Whole School Development Plan 2025/26 to end of 2028/29 to be reviewed at least annually

Outlining key strategic actions for the further development of Grafton Primary School

Priorities for 26-27

Strong broad balanced curriculum adapted for all

Inclusive teaching ensuring all 4 phases of learning from QFT to engage model well organised and effective

Critical Thinking Skills embedded to ensure safety in a new AI world.

27-28, and 28-29 key priorities to be embedding great practice and continue to review curriculum and developing teaching and learning unless other priorities emerg.

Autumn Term 2026

Curriculum foci: English handwriting, Adaptive Teaching, foundational maths e.g. number bonds to 10/20 tables etc

Inclusion Focus: Adaptive teaching using school's tool

AI focus; ensuring safety

	Target	Action	Time	Key people	Resources	How will I know it's been achieved?	Evaluation

1	Curriculum and subject leadership						
	Every subject and development area to have an action plan. Subjects and development areas to be allocated training time over a three-year period. Development plans to include the use of AI. Plans also include strategies for adaptation and consideration of special educational needs and disabilities. Plans to include actions to develop: • vocabulary progression. • cultural capital Curriculum plans to state explicit	2025 to 2026. SEND, Art and design. Music and dance 2026 to 2027. English, PE, and PSHE. 2027 to 2028. Maths, Computing and science. 2028 to 2029. RE. DT and MFL Each subject/devel area to be allocated an INSET day and staff meeting time	2025. To 2029.	Headteacher deputy headteacher subject leaders	INSET Staff meeting time. Release time for subject leaders. Each subject allocated capitation.	There is an action plan for every subject and every development area in the school which identifying key points for action which are time specific. Subject leaders can articulate their vision for what a child will achieve by the time they leave our school in preparation for the next stage of education. Work in books and discussions with children show vocabulary development. SEND children have the same ambitious	

	assessments points and requirements. Action plans to include yearly analysis of strengths and areas. For further work. Action plans to include ways of cross-curricular working and identify aspects of work that can be shared across areas of the school for the benefit of all children.					curriculum but adapted to need. Actions impact on outcomes for children. which are judged through. assessments, tests and questionnaires, monitoring, lessons observations and sampling work. Subject, leaders can identify the areas of their subject which are particularly strong and potentially areas which need developing over time. Assessment is clear for each subject and leads to teachers being even better informed about their children leading to more precise next steps.	

						Refer to subject action plans e.g. maths subject action plan to include addressing lower than nat ave attainment in MTC.	
2	Teaching and Learning						
	Ensure that QF teaching and learning is of the highest quality across the school and follows the 10 principles of Rosenshine. NB EY will look slightly different. Staff still have the prerogative to explore creative and innovative styles of teaching and learning but must always consider outcomes for children within this process.	Create teaching and learning handbook out of the resources that have been shared with staff focusing on: • Checking understanding. • Retrieval and spaced repetition. • Modelling and scaffolding. • Questioning techniques. Share great practice across the school to build up bank of resources and approaches that	2025 to 2029.	Head teacher, deputy head teacher, assistant headteacher for curriculum teaching and learning	Staff meeting time. AHT time. Time and cover costs to release teachers to observe.	All lessons are engaging, creative, and adapted where required. The vast majority of lessons follow the 10 principles of Rosenshine. Progress children make with their learning as identified through individual child review sessions and statutory testing, indicates that teaching and learning is extremely effective at Grafton Primary School. A few lessons follow a different pattern	

		make lessons most effective. Staff meetings timetabled at regular intervals in order to review and renew aspects of Roseshine as identified through lesson observations, book looks, discussions with staff. Lesson observations to focus on key principals which will be communicated to staff. Induction process for new learning staff to include the school's rubric on Roseshine.				where teachers want to explore innovative and creative styles; however, children's outcomes must be assured.	
	Home work	Regular task based home work to be replaced by foundational knowledge.	September 2026	HT		Teachers report better foundational knowledge in these key areas. Parents more able to support	

		Each week children to be given, reading, spellings linked to phonics and foundational maths e.g. number bonds to 10 or tables. Year 6 may give extended homework as a prep for secondary.				on these key essential skills.	
3	CPD and Appraisal						
	Ensure that all staff are trained to the highest level to ensure that they all have the skills require to make a significant impact on the outcomes of children. Link appraisal system to school priorities in particular teaching and learning priorities, professional	Through the school's monitoring procedures, e.g. lesson observations, conversations, work sampling and questionnaires, Identify training needs. For individual members of staff as well as whole school areas for development. Job descriptions to be reviewed. For all staff from domestic	Autumn 2025 to Summer 2026.	All senior leadership team, teacher appraisal led by HT, support staff appraisal led by DHT	Meeting time. Senior leader time. Cost to release staff from classroom. cost of bespoke training outside of the school where required.	The school's monitoring arrangements indicate that staff are having a greater impact on outcomes for children. This may be identified through lesson observations, book sampling, monitoring, data analysis and conversations.	

