St Stephen's CE Primary School

nurture • grow • flourish

SCHOOL DEVELOPMENT PLAN

VERSION 3.1

OCTOBER 2026

Together, we will *nurture* every child,

help them *grow* and enable them to *flourish*.

SCHOOL DEVELOPMENT PLAN RATIONALE

OUR CONTEXT AND AMBITION

St Stephen's CE Primary School is a community rooted in the belief that every child can **nurture**, **grow** and **flourish** when the right conditions are in place.

Our school serves a vibrant and diverse community with high levels of contextual vulnerability. Our ambition is to ensure that every child, regardless of their starting point, receives an exceptional education, expert support and the opportunities they need to achieve as well as they can and to lead happy, healthy and successful lives.

WHAT OUR SELF-EVALUATION TELLS US

Evaluation of outcomes, teaching, curriculum implementation and pupils' day-to-day experience identifies three **important areas** where greater consistency will have the greatest impact on pupils.

We are proud of our many strengths across the school.

We have identified key areas where consistency needs to improve.

These are the areas yielding the greatest impact for pupils now and in the future.

This evaluation informs our development priorities.

OUR COMMITMENT

Through our School Development Plan, we will build on our strengths and address our identified priorities. We are committed to working together with staff, pupils, families, governors and our wider community to ensure that **every child** at St Stephen's CE Primary School is supported to **achieve their very best**.

KEY AREAS FOR DEVELOPMENT

To address these challenges, the school is committed to a set of **Core Expectations** that apply to all staff, all pupils, and all classrooms.

1



Every pupil will access an ambitious, well-sequenced curriculum

- No pupil is removed from the curriculum unnecessarily
- Learning builds on prior knowledge and is clearly structured
- Key knowledge and vocabulary are explicitly taught and revisited

2



Teaching will be consistently strong and evidence-informed

- Teachers use explicit instruction, modelling and guided practice
- Retrieval and review are embedded in all subjects
- Misconceptions are identified and addressed immediately

3



Behaviour will support learning at all times

- Classrooms are calm, purposeful and focused
- All pupils are actively engaged in learning
- Adults respond consistently and relationally

4



Reading is prioritised across the school and beyond

- Reading is taught explicitly and systematically
- Pupils read frequently, fluently and with understanding
- Parents are actively supported to develop reading at home

5



Inclusion is embedded in all practice

- Barriers to learning are identified and addressed early
- Support is precise, proportionate and regularly reviewed
- All pupils are known, supported and challenged

These five key areas guide our actions and decisions.

Together, they ensure every child can achieve their very best.

HOW OUR PRIORITIES WORK TOGETHER

This development plan is deliberately designed so that all priorities are **interconnected and mutually reinforcing.**

CURRICULUM

A clearly defined and coherently sequenced curriculum ensures that pupils know more, remember more and can do more over time. It provides the structure for all teaching and learning.

TEACHING

A strong teaching culture ensures that pupils are:

- taught consistently well
- challenged and supported
- engaged in learning
- able to build on prior knowledge

High-quality, evidence-informed teaching maximises learning time and enables the curriculum to be delivered effectively.

BEHAVIOUR

A positive and supportive learning environment ensures that all pupils:

- are safe, calm and ready to learn
- treat others with respect
- are actively engaged in learning
- develop strong attitudes to learning

This is essential for equity, high standards and strong outcomes.

READING

Reading underpins all areas of learning. By prioritising reading, we ensure that pupils:

- develop fluency, comprehension and vocabulary
- read frequently and confidently across subjects
- have the knowledge they need to access the full curriculum
- are supported to develop a lifelong love of reading.

INCLUSION

Inclusive practice ensures that all pupils:

- can access the curriculum
- receive the support they need
- are not limited by barriers to learning
- are valued, known and supported to succeed

This is integral to achieving equity and strong outcomes for every child.

WHAT SUCCESS WILL LOOK LIKE BY JULY 2027

- Pupils will achieve strong outcomes across all subjects, with attainment and progress at least in line with national expectations.
- Teaching will be consistently strong, with pupils learning confidently and successfully across the curriculum.
- Classrooms will be calm, purposeful and focused on learning.
- Attendances will be high, and persistent absence significantly reduced.
- Disadvantaged pupils and pupils with SEND will achieve well, with gaps diminishing over time.
- Parents will actively support learning, particularly reading, through strong partnership with the school.
- Leadership at all levels will demonstrate clear impact, with systems that are consistent, sustainable and effective.

This plan reflects a commitment not simply to improvement, but to **sustained excellence**, ensuring that every child at St Stephen's CE Primary School has the opportunity to thrive.

SAFEGUARDING

YEAR 2: FROM SECURE PRACTICE TO SUSTAINED IMPACT

Two-Year Development Journey | September 2025 – July 2027

SEPTEMBER 2025

YEAR 1 – ESTABLISH & EMBED

Strengthen culture, systems, staff knowledge, pupil understanding and partnership.

OCTOBER 2026 – CURRENT POSITION

SECURE

●●●●○

Year 1 evaluation demonstrates that the four safeguarding strands are now securely established.

2026–27

YEAR 2 – DEEPEN & SUSTAIN

Test consistency, respond to emerging need, eliminate variation and demonstrate impact over time.

JULY 2027

SUSTAINED IMPACT

●●●●●

Safeguarding is consistently strong, responsive and demonstrably effective across the school.

INTENT

What we are securing in Year 2

Build on the secure safeguarding practice established during Year 1 so that consistency, professional curiosity, precision and responsiveness are sustained across all staff, systems and pupil groups.

- A culture where safeguarding is understood, owned and enacted by everyone.
- Precise systems with no avoidable delay.
- Pupils know how to stay safe and seek help.
- Coordinated support for vulnerable pupils.

IMPLEMENTATION

How we will deepen practice

REVISIT → REHEARSE → MONITOR → TEST → EVALUATE → REFINE

Safeguarding is deepened through ongoing training, scenario practice, robust systems, curriculum and pupil voice, leadership oversight, family engagement and multi-agency working.

YEAR 2 ENABLERS

Strong Leadership · Expert Staff · Effective Systems · Pupil Voice · Partnership Working

IMPACT

What Year 2 must demonstrate

- Staff act with clarity, confidence and professional curiosity.
- Concerns are identified and acted upon promptly and appropriately.
- Pupils feel safe, supported and heard.
- Vulnerability is identified early.
- Support is coordinated and effective.
- Leaders identify and address variation rapidly to ensure equity.

OUR FOUR STRATEGIC SAFEGUARDING STRANDS

01 CULTURE & STAFF PRACTICE ●●●● SECURE

INTENT	Every adult understands, owns and consistently enacts their safeguarding responsibilities.
IMPLEMENTATION	Induction, scenario briefings, updates, knowledge check, embedded expectations in CPD/PM.
IMPACT	Staff demonstrate vigilance, professional curiosity and confidence in identification and response.

