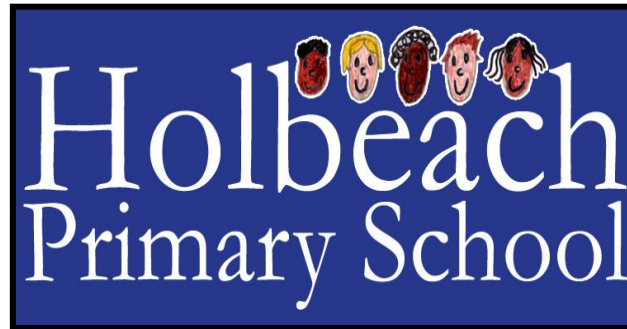




SCHOOL DEVELOPMENT PLAN 2025 – 2026

1. INTRODUCTION

This plan establishes our priorities for school development for September 2025 – July 2026. The purpose of the plan is to identify how we can further improve and develop the work of the school, including sustaining and improving the school following the OFSTED inspection in May 2023 (which judged the school to be in the 'Good' category in all areas).

We have considered priorities for the school year ahead in the light of:

- the outcomes from the Ofsted report in May 2023
- the findings of the school's Self-Evaluation Form (September 2025)
- consultation with staff, children, governors, parents and other stakeholders
- advice and guidance from the Local Authority (including a discussion and evaluation with the School Improvement Partner)
- the advice given to the school by the School Resource Management Adviser (SRMA) in July 2024

2. CONTEXT

This development plan recognises the context of the school and seeks to take this into account. Holbeach Primary School is a slightly-larger-than-average sized community primary school. When the 2025 Census was taken, there were 396 pupils in the school (370 between Reception and Year 6 and 26 children in the Nursery).

The school's capacity (PAN) at the start of the academic year in 2025-26 was:

- 39 in Nursery (13 full-time and 26 part-time)
- 60 in Reception
- 60 in Year 1
- 60 in Year 2
- 60 in Year 3
- 60 in Year 4
- 60 in Year 5
- 60 in Year 6

If full, the school would have 420 pupils between Reception and Year 6 and 39 children in the Nursery (459 in total). Therefore, outside of the Nursery, the school is 88.1% full which represents 11.9% of lost potential funding for the school. This is one of the main reasons why the percentage of expenditure that is due to staffing costs is higher than the recommended amount (80%) and higher than at schools that are fuller than Holbeach. It is also one of the reasons that Holbeach has such clear budget constraints.

The most recent Inspection Data Summary Report (May 2025) confirms that Holbeach Primary School has:

- a "Well Above Average" School location deprivation rating

- an “Above Average” number of pupils who are disadvantaged (30% Pupil Premium)
- a close to average number of pupils who have Special Educational Needs and/or Disabilities (SEND) (13% compared to 14% nationally)
- a “Well Above Average” proportion of pupils an Educational Health & Care Plan (EHCP) (4.4% compared to 3.7% nationally)
- a “Well Above Average” proportion of pupils with English as an Additional Language (55% compared to 24% nationally)
- a “Below Average” level of stability (75% remaining at school throughout)

The proportion of pupils in the school from disadvantaged backgrounds does appear to be significantly higher than the national average and slightly higher than the local (Lewisham) averages. For example:

- The % of children at Holbeach whose family are in the lowest Bands (1a, 1b and 2) of the Income Deprivation Affecting Children Index (IDACI) is 95.1% (compared to 40% National Average and 78% Lewisham Average).
- 26.3% of the current cohort are eligible for Free School Meals (National Average is 24.6%, Lewisham Average is 25.6%)
- It is also clear that at Holbeach there is a considerable number of children whose deprivation is hidden from the national statistics (e.g. no recourse to public funds).