	standards and outcomes for children.	staff to the head teacher. Where possible. Match need with expertise in the school. Where that is not possible, identify out-of-school training. Appraisal system in place for support staff.	Easter 2026 ongoing	deputy head teacher			
4	SEND						
	Ensure that all children with SEN access an ambitious curriculum Ensure that all children's needs are met, particularly those children who find learning challenging.	Interventions are timetables and monitored throughout the year and adapted according to assessment outcomes. Trained staff. Identify assessments.	January 2026 ongoing	Special educational needs and disabilities leader.		Assessments over time conversations with children conversations with staff and conversations with parents and carers indicate that that those children of greatest need are making excellent progress in our school and enjoying an enriched and extended curriculum	

	Ensure a suite of effective and researched interventions are in place to support specific learning issues. Ensure that staff have the skills required. To implement interventions. Ensure that interventions hold a high-status. Continue to provide specialist support for children of greatest challenge See SEND plan for more	Identify other sources of information gathering. Intervention data to be shared with SLT and governors. Analyse data and analyse information to identify strengths and areas for development. Continue to invest in Ed spchyd, Sp and Ln and Dyslexia specialist teachers. Develop provision in in house ARP					
5	AI						

	AI is embedded across the school, impacting on staff efficiency, creativity of learning and enjoyment for children. The negative implications of AI are addressed.	Organise a day's INSET training. RPT. To be SLT lead. Staff focus group to be set up to consider AI use across the school. Staff meeting time to be allocated to review AI. All subjects include AI in their action plans. AI. To have its own action plan. Cross reference with computing action plan and SoW. Train staff on implications of use of AI and the safeguarding implications for children.	October 2025 And ongoing.	Assistant head teacher curriculum, teaching and learning.	INSET time, staff meeting time. Release time for teachers. SLT Time. Software cost.	Tools have been identified that impact positively of staff workload. All subjects understand the implications of AI within their subject and where appropriate AI is used within the subject. Staff say that AI is having a significant impact on their work load learning for children. In conversations children are able to articulate what the dangers of AI are and what they need to do if they feel	

		Ensure that AI as well as on-line safety are addressed in safeguarding policy.				unsafe through the use of AI	
6	Safeguarding and Attendance						
	New post to be created to support well-being of children and adults both within our school and the wider community. Supporting attendance. And managing lunchtime staff.	Finance to be identified. Job description to be written. Personal specifications to be written. Advertisement and recruitment. To follow.	By Easter 2026.	Head Teacher.	Cost of role. Recruitment costs.	Most vulnerable families and children most at risk of low attendance are supported by specific member staff within the school. Safeguarding capacity is enhanced and extended by an additional member of staff who can take on both administrative and strategic role within this area. Community is better sign posted to resources to support parenting and	

						childhood development. There is a clear line of support at lunchtime to both promote positive play and deal with behaviour incidents before they get to the head teacher. Well-being and. First aid systems are robust and ensure that all members of our community feel safe, secure, looked after and healthy.	
	Ensure that safeguarding meets the requirements of the school. And that the school was proactive in meeting the needs of its community.	Train more staff to DSL level. Keep list of vulnerable children and families who the Pastoral Lead will support proactively.	Initially September 2025. New post in place by Easter 2026. List of vulnerable	headteacher deputy headteacher pastoral manner	Cost of training, Cost of new post. Meeting time. Training time.	School makes fewer referrals to children's social care, but makes far more referrals supportive to agencies. In surveys and questionnaires parents say they feel	

	Safeguarding training for the whole school to include more sophisticated identifying children and families at risk of neglect and abuse, rather than purely those children who have experienced this or who	Reducing the likelihood of referrals having to be made to children's social care. Create list of vulnerable children and vulnerable families. New well-being role to include well-being of community and therefore identify the families and adults within our school community who are vulnerable or at risk and provide resources and signpost agencies who can support. These adults and families.	children and vulnerable families drawn up October 2025. new line specialist safeguarding training for all staff, September 2026.			supported by the school.	
	Raise attendance to above national average. Current attendance is 94%	First day calling for all. Protocols for punctuality and attendance including attendance meetings,	September 2026 and ongoing	Welfare Officer, admin staff.		Attendance better than 95% overall. Clear process to deal with absence and	

	PAs at 22% but skewed by a few reduced amongst all. Focus on 95% or better attendance in year 1 and 2 particularly with nearly 50% of children's attendance is 95% or better.	Develop a graduated approach to attendance issues: Text Letter Metting with Attendamnce Lead Meeting with Head Warning of penalty Cooms with LA Penalty				punctuality issues in place.. Reduce PAs to national ave levels. Track attendance particularly year 1 and 2, analyse issues and look to	By end of summer term 2026 PA down to 16% from 22%
7	Behaviour and Attitudes						
	Ensure that lunchtime play is a meaningful time for children by providing play opportunities led by and supported by adult staff as well as coaches and child play leaders.	Provide training for lunch staff. Purchase resources Create timetable.	September 2026.	Assistant head Teacher culture, ethos and behaviour. pastoral support manager	Cost of training and new resources.	Fewer incidents of inappropriate behaviour. Children report that they enjoy lunchtime play and can explain why.	

