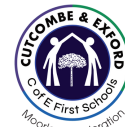


SCHOOL DEVELOPMENT PLAN: VISION

CUTCOMBE AND EXFORD COFE FIRST SCHOOLS



1 SAFEGUARDING

a) Creating a culture of vigilance, care, and accountability where safeguarding is everyone's responsibility.

b) Pupils feel safe, listened to, and protected through robust systems and nurturing relationships.

2 INCLUSION AND SEND

a) Championing equity and access for all learners, especially those who are disadvantaged or have additional needs.

b) Provision is tailored, ambitious, and compassionate—ensuring every pupil feels seen, supported, and successful.

3 CURRICULUM AND TEACHING

a) Creating an ambitious, inclusive, and well-sequenced curriculum that sparks curiosity and deepens understanding, ensuring all pupils gain the knowledge and skills to thrive.

b) A culture of professional growth empowers teachers—through collaboration, coaching, and evidence-based practice—to confidently deliver high-quality learning for every pupil.

4 ACHIEVEMENT

a) Ensuring all pupils make strong progress from their starting points and achieve outcomes that reflect their true potential.

b) Success is measured not only in academic results but in the confidence and resilience pupils develop along the way.

5 ATTENDANCE AND BEHAVIOUR

a) A culture of respect, responsibility, and high expectations where pupils feel safe, valued, and motivated to learn. Positive behaviour is nurtured through strong relationships.

b) Creating an environment where pupils want to be, every day, because they feel connected, supported, and inspired.

c) Attendance is supported through family partnerships and a focus on inclusion.

6 PERSONAL DEVELOPMENT & WELLBEING

a) Supporting pupils to flourish emotionally, socially, and spiritually through a rich and diverse personal development and enrichment offer.

b) Every child is empowered to lead a safe, happy, and healthy life, with a strong sense of self and purpose.

7 EARLY YEARS

a) Provide a diverse range of activities that foster creativity, independence, and critical thinking,

b) while developing a curriculum that ensures smooth progression from EYFS to KS1,

c) building core skills and preparing children for future challenges.

8 LEADERSHIP & GOVERNANCE

a) Creating a positive leadership culture that is supportive, open, reflective, informed and united.

b) A learning community where all staff are valued and able to contribute to school improvement.

9 CHRISTIAN DISTINCTIVENESS & SIAMS

a) Rooting our school's ethos in a theologically grounded Christian vision that inspires hope, compassion, and purpose.

b) Spiritual development is woven through every aspect of school life, enabling all to flourish in the knowledge and love of God.

10 DEVELOPMENT OBJECTIVES

a) Implement and embed My Happy Mind across the schools

b) Improve writing outcomes across all year groups

c) Support the lowest 20% of readers to make accelerated progress

d) Review, implement and embed assessment and interventions for maths

e) Ensure a well-sequenced curriculum with clear goals, building on prior learning across both schools

SCHOOL DEVELOPMENT PLAN: AUTUMN PRIORITIES

Explore 

Prepare 

Deliver 

Sustain 







1 SAFEGUARDING

- Update Safeguarding policies 
- Ensure all staff have up to date training 
- Pupil voice 
- Sign up for Speak Out, Stay Safe 
- Update CPOMS users to reflect current staff 



2 INCLUSION AND SEND

- Update SEND registers 
- APDRs in place for all children SEND support and watchlist 
- Establish EHCP review dates 
- Action plan for assessments for individual children 






3 CURRICULUM AND TEACHING

- Review two year rolling programme (pre-school - Year 4) 
- Review of subscriptions and access to CPDL available to staff 
- Continue to implement RWI phonics 
- Appraisal process for teaching and support staff 





4 ACHIEVEMENT

- PPM meetings, including target setting (ambitious and accessing FFT data) 
- Identify children requiring additional support or challenge 





5 ATTENDANCE AND BEHAVIOUR

- Share updated attendance policy with all stakeholders 
- Attendance review with LA and attendance officer 
- Embed school expectations of Kind Hands, Kind Hearts, Kind Words 
- Review Behaviour Policy 
- All staff model high expectations for behaviour 


6 PERSONAL DEVELOPMENT & WELLBEING

- Continue to embed Jigsaw PSHE curriculum 
- Implement My Happy Mind 
- Continue to embed Picture News to support understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain 
- Review enrichment rolling programme 




7 EARLY YEARS

- Review EY curriculum with reference to A strong foundation in Reception 
- Identify starting points and set next steps 
- Administer RBA in timeframe 
- Map out enrichment opportunities 

8 LEADERSHIP & GOVERNANCE

- Gather staff views for SDP, SEF and CPDL 
- Update SDP and SEF 
- Develop CPDL schedule for Autumn term and beyond 

9 CHRISTIAN DISTINCTIVENESS & SIAMS

- Share Church Guardians Terms of Reference 
- Attend SIAMS training (9.10.2025) 
- Update SIAMS SEF 

10 DEVELOPMENT OBJECTIVES

- Implement and embed My Happy Mind across the schools
- Improve writing outcomes across all year groups
- Support the lowest 20% of readers to make accelerated progress
- Review, implement and embed assessment and interventions for maths
- Ensure a well-sequenced curriculum with clear goals, building on prior learning across both schools (vocabulary)

