HWIS - School Development Plan

(Happiness & Wonder Inspire Success)

September 2026 – July 2027



Overview

Target 1 To improve attainment and progress in writing across EYFS and Key Stage 1 by ensuring all pupils develop strong transcription, composition, vocabulary and sentence-building skills, enabling them to write confidently and independently for a range of purposes.
Rationale and focus Continue to develop a consistent whole-school approach to early writing so pupils secure the foundational knowledge needed to move from oral composition and transcription to fluent, purposeful and independent writing. Focus particularly on disadvantaged pupils, pupils with SEND and pupils at risk of falling behind. By July 2027, at least 75% of pupils achieve the school's age-related expectations in writing by the end of Year R and at least 65% by the end of Years 1 and 2.

Target 2 To further improve achievement in the Early Years and phonics so that a high proportion of children achieve a Good Level of Development (GLD) at the end of Reception and meet the expected standard in the Year 1 Phonics Screening Check, providing secure foundations for future learning by June 2027.
Rationale and focus Build on existing effective practice by ensuring that high-quality early teaching, systematic synthetic phonics, language development and early identification of need are consistently implemented. Teaching will be responsive to children's starting points, with additional support provided quickly where children are at risk of falling behind. Particular attention will be given to ensuring that disadvantaged pupils, pupils with SEND and children who enter school with lower starting points make strong progress and are well prepared for the next stage of their education.

Target 3 To reduce the percentage of pupils who are persistently absent (below 90% attendance) through targeted intervention, family engagement and early identification, with particular focus on SEN and FSM pupils.
Rationale and focus Create a consistent cycle of early identification, graduated support, challenge and review so concerns are addressed before patterns become entrenched. Work with families to understand barriers while maintaining clear expectations about regular attendance. By July 2027, whole-school persistent absence reduces from 20% to no more than 13%. Persistent absence for FSM pupils reduces from 30% to no more than 25%, and for SEN pupils from 25% to no more than 20%.

Target 4 To create a safe, stimulating, inclusive and nurturing indoor and outdoor learning environment that promotes children's wellbeing, engagement, independence and achievement by July 2027.
Rationale and focus Develop learning spaces so they actively support the curriculum. Indoor and outdoor provision should enable pupils to access resources independently, practise key knowledge and skills, feel included and safe, and engage purposefully in learning.