YEAR 2 FOCUS: Test application, respond to emerging risks and maintain high professional practice.

02 SYSTEMS & RESPONSE SUSTAINED IMPACT ●●●●●

INTENT	Safeguarding systems are precise, consistent and without avoidable delay.
IMPLEMENTATION	CPOMS protocol, same day triage, daily overview, weekly tracking, half-termly audits.
IMPACT	Concerns are accurately recorded, acted upon promptly and followed through.

YEAR 2 FOCUS: Quality-assure systems, eliminate variation and evidence sustained precision.

03 PUPIL KNOWLEDGE & VOICE ●●●● SECURE

INTENT	Every pupil understands how to stay safe, recognise risk and seek help, confidently.
IMPLEMENTATION	Sequenced curriculum, explicit teaching, focus weeks, trusted adults, pupil voice.
IMPACT	Pupils can explain how to stay safe and know who will help them.

YEAR 2 FOCUS: Evaluate understanding across groups and demonstrate impact over time.

04 PARTNERSHIP & EARLY HELP SUSTAINED IMPACT ●●●●●

INTENT	School, families and agencies work together to reduce risk and support early.
IMPLEMENTATION	Agency protocols, case working, parent workshops, system alignment.
IMPACT	Support is early, coordinated and responsive to need.

YEAR 2 FOCUS: Evaluate effectiveness, deepen coordination and strengthen early intervention.

EVERY CHILD. EVERY TIME.

EVERY ADULT KNOWS · NOTICES · ACTS

EVERY CONCERN RECOGNISED · RECORDED · RESPONDED TO

EVERY PUPIL SAFE · SUPPORTED · HEARD

EVERY VULNERABLE CHILD KNOWN · TRACKED · SUPPORTED

Safeguarding is everyone's responsibility and everyone's priority.

YEAR 2 EVALUATION DASHBOARD – HOW WE KNOW

STRAND	CURRENT POSITION (Sept 2026)	EVIDENCE THAT IT IS SECURE	WHAT WE NEED TO DO IN YEAR 2 TO REACH SUSTAINED IMPACT	HOW WE WILL KNOW WE HAVE GOT THERE	NEXT STEPS / ACTIONS
01 CULTURE & STAFF PRACTICE	SECURE ●●●●○	• Induction and half-termly briefings embedded • Staff knowledge checks show consistent understanding • Scenario practice shows confident responses • Safeguarding expectations embedded in CPD and daily practice	• Test application consistently through monitoring and professional dialogue • Maintain high-quality training and keep updates relevant to emerging risks • Address any variation quickly • Deepen professional curiosity and challenge	• Staff voice demonstrates confidence and clarity • Monitoring shows consistent practice across all staff • Knowledge checks show high levels sustained over time • CPOMS quality remains consistently strong	Sustain consistency and address any variation identified through monitoring and knowledge checks.
02 SYSTEMS & RESPONSE	SUSTAINED IMPACT ●●●●●	• CPOMS protocol in place and followed • Same-day triage and daily DSL review operating effectively • Weekly tracking meetings established • Half-termly audits show improvement and compliance	• Quality-assure recording and response times • Use data to identify patterns and act early • Strengthen case reviews and follow-through • Ensure systems remain resilient and sustainable • Eliminate any avoidable delay or variation	• Audits show consistent accuracy • No avoidable delay in response • Tracking evidence demonstrates effective oversight • Vulnerable pupils outcomes improve	Eliminate variation and demonstrate sustained precision and responsiveness.
03 PUPIL KNOWLEDGE & VOICE	SECURE ●●●●○	• Safeguarding curriculum mapped and taught • PSHE and assemblies address key themes • Pupils identify trusted adults • Pupil voice is regular and valued	• Deepen understanding across contexts and groups • Evaluate curriculum impact and adapt • Ensure pupils can apply knowledge in real situations • Strengthen pupil voice influence on improvement	• Pupil voice shows confidence and trust • Pupils can explain how to stay safe • Learning walks show secure understanding • Safeguarding themes discussed by pupils	Ensure consistent understanding and pupil voice drives further improvement.
04 PARTNERSHIP & EARLY HELP	SUSTAINED IMPACT ●●●●●	• Agency protocols in place • Multi-agency meetings established • Parent workshops delivered • Safeguarding, attendance and pastoral systems aligned	• Evaluate impact of multi-agency support • Strengthen early help and prevention • Increase family engagement and accessibility • Ensure alignment leads to better outcomes	• Case reviews show coordinated support • Early intervention reduces risk • Parent engagement increases • Attendance and pastoral data improves	Strengthen early intervention and prove impact over time.

OUR YEAR 2 PRIORITIES

- Sustain consistent, confident staff practice across all contexts
- Eliminate any variation and demonstrate precision in systems
- Embed and deepen safeguarding knowledge and pupil voice
- Ensure early help and multi-agency support achieves the best outcomes
- Build a culture of continual learning, challenge and improvement
- Respond swiftly to emerging risks and contextual safeguarding concerns

OUR YEAR 2 MILESTONES (2026–27)

AUTUMN TERM 2026
- Safeguarding relaunch and updates
- Scenario briefings
- System audits
- Pupil voice baseline review

SPRING TERM 2027
- Knowledge checks and feedback
- Safeguarding focus week
- Curriculum evaluation
- Early help review

SUMMER TERM 2027
- Impact evaluation
- Case review analysis
- Parent feedback
- Final safeguarding audit

JULY 2027
Review progress against our journey and confirm next steps beyond 2027.

THE TEST OF SUSTAINED IMPACT

EVERY ADULT	Do staff know, notice and act consistently every time?
EVERY CONCERN	Is every concern recognised, recorded and responded to without avoidable delay?
EVERY PUPIL	Do all pupils feel safe, supported and confident to seek help?
EVERY VULNERABLE CHILD	Are vulnerable pupils known, tracked and supported effectively?
EVERY SYSTEM	Are our systems precise, aligned and evaluated to improve?

INCLUSION

YEAR 2: FROM SECURE FOUNDATIONS TO SUSTAINED IMPACT

Two-Year Development Journey | September 2025 – July 2027

SEPTEMBER 2025
YEAR 1 – ESTABLISH & EMBED

Establish consistent inclusive teaching, graduated support, specialist provision and targeted responses to disadvantage and vulnerability.

OCTOBER 2026 – CURRENT POSITION
SECURE FOUNDATIONS

●●●●○

Year 1 evaluation shows that our inclusion systems and practice are well established and delivering secure outcomes.

2026–27
YEAR 2 – DEEPEN & SUSTAIN

Eliminate variation, sharpen provision, evaluate impact and ensure inclusion translates into stronger outcomes for every pupil.

JULY 2027
SUSTAINED IMPACT

●●●●●

Inclusion is fully embedded, highly effective and exemplary in practice across the school.