The school is made of a mixture of ethnicities. In the most recent ISDR, it confirmed that the school has 14 out of 17 possible ethnic groups recorded and that those groups with 4% or more are:

- 18%: White - British
- 18%: White - any other White background
- 17%: Mixed - Any Mixed background
- 15%: Black or Black British - African
- 9%: Black or Black British – Caribbean
- 8% Any other ethnic group
- 4%: Black or Black British - any other Black background

3. MISSION, VISION, VALUES

Mission

“To ensure that all children receive a high quality education which has both depth and breadth so that they achieve highly, despite any barriers they may have to their learning”

Vision

“High standards for all; achieved through independence, collaboration and self-regulation”

Values

Value	Behaviour
Ambitious	Ambitious means that I will.... • Grab hold of the opportunities that come my way • Dream big and strive to do the best I can do. • Identify opportunities and take full advantage of them. • Stretch to be the best I can be • Reach even further than I thought I could
Compassionate	Compassionate means that I will.... • Act with kindness at all times • Let you know you're not alone • Do what I can to help you when you need it • Come and stand where you're standing • Support you when you make mistakes
Fearless	Fearless means that I will.... • Give new things a try • Step outside of my comfort zone • Take a risk when there's a good reason • Push through my failures • Recognise that mistakes are part of the learning process
Hardworking	Hardworking means that I will.... • Be 'whole-hearted' in everything that I do • Join in with every experience presented to me • Go the 'extra mile' for others • Do as much as it takes to ensure that I achieve my best at all times. • Listen to and act upon the advice of others
Responsible	Responsible means that I will.... • Take ownership of my own learning and be interested in how I can improve • Be worthy of your trust • Own up to mistakes when I should • Ensure that I get enough sleep every night. • Monitor and moderate my use of technology (including mobile telephones)

4. MONITORING

The plan will be monitored by the senior leadership team and the school Governors. Written progress updates will be included in the termly Headteacher report to the full Governing Body. Link Governors will focus on the actions in the School Development Plan during their visits and report on them to the rest of the Governing Body.

5. THE DEVELOPMENT PLAN

This year's development plan has three main areas of focus. It also includes a 'monitoring' section which details the tasks being undertaken to ensure that progress made by the previous school development plan is not lost.

The school budget plan is cross referenced to the action points and the long term goals. The Development Plan allows for on-going evaluation by staff, governors and at SLT meetings with the inclusion of a **Progress/Outcomes** space in each of the main targets. These will be monitored on a termly basis at the governors meeting through the Headteacher's report.

2025 / 2026 PLAN

1. Improving pupil outcomes in “Grammar, Punctuation and Spelling” (including Phonics) Aims: - Continue to narrow the gap between the school’s Phonics Screening Check (and Phonics Re-Screening Check) results and the National Average - Continue to increase the number of pupils achieving the Early Learning Goal for Word Reading - Increase the number of children who meet the standard for GPS at the end of KS2 - Increase the % of staff who have GPS identified as a strength of teaching during English Book Looks. - Gather Parent/Carer voice to provide evidence that parents have a good understanding of how to support their child with GPS	Monitoring and Evaluation - English Planning Monitoring - English Book Looks - Phonics Assessments (Termly) - Phonic Spelling intervention monitoring	Resources / Finance / Cost - Reading books for Phonics Scheme = £7,000 - CPD about Phonological Awareness from Words First = £750 - Parent Workshop attendance by Words First SaLT = £250 - Supply costs to allow Subject Leaders to complete planning monitoring, Book Looks, lesson observations, Parent Workshops and Pupil Voice = £1,000 - Supply costs to allow teachers and support staff to attend Phonics Training = £1,000 TOTAL COST = £10,000	Timescale: By end of Autumn Term: Books ordered and delivered CPD sessions attended Workshops held By end of Spring Term: Phonics observations have taken place Learning Walks completed By end of Summer Term: Pupil Voice gathered and
Tasks / Action Needed (<i>Responsible person identified</i>)	Success Criteria	Progress/ Outcomes	
Renew unlocking letters and sounds subscription and replenish the reading materials in each class (Chloe S)	- Class Teachers will report a greater number of fully decodable books being available for each child. % of children passing the Y1 and Y2 Phonics check will have increased - All children will have an appropriate reading book available to read with an adult at any given moment.		