	Ensure behaviour is of the highest standard possible across the school at all times and in all situations.	Establish routines around the school, for every stage of the day, ensure that these routines are understood and followed by all members of the school community, children, staff and parents and carers. Interventions in place to support children who find school particularly challenging. In particular focus on the youngest children who may not have experienced the social interactions with children or peers of their own age or a positive supportive environment Holistic work Practices in place to support families where children find	on going	Assistant headteacher ethos culture and behavior pastoral manager Special needs leader.		There is a shared understanding across the school and across the whole school community that although behaviour was of a very high standard in the school, that some children may find school more challenging. For those children there is support in place, understanding that what we need to do as a school is support. those children rather than look to remove them from the school setting Instance of prejudicial behaviour recorded by the head teacher are reduced by 10% each term	

		school challenging, or indeed where families report that children are finding behaving at home quite challenging. Behaviour in lessons continues to be excellent because they are exciting and engaging and adapted.				Outside agencies continue to refer to behaviour at school as being excellent	
	Child on Child violence Ensure that those children who struggle with tensions around games play and settling of scores are supported both in their play and with emotional regulation to avoid any physical clashes.	Monitor this through use of the CPOMS Appoint lunchtime play mentor to work with children Identify areas of playground for children to play in Work with children on dealing with tensions arising from disputes over game play. Reinforce with lunchtime staff importance of	October 2026	HT	Cots of lunchtime LM	CPOMS shows there are fewer incidents each week i.e. only 1 incident every week rather than current situation as of October 2026 of every other day.	

		supporting play, not just supervising.					
	Staffing						
	Ensure that the staffing structure across all departments of the school meets the requirements of a 21st century organisation providing an excellent education.	Review all departments of the school against need. Create structure that is agreed as to be the 'right one' for Grafton. Work to either sustain the current structure if that is considered the 'right one' or or plan to achieve a 'new' structure.	September 2026 on going.	head teacher	Cost of consultant, Cost of leadership time, Cost of governor time. Potential cost of additional staff.	Governors and SLT agree that the structure meets requirements	
8	Early Years						
	Fill all available places in nursery and 2+ by providing: • Wrap around car 40 weeks of year	Review current arrangements for admissions into two plus and nursery. Analyze them in terms of what	September 2025.	early years leader nursery leader	Early years leader time potentially additional resources to employ	numbers increase by 10% each year over 4 years	

	• Flexible solutions for working parents and carers • An engaging and exciting nursery provision including an exciting and challenging outside area.	parents and carers look for with. technology in mind. Review staffing in two plus and nursery and early years to ensure that the roles meet the needs both statutory requirements of the setting and need in terms of child development. Review the written curriculum for two plus nursery and early years to ensure that it meets statutory requirements. The principles of teaching and learning within Grafton primary school these six principles of Grafton primary school and that is an engaging curriculum which excites children and	January 2026. summer 2026		staff with appropriate qualifications.		

		leads to. Deeper learning. Write Statement of Intent which sets out the provision which Grafton Primary School will aim to achieve over the course of the year 2026-2027. Set out the financial requirements to meet the vision. consider whether the current financial climate allows for the vision to be be achieved Model staffing to achieve the vision for the school. And that this vision is then advertised and					

		shared widely in the local community. Review uptake and adapt staffing accordingly.. Governors to have final say. If there is to be a financial commitment, which would be considered a risk.					
9	Built Environment						
	Continue to improve the built environment of the school	Redecorate hallways and classroom Build MUGA develop quiet garden into a sensory garden specifically aimed at those children of greatest challenge but also accessible by all children at lunchtime and break time	January 2026 easter 2026 September 2026	school business manager assistant school business business manager premises manager	Capitation identified through the budget, charitable donations through the school, PTA and other charities. Resources and	Plan is drawn up to redecorate those the school over the next three years and the timelines of that plan are met, assuming financial resources can be allocated. sensory garden is built and used by both children of	

					revenue raised through applications to charitable organizations.	significant need and all children across the school at break time and lunchtime children report that they enjoyed the space and it is leading to better well being. Multi use games areas built following application to charitable organization.	
10	Cultural Capital						
	Provide peripatetic instrumental music teaching	Appoint Peripatetic music musician to teach violin. Across the school from year three to year 6. Develop ensemble playing so that the school has at least a string ensemble,	September 2025	assistant headteacher ethos culture and behavior	one year's salary for two days a week for 10 weeks of each term cost of repairing	Every child from year three to year 6 learns the violin and says that they enjoy learning the violin. School has a string ensemble. Potentially, children are entered for examinations in the	

		potentially an orchestra. Provide tuition for identified gifts and talented children to play orchestral instruments. observe string teaching to ensure that it is the highest quality in that children make progress week by week um lesson by lesson playing the violin			instrument s cost of buying music cost of buying music stands	violin, having been tutored only at school.	