

# 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.

### 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.

### 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.

### 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 

## 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 

## 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 

## 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

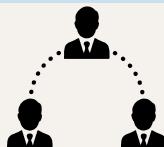
Writing Framework

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

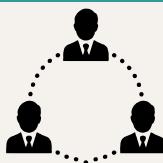
Phonics screening and reading trackers  
Regular review of intervention records  
Reading Lead and SENCo termly evaluations

## Reading Framework

Autumn term onwards

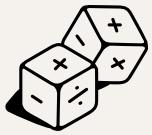


£500 reading materials  
TA training sessions  
Targeted CPD for phonics and early reading strategies



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

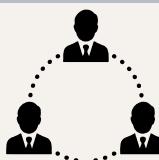
Intervention logs and planning scrutiny

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

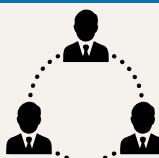
Monitoring by Trust leaders

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