INTENT
What we are securing in Year 2

Every pupil, particularly those with SEND, those who are disadvantaged and those who are vulnerable, accesses an ambitious curriculum and receives the precise support they need to achieve well.

IMPLEMENTATION
How we will deepen practice

REVISIT → REHEARSE → MONITOR → TEST → EVALUATE → REFINE

Inclusive teaching, precise identification, specialist HUB provision and coordinated support are strengthened, monitored and refined through professional development, robust systems and evaluation.

IMPACT
What Year 2 must demonstrate

- Barriers to learning are consistently reduced.
- All pupils access the full curriculum.
- Provision is matched precisely to need and makes a measurable difference.
- Pupils are known, supported and included.
- Engagement, attendance and wellbeing improve, leading to stronger outcomes.

OUR FIVE STRATEGIC INCLUSION PRIORITIES

01 INCLUSIVE TEACHING & CURRICULUM ACCESS

Year 2 Focus

Eliminate variation in adaptive teaching and ensure every pupil accesses the ambitious curriculum.

- Adaptive teaching is consistent across all classrooms.
- Curriculum adjustments meet individual needs.
- Staff are confident in inclusive strategies and scaffolded support.
- Progress is monitored and gaps are addressed quickly.

02 GRADUATED APPROACH & ADDITIONAL SUPPORT

Year 2 Focus

Sharpen identification, provision and evaluation of impact through our graduated approach.

- Early identification is accurate and timely.
- Support is precisely matched to need.
- The impact of interventions is regularly reviewed.
- Specialist provision is integrated effectively.
- Transitions are well planned and supported.

03 QUALITY LEARNING HUB

Year 2 Focus

Sustain outstanding practice, respond to changing pupil need and share effective practice across the school.

- Provision meets the needs of pupils with complex needs.
- Pupils make progress towards personalised outcomes.
- The HUB is a centre of expertise for staff and families.
- Reintegration and transition are supported effectively.
- Impact is evaluated and informs whole-school practice.

04 DISADVANTAGED PUPILS

Year 2 Focus

Strengthen the link between identified barriers, targeted provision and improved outcomes.

- Barriers to learning are identified early and addressed.
- Funding is used effectively and strategically.
- Academic, social and emotional support is aligned.
- Attendance and engagement improve for disadvantaged pupils.
- The impact of provision is measured and evidence-led.

05 VULNERABILITY, ATTENDANCE & ENGAGEMENT

Year 2 Focus

Deepen coordinated support to improve attendance, behaviour, wellbeing and engagement.

- Vulnerable pupils are known and regularly reviewed.
- Attendance improves through early intervention and family support.
- Behaviour support is proactive and consistent.
- Pupils feel safe, valued and included.
- Multi-agency working is effective and timely.

YEAR 2 EVALUATION DASHBOARD – HOW WE KNOW

STRAND	CURRENT POSITION (October 2026)	EVIDENCE THAT IT IS SECURE	WHAT WE NEED TO DO IN YEAR 2 TO REACH SUSTAINED IMPACT	HOW WE WILL KNOW WE HAVE GOT THERE	NEXT STEPS / ACTIONS
01 INCLUSIVE TEACHING & CURRICULUM ACCESS	SECURE ●●●●○	• Lesson visits show adaptive strategies in place • Books show curriculum access for all pupils • Staff demonstrate secure understanding of inclusive practice • Pupil voice shows high expectations	• Eliminate variation in adaptive teaching • Ensure all pupils access the ambitious curriculum • Strengthen subject planning to address barriers • Deepen staff expertise through CPD	• Teaching is consistently adaptive • All pupils access and achieve in curriculum • Reduced variation across classes • Pupil voice and work confirm inclusion	Continue monitoring and refine the CPD focus.
02 GRADUATED APPROACH & ADDITIONAL SUPPORT	SECURE ●●●●○	• Additional support systems are in use for all pupils receiving graduated support • APDR cycles are in place and reviewed • Support is planned with clear outcomes • Staff understand the graduated approach	• Sharpen identification and assessment • Ensure provision is additional and precisely matched • Strengthen review and evaluation of impact • Build staff confidence and consistency	• Provision is precisely matched to need • Impact of support is clearly evidenced • APDR cycles are robust and consistent • Outcomes show improved progress	Audit and refine systems; strengthen staff training.
03 QUALITY LEARNING HUB	SUSTAINED IMPACT ●●●●●	• High quality environment and routines • Pupils make progress from their starting points • Staff expertise is strong and specialist • External feedback affirms strong practice	• Sustain outstanding practice • Respond to changing cohort need • Share effective practice more widely • Continue to refine environment and curriculum	• Pupils make sustained progress • Independence, communication and regulation improve • Strong feedback from stakeholders • Practice influences wider school	Maintain excellence; respond to need; share best practice.
04 DISADVANTAGED PUPILS	SECURE ●●●●○	• Barriers to learning are identified • Pupil Premium strategy is in place • Interventions are targeted to need • Progress and attendance are tracked	• Strengthen link between barriers, provision and outcomes • Refine and adapt interventions • Improve attendance and engngement • Increase impact of Pupil Premium investment	• Improved progress and attainment • Attendance and engagement improve • Interventions show measurable impact • Gaps in outcomes reduce	Review strategy impact; adapt interventions.
05 VULNERABILITY, ATTENDANCE & ENGAGEMENT	SECURE ●●●●○	• Daily attendance systems are operating • Vulnerable pupils have named adults • Behaviour systems are consistent • Safeguarding and pastoral support work effectively together	• Deepen coordination of attendance, behaviour and safeguarding • Reduce persistent absence further • Strengthen relational practice across school • Improve engagement for vulnerable pupils	• Attendance improves across the school • Persistent absence reduces • Behaviour incidents decrease • Pupil voice shows feeling supported	Strengthen systems and partnerships; monitor impact.

OUR YEAR 2 PRIORITIES

- Eliminate variation in inclusive teaching and curriculum access.
- Sharpen the graduated approach and evaluate impact rigorously.
- Sustain excellence in the Quality Learning HUB and share practice.
- Reduce gaps for disadvantaged pupils and improve outcomes.
- Improve attendance, engagement and wellbeing for vulnerable pupils.

OUR YEAR 2 MILESTONES (2026–27)

AUTUMN TERM 2026	SPRING TERM 2027	SUMMER TERM 2027	JULY 2027
• Systems review and refinement • Training and CPD focus • Baseline data collection	• Monitor consistency • Adapt provision • Evaluate early impact • Share effective practice	• Evaluate impact • Close gaps • Strengthen partnerships • Plan for sustainability	• Review progress against journey • Confirm sustained impact • Plan next steps beyond 2027

THE TEST OF SUSTAINED IMPACT

EVERY PUPIL	Can every pupil access and participate successfully in the ambitious curriculum?
EVERY NEED	Are needs identified accurately and provision matched precisely?
EVERY INTERVENTION	Can we demonstrate that additional provision makes a difference?
EVERY BARRIER	Are barriers arising from SEND, disadvantage or vulnerability being reduced?
EVERY SYSTEM	Do teaching, SEND, attendance, behaviour, pastoral and safeguarding systems operate coherently around the child?

