

HWIS - School Development Plan

(Happiness & Wonder Inspire Success)



September 2025 - July 2026

Priority	Impact	Focus	Objective
1.	Safeguarding	Wellbeing of staff and children reviewed and monitored on a daily basis through effective policies, training, supervision and follow up.	To ensure the positive mental health and wellbeing and safeguarding of staff and children through proactive and effective development and management of policies, culture, staff awareness and practice.
2.	Developing teaching/ Curriculum	<p>Staff able to adapt lessons through a range of effective assessments and by embedding adaptive teaching and retrieval practice to improve provision and progress for key pupil groups (disadvantaged, SEN, EAL and 'close to' children).</p> <p>Continue to develop the role of subject leadership to ensure improvements in teaching, learning and assessment across the wider curriculum.</p> <p>Continue to use the phonics progress partnership assessment document and phonics tracker to support delivery of phonics sessions.</p> <p>Provision for teaching handwriting.</p>	<p>To ensure all lessons are consistently good or better.</p> <p>To develop strategies to support children connecting previous learning with new learning.</p> <p>To ensure all subjects are effectively resourced and planned.</p> <p>Continue to raise standards in phonics.</p> <p>To ensure all children are forming their letters correctly.</p>
3.	Attendance	Prioritise intervention on non-attendance and its impact on progress and attainment and increase expectations on parental engagement with improving this for key children.	To improve the overall school attendance of pupils in line with national expectation.
4.	Leadership and governance	<p>Work with EPS and EFS to ensure the school budget is in line with our predicted outcome.</p> <p>To build capacity by ensuring all members of staff are supported in their roles.</p>	<p>To run a balanced budget with funds being spent to improve the quality of pupils learning.</p> <p>To strengthen the strategic leadership capacity of the Deputy Head, SENCO, and Team leaders, enabling them to take a whole-school view and drive improvements in teaching, behaviour, SEND provision, and pupil outcomes.</p>