Establish a Phonics Focus Team in the school (English Leads / KS1 Phase Leader / SaLT)	- The SLT will be kept up to date with “Intent”, “Implementation” and “Impact” of phonics strategy for the school - All class teachers will feel well supported with	
Targeted CPD for teachers and support staff who have been identified as requiring further support in Phonics (Abi)	- All staff will report that they have the knowledge and understanding to deliver the ULS phonics scheme and the associated interventions - The quality of Phonics lessons observed during the year will be high.	
Teachers in KS1 to manage the individualised “Keep Up” phonics interventions	- Children who need “Keep-Up” support in each class will have been identified. - Records of the intervention and its success will be available for subject leaders. - A greater number of children will achieve the Y1 and Y2 Phonics screening score.	
Review use of how support staff provide Phonics intervention (looking to utilise whole school).	- Phase Leaders will have a clear timetable of interventions available for SLT. - Subject Leaders will have evidence of the impact of the Phonics interventions available - Link Governors will be aware of the impact of the interventions and any barriers to them.	
Repeat the whole school teaching of Phonological Awareness skills at the same time (SaLT to write timetable)	- Parents will be well informed about Phonological Awareness and how to support their child with it - Assemblies, Newsletters etc. will all show evidence of the school’s approach to Phonological Awareness - Learning Walks by the subject leader will demonstrate the impact and effectiveness of the teaching of Phonological Awareness	
SaLT to carry out Sounds Smart interventions in KS1 throughout the whole of the year.	Data will show that these targeted children will have made accelerated progress with their Phonic knowledge by the end of the year (with a significant number achieving the standard in the screening check)	
Y3 to continue whole class teaching of phonics in the Autumn Term then interventions thereafter (Phase Leader)	Lesson plans and learning walks will show that Phonics was taught to whole class in Year 3	

	Intervention timetables and assessments will evidence that targeted children were identified and given interventions.	
Parent workshops for each key stage (Phonological Awareness)	- Parents will be well informed about Phonological Awareness and how to support their child with it - School Website will have ongoing support and guidance for parents and staff around Phonological Awareness	
Develop English planning format to ensure correct coverage of GPS for each year group can be demonstrated (Subject Leader)	- Link Governors will be clear with how GPS is planned for in English. - Class Teachers will have a shared understanding of the progression in skills for sentence structure and GPS. - Some GPS, Handwriting and Spelling intervention groups will have been held across the school.	
Monitor English plans for GPS content and other key focus (Subject Leaders)	- The children's work books will show more obvious progress in GPS skills - Teachers marking will have a greater focus on GPS skills and other key focus.	
Work with School Development Group partners to look at how we can improve the engagement levels in Phonics Intervention groups (Subject Leader)	- Phonics interventions will be more interactive and multi-sensory. - Pupils will speak positively about Phonics Interventions and have high levels of attendance and engagement with them.	
Gather pupil voice about Phonological Awareness, Phonics and teaching of GPS (Subject Leader)	- Pupils will be able to speak knowledgeably about Phonological Awareness and GPS - Sample children will read in a phonetically plausible way and be able to reference the phonics teaching they have had.	
Every Child Matters: <u>Be healthy</u> <u>Stay safe</u> <u>Enjoy and achieve</u> <u>Make a positive contribution</u> <u>Achieve economic well-being</u>		