CURRICULUM & TEACHING

YEAR 2: FROM SECURE PRACTICE TO SUSTAINED IMPACT

Two-Year Development Journey | September 2025 – July 2027

SEPTEMBER 2025

YEAR 1 – ESTABLISH & EMBED

Define curriculum end points and sequencing, strengthen subject knowledge and embed evidence-informed teaching and assessment.

OCTOBER 2026 – CURRENT POSITION

SECURE FOUNDATION

●●●●○

We have a secure foundation across curriculum, teaching and assessment with some areas for further development.

2026–27

YEAR 2 – DEEPEN & SUSTAIN

Eliminate variation, deepen expertise and ensure pupils know, remember and apply more over time.

JULY 2027

SUSTAINED IMPACT

Curriculum and teaching are consistently strong, coherent and demonstrably effective across the school.

INTENT

What we are securing in Year 2

Every pupil experiences an ambitious, coherently sequenced curriculum that identifies precisely what they should know and remember, delivered through consistently strong teaching.

- Ambitious and coherent curriculum
- Strong subject knowledge and pedagogy
- Evidence-informed teaching in every classroom
- Precise assessment that drives learning
- High expectations for every pupil

IMPLEMENTATION

How we will deepen practice

REFINE → TEACH → RETRIEVE → CHECK → ADAPT → APPLY

Curriculum refinement, subject expertise, explicit instruction, retrieval and review, precise assessment and professional development work together to strengthen learning.

IMPACT

What Year 2 must demonstrate

- Pupils know and remember more over time.
- Teaching is consistently precise and responsive.
- Vocabulary is increasingly secure across subjects.
- Misconceptions are identified and addressed quickly.
- Pupils apply learning with increasing fluency and independence.

OUR FIVE STRATEGIC PRIORITIES FOR YEAR 2

01 CURRICULUM COHERENCE & SEQUENCING

●●●●○ SECURE

Year 2 Focus

Refine sequencing, end points and vocabulary; embed our mapped enrichment programme across school.

02 SUBJECT & PEDAGOGICAL EXPERTISE

●●●●○ SECURE

Year 2 Focus

Deepen teacher and subject-leader expertise so curriculum intent translates consistently into strong teaching.

03 EVIDENCE-INFORMED TEACHING

●●●●○ SECURE

Year 2 Focus

Secure consistent explicit instruction, retrieval practice and cumulative review.

04 ASSESSMENT & RESPONSIVE TEACHING

●●●●○ SECURE

Year 2 Focus

Sharpen assessment so gaps and misconceptions drive immediate teaching and curriculum adaptation.

05 FLUENCY, INDEPENDENCE & HIGH EXPECTATIONS

●●●●○ SECURE

Year 2 Focus

Ensure pupils practise, apply, reason and produce high-quality work with independence.

CURRICULUM & TEACHING – YEAR 2 EVALUATION DASHBOARD: HOW WE KNOW

STRAND	CURRENT POSITION (October 2026)	EVIDENCE OF CURRENT POSITION	YEAR 2 DEVELOPMENT PRIORITIES (To reach sustained impact)	HOW WE WILL KNOW WE HAVE GOT THERE	NEXT STEP / ACTION
01 CURRICULUM COHERENCE & SEQUENCING	SECURE ●●●●○	• Curriculum maps and end points in place • Subject sequencing documented • Book scrutiny shows coherent progression • Pupil voice shows understanding of learning • Whole-school enrichment programme mapped to the DfE Enrichment Framework (June 2026)	Refine sequencing, end points and vocabulary progression. Review our mapped enrichment offer for breadth, equitable access and participation across school.	• Pupils recall and connect learning across topics and years • Vocabulary is used accurately and confidently • Work shows cumulative learning and challenge • Enrichment participation and pupil feedback demonstrate breadth and equitable access	Refine sequencing and end points where variation remains.
02 SUBJECT & PEDAGOGICAL EXPERTISE	SECURE ●●●●○	• CPD records • Subject leader monitoring reports • Teacher self-assessment • Pupil voice on explanations and support	Deepen teacher and subject-leader expertise so curriculum intent translates consistently into strong, accurate teaching in every classroom.	✓ Teachers explain concepts with clarity and precision ✓ Subject leaders drive improvement with impact ✓ Pupils report confident subject teaching	Target CPD based on monitoring findings.
03 EVIDENCE-INFORMED TEACHING	SECURE ●●●●○	• Learning walks and lesson visits • Books show retrieval and review • Teacher planning includes evidence-informed strategies • Pupil voice on challenge and feedback	Secure consistent use of explicit instruction, retrieval practice and cumulative review across all subjects.	✓ Pupils retrieve knowledge confidently ✓ Learning builds over time ✓ Teaching strategies are evident in every classroom	Address variation and strengthen application of evidence-informed strategies.
04 ASSESSMENT & RESPONSIVE TEACHING	SECURE ●●●●○	• Assessment systems and data • Moderation records • In-lesson checks for understanding • Intervention and support records	Sharpen assessment so gaps and misconceptions are identified precisely and teaching is adapted immediately.	✓ Misconceptions are identified quickly ✓ Teaching adapts in the moment and over time ✓ Pupil progress accelerates	Refine diagnostic assessment and response systems.
05 FLUENCY, INDEPENDENCE & HIGH EXPECTATIONS	SECURE ●●●●○	• Book scrutiny and learning outcomes • Learning walks • Pupil voice on challenge • Homework and independent work	Ensure pupils practise, apply, reason and produce high-quality work with increasing independence.	✓ Pupils apply learning confidently ✓ Work shows depth, reasoning and quality ✓ Pupils are resilient and ambitious	Embed further independence and challenge strategies.

OUR YEAR 2 PRIORITIES

- ✓ Eliminate variation in curriculum design and delivery.
- ✓ Deepen subject and pedagogical expertise.
- ✓ Secure evidence-informed teaching in every classroom.
- ✓ Use assessment increasingly precisely to drive teaching.
- ✓ Strengthen retention, fluency and independent application.

OUR YEAR 2 MILESTONES (2026–27)

AUTUMN 2026	SPRING 2027	SUMMER 2027	JULY 2027
• Curriculum baseline and reviews • CPD priorities • Instructional model monitoring	• Evaluate consistency across subjects • Pupil recall and retrieval review • Assessment moderation	• Evaluate impact on learning and outcomes • Subject leader impact review • Identify and address remaining gaps	• Confirm sustained impact • Celebrate strengths • Identify next priorities

THE TEST OF SUSTAINED IMPACT

EVERY SUBJECT	Is the intended knowledge precisely defined, coherently sequenced and securely learnt?
EVERY TEACHER	Is teaching consistently strong, precise and evidence-informed?
EVERY PUPIL	Do pupils know, remember and apply more with increasing independence?
EVERY ASSESSMENT	Does assessment tell us clearly what pupils know and what they need next?
EVERY CLASSROOM	Are high expectations translated into consistently strong learning?

