

# NORTH CRESCENT PRIMARY SCHOOL

## School Development Plan - Summary 2025 - 2026

Evaluation: [Please refer to our Monitoring, Assessment and Key Dates Schedule](#)

LSB Monitoring and reports: [Please refer to our Governor Monitoring folder](#)

Staff training: [Please refer to our staff CPD timetables](#)

Date presented to LSB_summary version	Approved 25/06/25
Date detailed version presented to CEO	Sept 25
Date detailed version shared with staff	Sept 25

Schools For Every Child

Values - S1, S3 and S4

**Altruistic**

**Doing good things whenever, however and to whoever you can**

**Pioneering**

**Striving to discover new things and exceed expectations**

**Ethical**

**Making conscious decisions to be kind and fair**

Vision - S1 and S4

**Putting the learner's individuality, curiosity and dignity at the forefront.  
Preparing them for 'The world that awaits'.**

## Schools For Every Child Targets 25/26

S1	<b>Expanding our shared Vision and Values:</b> We will expand our shared vision and values at all decision-making levels so that they become integral to the lifeblood of our unique and diverse school ecosystems.
S2	<b>Increase Pupil Numbers:</b> We will increase pupil numbers over the next 3 years to ensure our schools are at full capacity from preschool to year 6.
S3	<b>Trust Growth:</b> We will take on or create at least two new settings (be that schools, school based nurseries or SEND hubs).
S4	<b>Driving Up Standards:</b> We will increase opportunities for everyone across the Trust to share expertise, driving up standards and reducing duplication.

## NCPS Areas for Improvement: Ofsted April 2024

A1	The school should ensure that assessment is used consistently well to spot misconceptions and adapt teaching and planning so that pupils build the secure understanding of knowledge required to achieve well in all areas of the curriculum.
A2	The school should continue to develop further parents' understanding of the importance of pupils attending regularly.

## NCPS Drivers

Driver 1	<b>Quality of Education</b>	<b>Curriculum, pedagogy (the art and craft of teaching) and assessment.</b>	Links: A1, and S4
Driver 2	<b>Leaders</b>	<b>Effective leadership now and in the future - trust, school &amp; community wide.</b>	Links: A1, and S1 to S4
Driver 3	<b>Behaviour/Attitudes</b>	<b>The resilience, desire and drive to be our best.</b>	Links: A2 and S1
Driver 4	<b>Personal Development</b>	<b>Staff, trainees, governors and children getting the support, guidance and experiences they need to thrive.</b>	Links: S1 and S4
Driver 5	<b>Early Years</b>	<b>Discovering their world and preparing for the one that awaits.</b>	Links: S1 to S4

## SDP 2025 - 2026

OBJECTIVES and Owners			SUMMARY ACTIONS
<b>Quality of Education</b>			Governors:
Area of focus	GE	<ul style="list-style-type: none"> <li>To use expertise across the trust to enhance maths provision (altruistic and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Clare from RPS to lead on mathematics for North Crescent and Wyburns at a strategic level</li> </ul>
	SLT	<ul style="list-style-type: none"> <li>To reflect our high quality practices of success criterias, resilience and purposeful pupil discussion in core subjects into our foundation subjects (pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>To have success criteria in foundation subjects, linked to subject specific knowledge and language</li> <li>Continue CPD for Writing To Learn Approach to develop knowledge, including in long term memory.</li> <li>Promote the Power of Yet and encourage risk taking to challenge thinking</li> <li>Promote an oracy approach so that those children who know the answer consolidate thinking and understanding through articulating to peers and thus developing the children who do not know.</li> </ul>
	SLT	<ul style="list-style-type: none"> <li>To stretch/challenge learning in all subjects (preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>Challenge at a high level misconceptions will emerge to stretch their thinking - these are then addressed</li> </ul>
	SLT	<ul style="list-style-type: none"> <li>To develop the teachers toolkit for AfL (altruistic and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Lead CPD on the following AFL practices and give staff opportunities to practice and evaluate each approach. Allow teachers autonomy over the 6 approaches, whilst communicating the active ingredients of AFL:                             <ul style="list-style-type: none"> <li>Use of retrieval practice</li> <li>Use of The Four Pillars of assessment</li> </ul> </li> </ul>