2. Ensure that there is full coverage of Maths Curriculum in all Year Groups from Nursery to Year 5 Aim: • Increase the % of pupils who achieve ‘Expected’ for the ‘Number’ and ‘Numerical Patterns’ Early Learning Goals in EYFS profile • Increase the % of pupils who achieve the expected standard in Maths at the end of KS2 • Have a clear Monitoring and Evaluation Process in place for demonstrating coverage • Pupil Voice	Monitoring and Evaluation • Lesson Observations • Maths Learning Walks • Teacher Assessments to be moderated by Maths Subject Leaders	Resources / Finance: • Supply costs to allow learning walks, lesson observations, parent workshops and book looks to be effective. = £2,000 • Replenishing the MNP resources and books = • Purchasing more manipulatives to support MNP scheme = £1,000	Timescale: By end of Autumn Term: By end of Spring Term: Parent Workshops held and planning support developed By end of Summer: all actions to have been completed and evaluated.
Tasks / Action Needed <i>(Responsible person identified)</i>	Success Criteria	Progress/ Outcomes	
Maths Subject Leaders to produce an expectations document and share with staff at first INSET day of school year (Autumn Term)	• Class Teachers will have a greater understanding of the school’s Intent for Maths. • Subject Leaders will have greater confidence with holding staff to account for these expectations.		
Maths Subject Leaders to plan and run staff meetings that support class teachers with their Maths planning (Spring and Summer Terms)	• Maths Subject Leaders will be able to demonstrate to school leaders (e.g. Link Governors) how much coverage has been achieved. • Maths Subject Leaders will be able to demonstrate to school leaders (e.g. Link Governors) that teacher confidence / knowledge has been enhanced		
Maths Subject Leaders to create a format for monitoring the amount of coverage of MNP that is achieved in each class.	• Maths Subject Leaders will be able to demonstrate to school leaders (e.g. Link Governors) how much coverage has been achieved. • Maths Subject Leaders will be able to demonstrate to school leaders (e.g. Link Governors) that teacher confidence / knowledge has been enhanced		

Maths Subject Leaders to run Parent/carers workshops in each Key Stage to share Big Ideas in Maths [including a parent/carers workshop for EYFS - Mastering Number] (Spring Term)	- Parents/Carers will report that they feel better informed and advised around supporting their child in Maths - Pupils will begin to talk about the consistency between the support they receive at home and the teaching they have at school.	
Headteacher to oversee a CPD programme for targeted teachers with the NCETM (Autumn Term)	- Individual teachers and support staff will have been identified for CPD support. - CPD opportunities will have been completed and evaluated using the school's format.	
Maths Subject Leaders to review how class teachers use "My Maths" and "Times Table Rock Stars" (TTRS) for home learning and develop the way in which it is used. (Termly)	- Parents/Carers will report that they feel better informed and advised around supporting their child in Maths - Pupils will begin to talk about the consistency between the support they receive at home and the teaching they have at school. - A higher percentage of pupils will be completing the MyMaths and TTRS home learning.	
Maths Subject Leaders to complete an "Interventions Review" (e.g. DHT in Y6 - Cathy Castle in Year 3) to ascertain effectiveness of these interventions and plan for future interventions.	- Maths Subject Leaders will be able to demonstrate to school leaders (e.g. Link Governors) how effective the Maths interventions we currently run are. - The school will have started to follow at least one more Maths intervention programme in one year group (or more).	
Every Child Matters: <u>Be healthy</u> <u>Stay safe</u> <u>Enjoy and achieve</u> <u>Make a positive contribution</u> <u>Achieve economic well-being</u>		

3. Develop the provision for pupils with SEND so that how to differentiate appropriately, using approaches which enable pupils to be taught effectively Aim: • To increase the attendance % of pupils with SEND • To increase the % of SEND pupils who are making “Good” progress • To increase the % of staff who are confident at differentiating appropriately for pupils with complex sensory processing difficulties • To increase parental participation in SEND Learning Plans and SEND provision.	Monitoring and Evaluation	Resources / Finance • Service Level Agreement with Words First to have a qualified OT work to develop staff understanding. = £3,000 • Cost of CPD courses = £1,000 • Supply costs to cover teachers and support staff while they have the CPD. = £2,000 TOTAL = £6,000	Timescale Autumn Term: • NASEN Audit • PM Targets set • CPD started Spring Term:
Tasks / Action Needed <i>(Responsible person identified)</i>		Success Criteria	Progress/ Outcomes
SENDCo to engage with SEND Adviser and LA SEND team to undertake an “NASEN Whole School SEND Review”		• Governors will have a clear understanding of the findings of the review. • SENDCo will have an action plan (which dovetails with this development plan) and progress will have been made towards the outcomes identified	
Headteacher to ensure that the whole-school Performance Management Target for 2025-26 is focused on adaptive teaching and the implementation of the Education Endowment Foundation’s (EEF) “Five-a-day” advice		• All staff will have achieved the target in the appraisal in October 2026 • Lesson observation notes will demonstrate that observers have a clear understanding of where to “spot” the Five-a-day elements • Lesson observation notes will show an increase in the number of teachers who are considering each of the 5 elements	
Headteacher to arrange for Whole-Staff INSET CPD on sensory processing followed by ongoing support from Words First Ltd OT		• Teachers will be more confident and knowledgeable about how to support children with complex sensory profiles	