READING, LANGUAGE & PARTNERSHIP

YEAR 2: EXTENDING LEARNING FROM SCHOOL TO HOME

Two-Year Development Journey | September 2025 – July 2027

SEPTEMBER 2025

YEAR 1 – ESTABLISH & DEVELOP

Strengthen reading provision, access to high-quality texts, parental guidance, curriculum communication and home reading.

OCTOBER 2026 – CURRENT POSITION

SECURE FOUNDATION

We have a secure foundation in reading teaching and parental communication with some areas for further development.

2026–27

YEAR 2 – DEEPEN ENGAGEMENT & IMPACT

Increase consistency, participation and impact across school and home.

JULY 2027

SUSTAINED IMPACT

Reading and language are strengths of the school and families are confident partners in learning.

INTENT

What we are securing in Year 2

Every pupil develops the reading fluency, comprehension and vocabulary needed to access the full curriculum, supported by a strong partnership between school and home.

- Reading opens the door to the whole curriculum
- Rich vocabulary builds confidence and understanding
- Families feel informed, equipped and involved
- Every child has access to high-quality reading
- Reading for pleasure is valued and celebrated

IMPLEMENTATION

How we will deepen practice

TEACH → READ → TALK → SHARE → SUPPORT → REPEAT

High-quality reading teaching, explicit vocabulary, engaging texts, regular home reading, parental guidance and clear curriculum communication reinforce one another to strengthen learning.

IMPACT

What Year 2 must demonstrate

- Pupils read increasingly fluently and confidently.
- Comprehension and vocabulary strengthen.
- Pupils read more frequently and widely.
- Families understand how to support learning.
- Home reading becomes increasingly consistent.
- Parents understand the curriculum and its expectations.

OUR FOUR STRATEGIC PRIORITIES FOR YEAR 2

01 READING & LANGUAGE

Fluency • Comprehension • Vocabulary

YEAR 2 FOCUS

Reading provides access to knowledge across the curriculum and builds the language pupils need to think and communicate.

02 HOME READING & READING FOR PLEASURE

Frequency • Access • Breadth • Motivation

YEAR 2 FOCUS

Regular reading at home and exposure to a wide range of texts builds confidence, motivation and understanding.

03 PARENTS AS PARTNERS

Workshops • Modelling • Language • Guidance

YEAR 2 FOCUS

Parents are equipped with strategies and knowledge to support reading, vocabulary and language at home.

04 CURRICULUM COMMUNICATION & WEBSITE

Information • Key Knowledge • Support

YEAR 2 FOCUS

Our website makes curriculum expectations, key knowledge and support for families clear, accessible and easy to use.

READING, LANGUAGE & PARTNERSHIP – YEAR 2 EVALUATION DASHBOARD: HOW WE KNOW

STRAND	CURRENT POSITION (October 2026)	EVIDENCE OF CURRENT POSITION	YEAR 2 DEVELOPMENT PRIORITIES (To reach sustained impact)	HOW WE WILL KNOW WE HAVE GOT THERE	NEXT STEP / ACTION
01 READING & LANGUAGE • Fluency • Comprehension • Vocabulary	**4 SECURE** ●●●●○	• Reading assessment data and progress over time • Pupils voice confidence in reading and vocabulary • Strong classroom practice and learning walks • Vocabulary progression across subjects	Strengthen fluency and comprehension for all, expand vocabulary across the curriculum and ensure reading supports access to every subject.	✓ Pupils read fluently and with understanding ✓ Vocabulary used confidently in writing and talk ✓ Reading progress improves for all groups ✓ Pupils access the curriculum confidently	→ Refine reading strategies and vocabulary teaching.
02 HOME READING & READING FOR PLEASURE • Frequency • Access • Motivation	**4 SECURE** ●●●●○	• Home reading records show regular engagement • Wide range of texts available and used • Pupil and parent voice is positive • Book access and quality	Increase frequency, quality and consistency of reading at home and build a love of reading for pleasure.	✓ More pupils read regularly at home ✓ Increased engagement with a wide range of texts ✓ Pupils talk positively about reading ✓ Participation rates increase across school	→ Target families for increased engagement and support.
03 PARENTS AS PARTNERS • Workshops • Modelling • Language Support	**4 SECURE** ●●●●○	• Workshop attendance and feedback • Parent survey responses • Use of guidance/resources • Communication (newsletters, posts)	Increase parental confidence and participation through practical guidance, modelled strategies and clear communication.	✓ More parents attend and engage with workshops and events ✓ Parents report greater confidence supporting learning ✓ Families use strategies to support reading and language at home ✓ Communication is clear and accessible	→ Broaden reach of workshops and support materials.
04 CURRICULUM COMMUNICATION & WEBSITE • Information • Key Knowledge • Support • Accessibility	**4 SECURE** ●●●●○	• Website analytics and page use • Parent feedback on website content • Quality and clarity of curriculum information • Accessibility and translation use	Ensure the website provides clear, accessible and useful curriculum information and practical support for every family.	✓ Parents can easily find clear, relevant information ✓ Resources are widely used and valued ✓ Information is clear, helpful and accessible ✓ Families understand what their child is learning and how to help	→ Expand and refine content and improve accessibility.

OUR YEAR 2 PRIORITIES

- ✓ Strengthen reading fluency, comprehension and vocabulary.
- ✓ Increase the frequency and quality of home reading.
- ✓ Broaden access to high-quality texts for all pupils.
- ✓ Equip parents with knowledge and strategies to support learning.
- ✓ Use the website to connect curriculum, school and home.



Reading opens doors.
At school and at home,
every book helps
every child to grow.

OUR YEAR 2 MILESTONES (2026–27)

AUTUMN 2026
- Website launch and promotion
- Home reading routine relaunched
- Reading baseline and data review
- Parent workshop programme begins

SPRING 2027
- Monitor home reading frequency
- Evaluate workshop impact
- Review vocabulary development
- Engage families and respond

SUMMER 2027
- Evaluate reading progress and engagement
- Review website usage and feedback
- Review vocabulary and curriculum access
- Update support resources

JULY 2027
- Confirm sustained impact
- Celebrate strengths and successes
- Identify next priorities for 2027–28
- Plan for continued improvement

THE TEST OF SUSTAINED IMPACT

EVERY PUPIL	Does every pupil read fluently, confidently and with understanding to access learning?
EVERY READER	Does every pupil read frequently, widely, and increasingly independently?
EVERY SUBJECT	Does vocabulary development enable pupils to understand and communicate ideas across all subjects?
EVERY FAMILY	Does every family have the knowledge, resources and opportunities to support reading and learning?
EVERY CONNECTION	Do school, curriculum and home reinforce one another to improve outcomes?

