p>Identify students not on track for expected progress in Writing through baseline and formative assessments</p> <p>Provide targeted Writing interventions, including small-group or 1:1 sessions</p> <p>Regular writing assessments to monitor progress and adjust strategies</p> <p>Ensure consistent use of the Write Stuff framework across the school to address gaps</p> <p>Engage parents with home-writing strategies to support learning</p>	JW/BB	<p>Term 1</p> <p>Term 1</p> <p>From term 2 onwards</p> <p>Ongoing</p> <p>From Sept 2024</p> <p>Term 3</p>	<p>Inset/Meeting time</p> <p>Leadership time</p>	<p>Findings from book scrutiny/ learning walks</p> <p>Evidence in SAST reports</p>	Embed the Write Stuff framework and provide staff training to ensure progress in writing for all students.
Ensure that every child makes at least expected progress in Maths from their previous milestone starting point.	<p>Conduct baseline Maths assessments to identify students at risk of not making expected progress</p> <p>Provide targeted Maths interventions for students at risk</p> <p>Regularly monitor Maths data and adjust interventions as needed</p> <p>Implement small-group or 1:1 interventions for children with significant gaps in understanding</p>	JW	<p>Term 1</p> <p>Term 2 onwards</p> <p>After each data drop</p> <p>Ongoing</p>	<p>Inset/Staff Meeting time</p> <p>Leadership time</p>	<p>Data analysis</p> <p>Learning walks</p> <p>Book Scrutiny</p> <p>Reporting to Academy Committee</p>	Implement targeted interventions and staff training to improve Maths teaching and ensure expected progress.

	Use staff CPD to train teachers on differentiation and gap-closing strategies		Ongoing			
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3) Ensure consistency of approach in Teaching & Learning practise across the school

Key Priorities		Person Responsible	Time Scale	Resource Implications	Monitoring Strategy	Success Criteria
Establish and embed a consistent whole-school rubric for teaching & learning	Create a St Nicholas rubric and deliver at staff INSET Identify non-negotiables Produce staff handbook Model practice in meetings & observation Monitor and review practise through learning walks and observations	JW	Term 1 Term 1 Ongoing Half termly learning walks	JW time	Report at Academy Committee Meetings and PSG SSF visits Learning walks/ observations / book looks	Rubric consistently referenced in lessons, observations & planning
Raise quality of teaching through Walkthrus CPD	Staff audit of needs Regular Walkthru focus at staff meetings - Use staff meetings for training - Peer coaching pairs - Link CPD to monitoring	JW	Term 1 Ongoing		Learning walks Observations SSF Visits	Teachers apply Walkthru strategies Improved pedagogy visible in lessons