	GE, SENCo and JQ	<ul style="list-style-type: none"> <li>• Embed afternoon bespoke curriculum for life skills (altruistic, ethical, pioneering and preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>○ Use of hinge questions</li> <li>○ Use of low stakes quizzes</li> <li>○ Use of Elaborative Interrogation - How and Why?</li> <li>○ Use of misconception check</li> </ul> <ul style="list-style-type: none"> <li>• Refine the Life Skills curriculum based on the audit of the Disadvantage Tracker and needs of the pupils</li> <li>• Write progressive skills assessment framework for life skills</li> <li>• CPD, from AHT (D) to enhance Pastoral Lead's understanding and knowledge of disadvantage tracker and how this can be used to inform life skills intervention</li> </ul>	
Financial Planning		<ul style="list-style-type: none"> <li>• Staffing allocation - within budget</li> <li>• Professional services subscription - within budget</li> <li>• SCITT training (F.O.C.)</li> <li>• School/trust based CPD (F.O.C)</li> </ul>		
<b>ACTIONS TAKEN</b>				
Autumn Term				
Spring Term				
Summer Term				
<b>Success Criteria</b>		<ul style="list-style-type: none"> <li>• For all non-mobile pupils to make at least expected levels of progress in mathematics across the year, and where they do not, clear actions have been taken.</li> <li>• All pupils are challenged in mathematics lessons.</li> <li>• Staff demonstrate their mathematical knowledge in lessons and are able to apply it to make in the moment adaptations.</li> <li>• Pupils can articulate their learning journey</li> </ul>	<b>IMPACT</b>	

	<p>and the steps for success (based on Writing to Learn) across the foundation curriculum</p> <ul style="list-style-type: none"> <li>• Greater independence, self-assessment and metacognitive understanding observed in lessons</li> <li>• High-quality oracy evident in core subjects - particularly from the Higher attainers</li> <li>• Pupils demonstrate ability to apply knowledge in unfamiliar contexts</li> <li>• Evidence of high-level reasoning and problem solving across subjects</li> <li>• The agreed AfL strategies are consistent in application across the school</li> <li>• The agreed AfL strategies are consistently evident in practice.</li> <li>• Pupils identified from the Disadvantaged Tracker are accessing a structured Life Skills session each week</li> <li>• Clear Life Skills progression framework in place for Pastoral Lead to assess children against</li> <li>• Pastoral Lead confidently uses tracker to identify barriers and plan appropriate intervention</li> <li>• Life Skills Interventions reflect data-led decision making</li> </ul>		
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OBJECTIVES and Owners	SUMMARY ACTIONS
Leaders	Governors:

Area of focus	SLT & LSB	<ul style="list-style-type: none"> <li>To further enhance the school's profile. (altruistic and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Increase followers on social media</li> <li>Reception marketing strategy</li> <li>Website promotion</li> <li>Build a programme of under 3's community group to raise the profile of Nursery:</li> <li>Write a proposal to governors with a clear rationale and action plan for the under 3's community group.</li> </ul>
	SLT - AHT responsible for EYFS	<ul style="list-style-type: none"> <li>To further increase revenue (pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Nursery marketing strategy, including summer holiday enrollment</li> <li>Investigate opening a full time nursery provision, including school holidays</li> <li>Continue to pursue opening an AP base</li> <li>Increase NOR</li> </ul>
	SLT	<ul style="list-style-type: none"> <li>To enhance subject leadership through focused CPD for early career teachers (equitable and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Relaunch Subject Leader Handbook with M2 and M3 staff</li> <li>Focused CPD program, school level and the wider Trust offer.</li> </ul>
	GE	<ul style="list-style-type: none"> <li>To develop new leadership capacity across the school (altruistic, ethical and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the strengths and ambitions of others, and support them to develop their knowledge and implementation skills.</li> <li>Provide opportunities and support to develop middle leaders (e.g. CPD Ladder/offer, Aspiring Leaders Programme)</li> </ul>
	GE in partnership with SW	<ul style="list-style-type: none"> <li>AHT CPD (altruistic, ethical and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Supporting AHTs in understanding their leadership roles and responsibilities</li> <li>Audit skills of AHTs</li> <li>Support AHTs to understand self as leaders</li> </ul>
	GE	<ul style="list-style-type: none"> <li>HoS CPD (altruistic, ethical and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>To work collaboratively with the Executive Headteacher inline with the Trust's values, vision and objectives (as laid out above).</li> <li>To be open to seeking knowledge and guidance where needed</li> <li>To lead the school, ensuring decisions are child centered and informed by our vision and values.</li> </ul>
		<ul style="list-style-type: none"> <li>To support the development of the MAT, including reducing duplication (altruistic and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively across schools to share expertise and best practice</li> <li>Be open to the expertise others can bring to North Crescent</li> </ul>