BEHAVIOUR & ATTENDANCE

YEAR 2: FROM SECURE PRACTICE TO SUSTAINED IMPACT

Two-Year Development Journey | September 2025 – July 2027

SEPTEMBER 2025

YEAR 1 – ESTABLISH & EMBED

Embed routines, strengthen consistency and ensure behaviour and attendance support learning every day.

OCTOBER 2026 – CURRENT POSITION

SECURE

●●●●○

Year 1 evaluation shows our systems and expectations are well established, with remaining areas for greater consistency and impact.

2026–27

YEAR 2 – DEEPEN & SUSTAIN

Eliminate variation, strengthen behaviour for learning and improve attendance and engagement.

JULY 2027

SUSTAINED IMPACT

Behaviour fully supports learning; pupils are engaged, resilient and present. Attendance is strong for all.

INTENT

What we are securing in Year 2

Every pupil learns in a calm, purposeful environment where high expectations, strong relationships and excellent attendance enable them to thrive.

High expectations | Consistent routines | Active participation | Strong attendance

IMPLEMENTATION

How we will deepen practice

ROUTINE → ENGAGE → SUPPORT → MONITOR → REFLECT → REFINE

Behaviour routines, instructional practice, relational support and attendance systems operate together as one coherent approach to maximise learning and engagement.

IMPACT

What Year 2 must demonstrate

- Calm, purposeful classrooms across the school.
- High levels of attention, participation and effort.
- Resilient learners who take ownership.
- Improved attendance and reduced persistent absence.

01 BEHAVIOUR FOR LEARNING

Attention • Participation • Routines

Current position ●●●●○

YEAR 2 FOCUS

Ensure behaviour routines and high expectations maximise learning time in every classroom.

02 CONSISTENCY OF PRACTICE

Routines • Responses • Monitoring

Current position ●●●●○

YEAR 2 FOCUS

Eliminate variation through precise routines, monitoring and feedback.

03 RELATIONSHIPS, READINESS & ENGAGEMENT

Relational Practice • Readiness • Resilience

Current position ●●●●○

YEAR 2 FOCUS

Strengthen relational support and teaching of learning behaviours to build engagement and independence.

04 ATTENDANCE

Presence • Punctuality • Partnership

Current position ●●●●●

YEAR 2 FOCUS

Improve attendance through early identification, consistent intervention and strong family partnership.

BEHAVIOUR AND ATTENDANCE – YEAR 2 EVALUATION: HOW WE KNOW

STRAND	CURRENT POSITION (October 2026)	EVIDENCE OF CURRENT POSITION	YEAR 2 DEVELOPMENT PRIORITIES	HOW WE WILL KNOW WE HAVE GOT THERE	NEXT STEPS / ACTIONS
01 BEHAVIOUR FOR LEARNING Ensure behaviour consistently supports learning through high levels of attention, engagement and participation.	Current position **4 SECURE** ●●●●○ Behaviour systems are secure and support learning in most classrooms with limited variation.	• Lesson visits and learning walks • Pupil voice on engagement • Behaviour data: low-level disruption trends • Work scrutiny: quality of participation.	• Redine and embed non-negotiable routines. • Align behaviour with the instructional model. • Strengthen instructional practice to increase active participation. • Review and refine practice for consistency and impact.	• Pupils sustain high levels of attention and participation. • Low-level disruption remains low and does not impact learning. • Teaching and behaviour routines are applied consistently across all classrooms.	→ Continue to refine routines and eliminate variation through monitoring and feedback.
02 CONSISTENCY OF PRACTICE Minimise variation by ensuring consistent routines, responses and expectations across the school.	Current position **4 SECURE** ●●●●○ Routines and responses are consistently applied with some areas for refinement.	• Learning walk records • Staff feedback • Behaviour data by class/year • Monitoring reports	• Establish half-termly learning walks. • Identify and address variation through support and feedback. • Provide precise feedback to staff. • Evaluate consistency and next steps.	• Routines and responses are consistently applied. • Staff implement expectations with confidence. • Variation between classrooms is minimal.	→ Focus support on remaining variations and consolidating high consistency across all classrooms.
03 RELATIONSHIPS, READINESS & ENGAGEMENT Strengthen relational support and teach learning behaviours to build engagement, independence and resilience.	Current position **4 SECURE** ●●●●○ Most pupils show positive attitudes and take ownership of their learning with effective relational support.	• Pupil voice • Behaviour and engagement data • Pastoral support records • Work scrutiny • Staff and pupil feedback	• Teach and reinforce learning behaviours across lessons and assemblies. • Embed opportunities for independence and sustained thinking. • Provide targeted relational support for identified pupils. • Review impact through behaviour and engagement data.	• Pupils demonstrate positive attitudes and take ownership of their learning. • Independent learning increases across the curriculum. • Engagement and behaviour improve for targeted pupils.	→ Deepen strategies that build independence and strengthen relational support for vulnerable pupils.
04 ATTENDANCE Improve attendance through early identification, consistent intervention and strong partnerships with families.	Current position **5 SUSTAINED IMPACT** ●●●●● Attendance is improving with established processes and early intervention in place.	• Attendance data and trends • Persistent absence data • Intervention records • Attendance Action Plan reviews • Family communication logs	• Embed daily monitoring and first-day response. • Implement staged intervention for persistent absence. • Review attendance with Leadership and external partners. • Strengthen family engagement and review impact.	• Attendance continues to improve for all groups. • Persistent absence reduces over time. • Families engage positively with school support.	→ Increase attendance further by deepening family engagement and reducing persistent absence.

YEAR 2 PRIORITIES

- ✔ Embed and refine behaviour routines to maximise learning time.
- ✔ Ensure consistency of practice in all classrooms.
- ✔ Strengthen relationships and learning behaviours for all pupils.
- ✔ Improve attendance through early intervention and partnerships.

YEAR 2 MILESTONES

- Autumn 2026: Routines refined; baseline consistency data.
- Spring 2027: Consistent practice; reduced low-level disruption.
- Summer 2027: Strong consistency; improved attendance and engagement.
- July 2027: Behaviour fully supports learning; attendance strong.

TEST OF SUSTAINED IMPACT

By July 2027, behaviour is consistent, purposeful and fully aligned to learning. Pupils are engaged, take ownership of their learning and attendance is strong for all. Impact is evident in outcomes and pupil experiences.

LEADERSHIP & GOVERNANCE

YEAR 2: FROM SECURE LEADERSHIP TO SUSTAINED IMPACT

Two-Year Development Journey | September 2025 – July 2027

SEPTEMBER 2025

YEAR 1 – ESTABLISH & EMBED

Clarify accountability, strengthen leadership capacity, align monitoring and establish coherent professional development and governance.