SCHOOL DEVELOPMENT PLAN:DEVELOPMENT OBJECTIVES



a) Implement and embed My Happy Mind across the schools



Strategies and Actions

Deliver whole-staff training on My Happy Mind
Allocate weekly sessions in class timetables
Integrate key language and techniques into daily classroom practice
Engage families through information sessions and newsletters
Monitor pupil participation and wellbeing outcomes

Success Criteria

All staff confidently deliver the programme
Improved pupil wellbeing through pupil surveys and staff observations
Positive feedback from parents
Consistent language and strategies evident across the school

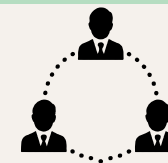
Monitoring and Evaluation

Pupil surveys termly
SLT learning walks
Review delivery through staff feedback and planning scrutiny

Autumn - Spring Term



£1,200 licence and training
Staff meeting time
Parent communication materials



PSHE Lead
SLT
All staff

SCHOOL DEVELOPMENT PLAN:DEVELOPMENT OBJECTIVES



b) Improve writing outcomes
across all year groups



Strategies and Actions

Refine writing curriculum to ensure progression of skills, grammar, and vocabulary
Embed use of high-quality model texts
Provide CPD on effective modelling, grammar, vocabulary development and moderation
Use scaffolding techniques including sentence stems and word banks
Use pupil conferencing and feedback to set targets and raise expectations

Success Criteria

Improved attainment and progress across the school
Vocabulary used in writing is ambitious and subject-specific
Internal moderation confirms improved consistency and standards
Gender and disadvantage gap in writing narrows

Monitoring and Evaluation

Book scrutiny
Pupil progress data
Moderation outcomes
Pupil interviews on language use

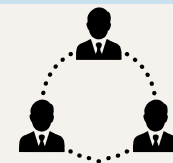
Writing Framework

Ongoing throughout the year



£800 CPD

Purchased high-quality texts
Moderation time and resources



English Lead
Phase Leaders
Class Teachers
SLT

SCHOOL DEVELOPMENT PLAN:DEVELOPMENT OBJECTIVES



c) Support the lowest 20% of readers to make accelerated progress



Strategies
and
Actions

- Identify lowest 20% through phonics, fluency and comprehension assessments
- Deliver daily targeted interventions, focusing on decoding and vocabulary
- Match readers with high-interest, decodable texts
- Provide training for staff on early reading, vocabulary acquisition and EEF recommendations
- Build in regular 1:1 reading with trained adults

Success
Criteria

- Accelerated progress in phonics and reading fluency
- Children demonstrate increased confidence and vocabulary breadth
- Fewer pupils working below expected reading level by end of year

Monitoring
and
Evaluation

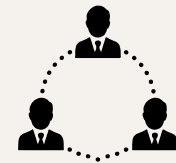
- Phonics screening and reading trackers
- Regular review of intervention records
- Reading Lead and SENCo termly evaluations

Reading Framework

Autumn term onwards



- £500 reading materials
- TA training sessions
- Targeted CPD for phonics and early reading strategies



- Reading Lead
- SENCo
- Class Teachers
- Teaching Assistants

SCHOOL DEVELOPMENT PLAN:DEVELOPMENT OBJECTIVES



d) Review, implement and embed assessment and interventions for maths



Strategies and Actions

Audit existing math assessment practices
Provide CPD on the use of formative and diagnostic tools
Establish and timetable flexible, responsive interventions
Ensure manipulatives and visual representation strategies are embedded
Support language and vocabulary acquisition in maths

Success Criteria

Consistent use of assessment data to inform teaching
Targeted pupils make measurable progress
Staff able to clearly articulate and track pupil gaps and next steps
Mathematical vocabulary is routinely taught and used

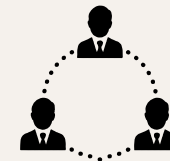
Monitoring and Evaluation

Maths lead monitoring
Data reviews each term
Intervention logs and planning scrutiny
Pupil conversations around mathematical language

Action plan in place by Autumn 2
Embedded by Summer Term



£950 for assessment tools
Maths resources and manipulatives
Staff meeting time



Maths Lead
SLT
All teachers and support staff

SCHOOL DEVELOPMENT PLAN: DEVELOPMENT OBJECTIVES



Ensure a well-sequenced curriculum with clear goals, building on prior learning across both schools - focus on vocabulary



Strategies and Actions

- Undertake curriculum audit with leaders from both schools
- Align subject overviews to ensure progression in knowledge, skills, and vocabulary
- Develop joint CPD on curriculum development, sequencing, and retrieval practice
- Establish shared planning documentation and terminology
- Review impact through assessment, staff feedback and pupil voice

Success Criteria

- Curriculum documents show clear progression of concepts and vocabulary
- Consistency across both schools in expectations and delivery
- Teachers confidently explain curriculum intent, implementation, and impact
- Pupils articulate learning clearly, using appropriate vocabulary

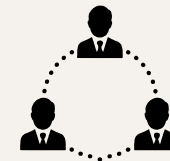
Monitoring and Evaluation

- Joint subject leader reviews
- Planning scrutiny by SLT
- Monitoring by Trust leaders
- Pupil voice and staff reflections

Review: Autumn Term
Implementation: Spring – Summer Term



- £1,000 joint CPD and planning
- Subject leader release time
- Curriculum resource enhancements



Curriculum Lead
Subject Leaders
SLT across both schools