			<ul style="list-style-type: none"> <li>• Support centralisation</li> <li>• Continue to leverage AI to personalise learning, reduce staff workload, and enable teachers to focus more on pupils' individual needs.</li> <li>• Promote the sharing of knowledge through the staff hub on the Trust website</li> </ul>
Financial Planning	<ul style="list-style-type: none"> <li>• Staffing allocation - within budget</li> <li>• Marketing from injection of funds - within budget</li> <li>• Funded Early Educational Entitlement money</li> <li>• EHT funded within across school's budget</li> </ul>		
<b>ACTIONS TAKEN</b>			
Autumn Term			
Spring Term			
Summer Term			
Success Criteria	<ul style="list-style-type: none"> <li>• Positive feedback from the community</li> <li>• Enquiries and applications for the nursery increase</li> <li>• The school nursery makes a profit and can stand alone to continue as a profitable business in future years</li> <li>• Social Media followers increase</li> <li>• ECTs demonstrate increased confidence and competence in leading subject areas</li> <li>• Staff can communicate their own professional development achievements in relation to subject leadership.</li> <li>• Subject leaders can articulate and evidence T&amp;L developments and</li> </ul>	IMPACT	

	<p>improvements in their subjects.</p> <ul style="list-style-type: none"> <li>• AHTs exhibit strong leadership across the school with measurable impact on staff and pupils</li> <li>• AHTs confident and competent in ethical leadership and management</li> <li>• HoS shows increasing confidence in their role and school maintains good.</li> <li>• SLT can evidence how they have supported the TSDP targets.</li> </ul>		
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OBJECTIVES and Owners			SUMMARY ACTIONS
<b>Behaviour and Attitudes</b>			Governors:
Area of focus	SLT	<ul style="list-style-type: none"> <li>• To continue to improve attendance and reduce persistent absence (preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>• To promote attendance with parents and pupils</li> <li>• To promote punctuality with parents</li> <li>• To uphold a rigorous approach to safeguarding when pupils do not attend</li> <li>• To encourage traveller families to enrol their children in our school nursery</li> </ul>
	SLT	<ul style="list-style-type: none"> <li>• To increase pupil's stamina and positive attitudes to challenge (preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue our power of yet and growth mindset work</li> <li>• Revisit Carol Dweck through staff training</li> <li>• Develop a 'Characteristics of Learning' model.</li> <li>• Workshops on the positives when being challenged with children</li> <li>• Teacher model managing mistakes to children and them being challenged</li> <li>• Broader Life Skills Curriculum to continue to support children's stamina and positive attitudes.</li> </ul>
	SLT and JQ	<ul style="list-style-type: none"> <li>• To maintain the behaviour policy inline with practices (ethical)</li> </ul>	<ul style="list-style-type: none"> <li>• Review and update the behaviour policy to reflect learning from Therapeutic Thinking Training</li> <li>• Review and update the behaviour policy to reflect DfE updates</li> <li>• Review policy with staff Sept INSET</li> </ul>

	SLT and JQ	<ul style="list-style-type: none"> <li>To review and enhance systems for being able to report on actions for SEND and pastoral including protected characteristics (pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure reporting is monitored and uploaded correctly</li> <li>Update paperwork to reflect therapeutic thinking for children with complex behavioural needs</li> <li>To provide staff CPD</li> </ul>	<ul style="list-style-type: none"> <li>Work with the Pastoral Lead and SENCo to develop an accessible reporting system for SLT.</li> </ul>
Financial Planning	<ul style="list-style-type: none"> <li>Aquinas- within school budget</li> <li>Staffing allocation - within budget</li> <li>Professional development - within budget</li> </ul>			
<b>ACTIONS TAKEN</b>				
Autumn Term				
Spring Term				
Summer Term				
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>Attendance has a high profile in the school</li> <li>The annual LA attendance visit evaluation continues to be positive and recognises that the school is doing everything possible to improve pupil attendance</li> <li>Pupil attitude surveys reflect more positive views towards challenge (For this to be a success criteria you will need a Sept survey and an end of year survey. Otherwise there is no measure).</li> <li>The behaviour policy is followed with fidelity by all staff.</li> <li>High expectations are observed for pupil engagement, e.g. actively listening, not fiddling,</li> <li>Clear, consistent and accessible reporting systems in place across the school</li> </ul>	<b>IMPACT</b>		