→

SEPTEMBER 2026

CURRENT POSITION

●●●●○

Year 1 evaluation demonstrates strong leadership systems and clear accountability, with Year 2 focused increasingly on consistency and demonstrable impact.

→

2026–27

YEAR 2 – DEEPEN & SUSTAIN

Sharpen evaluation, strengthen leadership at all levels and demonstrate that leadership action consistently improves provision and pupil outcomes.

→

JULY 2027

SUSTAINED IMPACT

Leadership and governance are coherent, evidence-informed and demonstrably effective in improving the quality of education and outcomes for all pupils.

INTENT – What we are securing in Year 2

Leadership at every level is clear, accountable and sharply focused on improving provision and outcomes for pupils.

Clarity · Accountability · Expertise · Evidence · Sustainability

IMPLEMENTATION – How we will deepen practice

LEAD → MONITOR → EVALUATE → CHALLENGE → DEVELOP → REFINE

Leadership development, monitoring, staff voice and governance operate as one coherent improvement system.

IMPACT – What Year 2 must demonstrate

- Leaders know their areas precisely and act on evidence.
- Monitoring leads directly to improvement.
- Subject and phase leaders demonstrate measurable impact.
- Professional development changes practice.
- Governance provides informed challenge and oversight.

OUR SIX STRATEGIC PRIORITIES FOR YEAR 2

01 STRATEGIC LEADERSHIP & ACCOUNTABILITY

Clarity • Priorities • Impact

Current position ●●●●○

YEAR 2 FOCUS

Sharpen accountability so leadership activity translates demonstrably into improved provision and outcomes.

02 SUBJECT & PHASE LEADERSHIP

Expertise • Monitoring • Outcomes

Current position ●●●●○

YEAR 2 FOCUS

Deepen leaders' expertise and evaluation so they can demonstrate the impact of their leadership.

03 PROFESSIONAL DEVELOPMENT

CPD • Practice • Improvement

Current position ●●●●○

YEAR 2 FOCUS

Ensure sustained professional development produces demonstrable changes in teaching and pupil learning.

04 WORKLOAD & STAFF WELLBEING

Purpose • Efficiency • Sustainability

Current position ●●●●○

YEAR 2 FOCUS

Keep systems proportionate and purposeful so staff effort remains focused on high-impact activity.

05 GOVERNANCE

Oversight • Challenge • Support

Current position ●●●●○

YEAR 2 FOCUS

Implement the external review recommendations and demonstrate strengthened strategic challenge and impact.

06 SAFEGUARDING OVERSIGHT

Assurance • Scrutiny • Accountability

Current position ●●●●○

YEAR 2 FOCUS

Sustain rigorous leadership and governor assurance that safeguarding remains consistently effective.

LEADERSHIP AND GOVERNANCE - YEAR 2 EVALUATION: HOW WE KNOW

STRAND	CURRENT POSITION (October 2026)	EVIDENCE OF CURRENT POSITION	YEAR 2 DEVELOPMENT PRIORITIES	HOW WE WILL KNOW WE HAVE GOT THERE	NEXT STEPS / ACTIONS
01 STRATEGIC LEADERSHIP & ACCOUNTABILITY	Current position ●●●●○ SECURE	• Roles and responsibilities established • Monitoring aligned to priorities • Leadership reviews inform decisions • Clear, shared vision and direction	• Sharpen evaluative monitoring • Strengthen links between action and outcomes • Increase precision of reporting • Build succession and distributed leadership capacity	• Monitoring identifies the right issues • Actions lead to measurable improvement • Leaders articulate impact precisely • Broader leadership capacity evident across the school	→ Refine monitoring systems and increase distributed leadership opportunities.
02 SUBJECT & PHASE LEADERSHIP	Current position ●●●●○ SECURE	• Leadership development in place • Regular release time provided • Subject and phase action plans used • Termly evaluations produced	• Deepen curriculum and pedagogical expertise • Strengthen evaluative reporting • Increase challenge around outcomes • Share best practice across subjects and phases	• Leaders know strengths and variation • Reports evaluate, not just describe • Pupil evidence shows impact • Consistent practice across subjects and phases	→ Strengthen subject and phase leadership through targeted CPD.
03 PROFESSIONAL DEVELOPMENT	Current position ●●●●○ SECURE	• Coherent CPD programme in place • CPD aligned to SDP priorities • Staff feedback is positive	• Evaluate the impact of CPD • Strengthen professional learning for all staff • Embed peer-to-peer learning • Tailor development to individual and team needs	• Practice changes are sustained • Monitoring shows greater consistency • Staff can articulate the impact of CPD • Professional dialogue is strong and regular	→ Demonstrate the impact of CPD beyond participation.
04 WORKLOAD & STAFF WELLBEING	Current position ●●●●○ SECURE	• Policies and systems reviewed • Monitoring proportionate • Staff voice established • Wellbeing support in place	• Remove low-impact activity • Evaluate workload implications • Protect sustainable practice • Enhance staff wellbeing offer	• Staff report manageable workload • Systems remain efficient • Staff feel supported and valued • Sickness absence remains low	→ Sustain efficiency while maintaining high expectations and staff wellbeing.
05 GOVERNANCE	Current position ●●●●○ SECURE	• Governor training programme in place • Monitoring aligned to priorities • External review completed (Summer 2026) • Clear challenge and support	• Implement review recommendations • Strengthen strategic challenge • Deepen understanding of impact • Ensure a skilled and diverse governing body	• Review actions completed and evaluated • Minutes evidence informed challenge • Governors can articulate impact • Governance influences improvement	→ Demonstrate sustained impact of review recommendations.
06 SAFEGUARDING OVERSIGHT	Current position ●●●●○ SECURE	• Regular safeguarding audits • Leadership oversight in place • Governor safeguarding monitoring • Strong culture of vigilance and reporting	• Maintain rigorous oversight • Test consistency through audit • Respond to emerging risk • Ensure safeguarding remains a standing item on all governance agendas	• Audits show sustained effectiveness • Leaders identify variation rapidly • Safeguarding remains secure • Governors confidently challenge and support	→ Sustain rigorous assurance and accountability.

OUR YEAR 2 PRIORITIES

- ✓ Sharpen leadership accountability and impact.
- ✓ Deepen subject and phase leadership.
- ✓ Demonstrate the impact of CPD.
- ✓ Maintain sustainable, proportionate systems.
- ✓ Implement governance review recommendations.
- ✓ Sustain rigorous safeguarding oversight.