	- Pupil's learning plans will demonstrate that teachers are planning for sensory circuits and movement breaks and that they are evaluating the impact of these interventions. - Support staff will feel empowered to carry out sensory circuits and movement breaks and will feel supported by the SENDCo and OT in order to do so.	
SENDCo to work with the SEND Advisor (Liz Newton) to plan and deliver training around the implementation of the EEF's "Five-a-day" advice (January INSET)	- All staff will have achieved the target in the appraisal in October 2026 - Lesson observation notes will demonstrate that observers have a clear understanding of where to "spot" the Five-a-day elements - Lesson observation notes will show an increase in the number of teachers who are considering each of the 5 elements - Teachers will be relying less on adult-support as a scaffolding strategy as they learn to meet the children's needs better.	
SENDCo to provide in-class guidance and support to teachers and support staff around scaffolding and differentiation.	- Teachers will feel supported by the SENDCo and will be approaching them more often for advice and guidance. - Teachers will be relying less on adult-support as a scaffolding strategy as they learn to meet the children's needs better.	
SENDCo to evaluate and then develop the provision in the school's Nurture Groups – Pearl and Coral Class	- SENDCo will be able to demonstrate how the intent for this classes is being delivered - Support staff working in these rooms will be effective and will feel supported by SENDCo - Parents of children in these groups will have a clear understanding of what the targets are for their child and why this provision is best for them.	
SENDCo to continue to utilise the support offered by local Special Schools (Brent Knoll & Watergate) through the Delivering Best Value (DBV) scheme	School leaders (including link governors) will have a clear understanding of the benefits of the DBV scheme	

	The SENDCo will be able to demonstrate how the DBV support has impacted on the Nurture Groups and also classroom practice.	
Headteacher to oversee a targeted CPD programme for both teachers and support staff	- Staff who require support and development will have been clearly identified by the Headteacher and the SENDCo - Individual members of staff will have completed their CPD and evaluated it's effectiveness using the school's format. - The SENDCo will be able to evidence that the provision in the classrooms for Pupil's with SEND has improved	
SENDCo to develop the school's approach to assessing children with SEND (beyond NC assessments) so that it captures the progress that they are making	- Intervention records will show the progress being made by the pupils who take part in them. - Staff and school leaders (including Link Governors) will be aware of the school's assessment processes and procedures for pupils with SEND - School's self-assessment of Inclusion will be in the top two categories of the Ofsted framework	
SENDCo to develop the school's approach to interventions for children with SEND so that they provide more evidence of impact and effectiveness	- Intervention records will show the progress being made by the pupils who take part in them. - Staff and school leaders (including Link Governors) will be aware of the school's assessment processes and procedures for pupils with SEND - School's self-assessment of Inclusion will be in the top two categories of the Ofsted framework	
SENDCo to develop the school's approach to learning plans so that class teachers can write and evaluate them in a meaningful and effective way	- Pupil Learning plans will match their lived experience in the classroom. - Teachers will have evaluated each of the targets that they set for pupils with SEND.	
Headteacher to ensure that parent's are better informed and engaged in SEND provision through coffee mornings, workshops and newsletter	- Parent feedback will demonstrate that they feel more informed and better advised about SEND issues. - Pupil's learning plans will show a greater level of co-production with parents.	