

# Braishfield Primary School - School Development Plan 2025-2026



## Key Priorities:

Curriculum		Culture and Community/ Leadership and Management
1) To improve pupil outcomes by implementing tailored support for the lowest attainers and providing consistent challenge for pupils working at or above age-related expectations.	2) To ensure that the curriculum offer is relevant, engaging, and meets the needs of all pupils by embedding a robust cycle of curriculum review, strengthening subject leadership, and providing targeted professional development.	3) To collaboratively define, develop, and embed a clear and inspiring school culture, vision, and set of values that are lived and breathed by all members of the school community — reflected in the behaviour of pupils, consistency of staff practice, engagement in learning, and the overall atmosphere of the school.

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## Key priority 1: **Curriculum 1- Outcomes**

### Current position:

- There is an established broad and balanced curriculum which ensures coverage of all curriculum subjects with clear skills and vocabulary progressions
- Regular opportunities for curriculum enrichment are available.
- New assessment processes have been established but need to continue to be embedded to ensure ongoing consistency and improved outcomes
- New assessment processes have identified a need to focus on the teaching and learning of the lowest attainers to improve progress and outcomes
- Outcomes for children with the potential to be working at Greater Depth need to be adapted to provide the best opportunity to achieve it
- There is a strong teaching and support staff team across the school and a collaborative approach to supporting all learners
- Data and outcomes in statutory assessments (GLD, Phonics, MTC, SATs) have improved in 2025 but will be an ongoing focus for consistent development of an upward trend both at ARE and GD.

### Strategic Aim:

- To improve pupil outcomes by implementing tailored support for the lowest attainers.
- To provide consistent challenge for pupils working at or above age-related expectations, particularly those with the potential to achieve Greater Depth, across both key stages.

### Success Criteria:

- Identified pupils make at least expected progress, with a significant proportion exceeding expectations. Targets achieved or exceeded in each year group.
- An increase in the number of pupils achieving Greater Depth in reading, writing, and maths by the end of Key Stage 1 and Key Stage 2. Aim of 10-20%
- Intervention programs show measurable impact (e.g. through entry/exit data).
- Lesson observations and work scrutiny show evidence of differentiated planning, outcomes and targeted questioning. 90% of lessons observed
- Pupil Progress Meetings reflect high-quality data analysis and timely adjustments to support.

### Monitoring & Evaluation:

- Termly data tracking and progress reviews
- Lesson observations and book looks with a focus on differentiation and challenge
- Feedback from pupil voice on learning and support received
- Monitoring interventions and outcomes
- Governor updates on progress

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## Key priority 2: **Curriculum 2 – Wider Curriculum**

### Current position:

- There is an established broad and balanced curriculum which ensures coverage of all curriculum subjects with clear skills and vocabulary progressions
- Regular opportunities for curriculum enrichment are available.
- Curriculum 2 year cycle established
- New assessment processes have been established but need to continue to be embedded to ensure ongoing consistency and improved outcomes
- New assessment processes have identified a need to focus on the teaching and learning of the lowest attainers to improve progress and outcomes
- There is a strong teaching and support staff team across the school and a collaborative approach to supporting all learners
- Teaching and assessment in foundation subjects is not consistent across all subjects
- Staff CPD in foundation subjects has not been a priority in recent years and so staff lack confidence in some areas
- Curriculum has become too busy and there is a lack of time to ensure coverage offers depth and wider opportunities for pupil engagement

### Strategic Aim:

- To ensure that the curriculum offer is relevant, engaging, and meets the needs of all pupils by embedding a robust cycle of curriculum review, strengthening subject leadership, and providing targeted professional development.

### Success Criteria:

- All subject leaders can confidently articulate the intent, implementation, and impact of their subject.
- Curriculum is reviewed and adapted to reflect pupils' needs, interests, and current educational expectations.
- CPD supports subject leaders' knowledge and skills, especially in monitoring, sequencing, and progression.
- Increased pupil engagement and outcomes in all subjects.

### Monitoring & Evaluation:

- Subject leader half termly monitoring
- Lesson observations and book looks with a focus on curriculum content and coverage
- Lesson observations and book looks with a focus on differentiation and challenge
- Feedback from pupil voice on learning and support received
- Governor updates on progress

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## Key priority 3: **Culture and Community / Leadership and Management**

### Current position:

- Leaders are committed to supporting staff wellbeing and value positive relationships amongst the team.
- A robust policy and procedure is developing for attendance. Attendance linked to those that are identified as persistent absentees remains a priority. Research shows that absence from school, for whatever reason, can disadvantage a child by creating gaps in learning, which affect a child's ability to succeed.
- The behaviour policy was redeveloped last year but there are inconsistencies in routines, expectations and intentions which need to be clarified and become consistent
- The school vision was redeveloped but did not involve all stakeholders and so there is a lack of understanding and belief in what it means by the staff and children
- The school values have been in place for a number of years but with a new leadership team staff and different children there is a need for these to be reviewed and shared by those in the school now

### Strategic Aim:

- To collaboratively define, develop, and embed a clear and inspiring school culture, vision, and set of values that are lived and breathed by all members of the school community — reflected in the behaviour of pupils, consistency of staff practice, engagement in learning, and the overall atmosphere of the school.

### Success Criteria:

- A clear and meaningful vision and set of values co-created with staff, pupils, parents, governors, and the wider school community.
- The vision and values are visible across the school environment and consistently referenced in communication, decision-making, and daily practice.
- All staff understand and consistently model the agreed values and expectations.
- Pupils demonstrate behaviours that reflect the school values (e.g. kindness, resilience, respect).
- Visitors comment positively on the welcoming, inclusive, and purposeful ethos of the school.
- Improved pupil engagement, behaviour, and wellbeing data (e.g. reduced behaviour incidents, high attendance, and positive pupil voice).
- The school is described as a happy and positive place to learn and work by pupils, staff, and families.

### Monitoring & Evaluation:

- Regular staff and pupil surveys on school culture and ethos
- Behaviour tracking and pupil engagement data
- Learning walks and visitor feedback
- Parent feedback and community engagement levels
- Termly review by leadership team and governors
- Evidence from pupil voice, including school council meetings