OUR YEAR 2 MILESTONES (2026–27)

AUTUMN 2026	SPRING 2027	SUMMER 2027	JULY 2027
• Governance review actions • Leadership baseline • Monitoring priorities • CPD focus	• Evaluate leadership impact • Subject reviews • Staff voice • Governance progress	• Impact evaluation • Governance effectiveness • CPD impact • Workload review	• Confirm sustained impact • Evaluate two-year journey • Establish next priorities

THE TEST OF SUSTAINED IMPACT

EVERY LEADER	Can leaders demonstrate what has improved because of their leadership?
EVERY PRIORITY	Does monitoring result in timely and effective action?
EVERY DEVELOPMENT ACTIVITY	Can we demonstrate changes in practice and pupil outcomes?
EVERY GOVERNOR	Does governance provide informed strategic challenge and support?
EVERY SYSTEM	Is it purposeful, proportionate and sustainable?
EVERY DECISION	Is it rooted in evidence and focused ultimately on pupils?

OUR FIVE PRIORITIES – WHERE THEY ARE ADDRESSED

Our priorities are distinct, but delivery is deliberately shared across the school.

1 CURRICULUM

What we want pupils to learn

- Curriculum & Teaching
- Subject curriculum design
- Sequencing and end points
- Vocabulary progression
- Assessment and feedback
- Subject leadership
- Teaching and learning monitoring

2 TEACHING

How we secure learning

- Curriculum & Teaching
- Explicit instruction
- Modelling and guided practice
- Retrieval and review
- Responsive teaching
- Assessment
- CPD and professional development

3 BEHAVIOUR

How we create the conditions for learning

- Behaviour & Attendance
- Behaviour for learning
- Routines and expectations
- Consistency of practice
- Relationships and culture
- Readiness and engagement
- Attendance and punctuality

4 READING

How we build language and unlock learning

- Reading, Language & Partnership
- Reading and language
- Phonics, fluency and comprehension
- Vocabulary development
- Home reading and reading for pleasure
- Parental partnership and engagement
- Access to the curriculum through strong reading

5 INCLUSION

How we ensure every pupil can succeed

- Inclusion
- Inclusive teaching
- Graduated approach
- Additional support and interventions
- Quality Learning HUB
- Disadvantaged pupils
- Vulnerable pupils
- Attendance and engagement

ALSO REINFORCED THROUGH

Primary home: Curriculum & Teaching

Also reinforced through: Behaviour, Reading, Inclusion

Primary home: Curriculum & Teaching

Also reinforced through: Inclusion, Behaviour, Reading

Primary home: Behaviour & Attendance

Also reinforced through: Reading, Inclusion, Teaching

Primary home: Reading, Language & Partnership

Also reinforced through: Teaching, Behaviour, Inclusion

Primary home: Inclusion

Also reinforced through: Behaviour, Teaching, Reading

Together, these five priorities ensure **every child** at St Stephen's CE Primary School has the opportunity to thrive – **every day.**

NO PRIORITY STANDS ALONE

Each priority strengthens the others and contributes to the same pupil outcome.

SAFEGUARDING

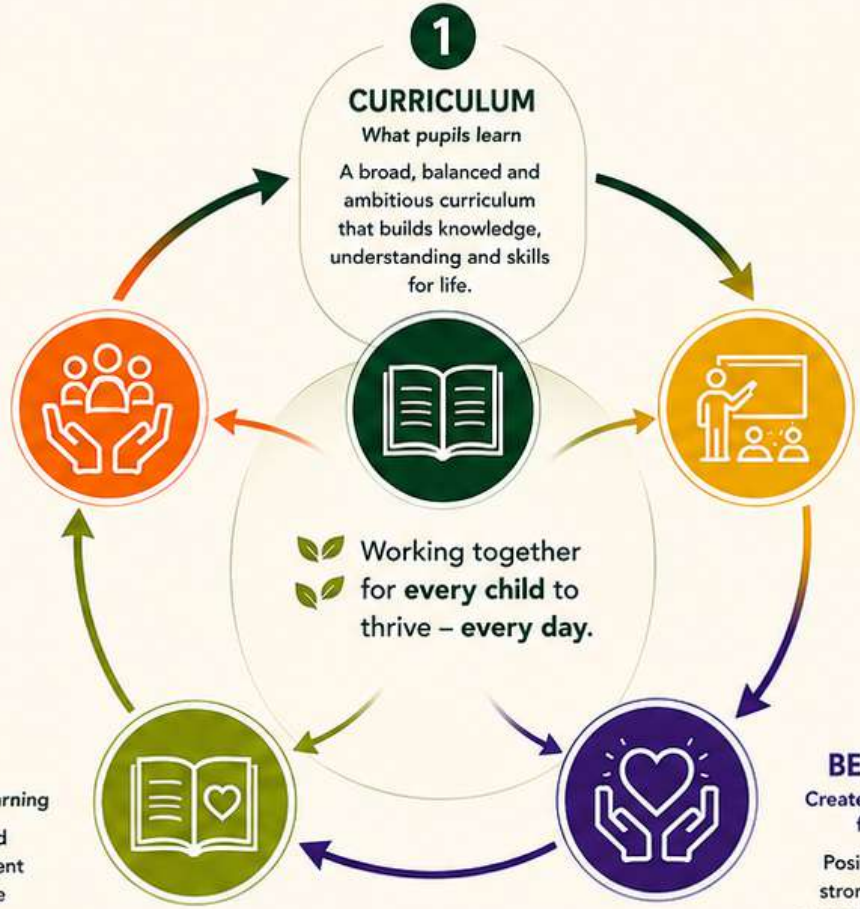
Keeps pupils safe, supported and ready to learn.

- Strong systems and culture
- Early help and intervention
- Mental health and well-being
- Safeguarding everyone, every day

FAMILIES & PARTNERSHIP

Working together with families and partners to extend support and opportunity.

- Parental partnership
- Home learning and reading
- External partnerships
- Community engagement



LEADERSHIP & GOVERNANCE

Sets direction, assures quality and drives continuous improvement.

- Clear vision and strategy
- High-quality leadership at all levels
- Effective governance and accountability
- Tackling variation and securing impact

ATTENDANCE

Ensures pupils are present to benefit, belong and achieve.

- High expectations
- Early intervention
- Removing barriers
- Promoting a culture of attendance

OUR SHARED OUTCOME FOR EVERY CHILD

EVERY PUPIL Known, valued and celebrated. → **PRESENT** In school, on time and ready to learn. → **INCLUDED** Supported to belong and participate. → **ENGAGED** Motivated, confident and challenged. → **LEARNING** Making progress and building knowledge. → **ACHIEVING** Successful today and prepared for tomorrow.

EVERY PUPIL. EVERY LESSON. EVERY DAY.

St Stephen's CE Primary School

nurture • grow • flourish

This plan brings together our ambition,
our priorities and our actions.
It is our roadmap for improving outcomes,
removing barriers and ensuring every child can
nurture their potential, *grow* in opportunity
and *flourish* in all that they do.

This document sets out how we will achieve excellence
in safeguarding, teaching, learning, inclusion and wellbeing
so that every child at St Stephen's can thrive.

NURTURE | GROW | FLOURISH