OBJECTIVES and Owners			SUMMARY ACTIONS
<b>Personal Development</b>			Governors:
Area of focus	SENCo	<ul style="list-style-type: none"> <li>To maximise the potential of the sensory playground promoting its use by a wider range of pupils with sensory needs (ethical and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce timetable for children to use the sensory playground linked to the provision map</li> <li>Training on how to use a sensory garden.</li> </ul>
	SENCo	<ul style="list-style-type: none"> <li>To create a provision map across the school, including gym trail (ethical)</li> </ul>	<ul style="list-style-type: none"> <li>SENCo to write a provision map that can track progress of children and measure cost effective impact of intervention.</li> </ul>
	SLT	<ul style="list-style-type: none"> <li>To develop a strategy for the Trust Senate to engage directly at school level following their central duties/trips. (pioneering, preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>Trust Senate to work with ambassadors on Vision and Values</li> <li>Support Classteacher in their responsibility for meeting with the ambassadors and senate.</li> </ul>
	PSHE lead	<ul style="list-style-type: none"> <li>To introduce Play Leaders (preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>Play leader training</li> <li>Identify children who will be play leaders.</li> </ul>
	PE lead	<ul style="list-style-type: none"> <li>To implement a full program of engagement in local events/sports (altruistic, preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead to work in partnership with our Sports Partner.</li> <li>PE Lead to attend local sports meetings.</li> <li>Sports events to be identified at the start of the year and be signed up to.</li> <li>Events added to schedule and timetable of expectations and responsible member.</li> </ul>
	SLT	<ul style="list-style-type: none"> <li>To utilise the local area for cultural capital (pioneering, preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>Seaside trip</li> <li>Audit local area</li> <li>Classteachers collaboratively map out cultural capital/enrichment opportunities across the school linked to the curriculum</li> <li>Develop events timetable of expectations and responsible member of communication</li> </ul>

Financial Planning	<ul style="list-style-type: none"> <li>• SEND funding - within budget</li> <li>• Staff allocation- within budget</li> <li>• PTA money to pay for travel?</li> <li>• Sports Premium Grant</li> </ul>		
<b>ACTIONS TAKEN</b>			
Autumn Term			
Spring Term			
Summer Term			
Success Criteria	<ul style="list-style-type: none"> <li>• A clear timetable for children to use the sensory playground linked to the provision map is in place and operational</li> <li>• Staff confident to use sensory garden with the children effectively due to CPD</li> <li>• A clear provision map in place that is used to evaluate effectiveness of interventions</li> <li>• Play Leaders are trained by SSP</li> <li>• Increased attendance at events in local area (inc sports events)</li> <li>• Teachers have planned for and taken children on local visits at least once a term based on their curriculum</li> <li>• Staff assigned to Events timetable</li> </ul>	IMPACT	

OBJECTIVES and Owners		SUMMARY ACTIONS	
Early Years		Governors:	
Area of focus	SLT- AHT with EYFS responsi	<ul style="list-style-type: none"> <li>• To create and maintain a strong teaching team in the Reception and Nursery classes</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of AHT with EYFS and KS1 responsibility</li> <li>• Focused LSA development program - maybe external</li> <li>• Successful induction</li> <li>• Successful PMRs</li> </ul>

	bility	(altruistic)		<ul style="list-style-type: none"> <li>To reestablish/establish a good or better teaching and learning environment in Reception and Nursery classes (altruistic, ethical, preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>Establish a clear teaching methodology/approach</li> <li>Train EYFS staff on the ShREC approach- EEF research informed</li> <li>Continuous provision to be a fundamental element of practice</li> <li>Challenge to be evident in all activities</li> <li>Inclusive environment established, working in collaboration with SLT, SENCo and Pastoral Lead</li> <li>Calm and purposeful implementation of learning</li> <li>Clear areas of learning remain inviting and challenging</li> <li>Development of Oracy through exceptional communication and engagement between adults and children</li> <li>Monitor the effectiveness of assessment and reporting</li> <li>Strong relationships are developed between adults and pupils</li> </ul>	
Financial Planning		<ul style="list-style-type: none"> <li>Staffing allocation - within budget</li> <li>Professional services subscription - within budget</li> <li>SCITT training (F.O.C.)</li> <li>School/trust based CPD (F.O.C)</li> </ul>				
ACTIONS TAKEN						
Autumn Term						
Spring Term						
Summer Term						
Success Criteria		<ul style="list-style-type: none"> <li>All EYFS staff demonstrate strong pedagogical knowledge and consistency in practice</li> <li>Staff retention is increased and staff feel supported and valued</li> <li>High quality interactions and provision are evident daily in observations and learning walks</li> <li>Indoor and outdoor learning environments</li> </ul>	IMPACT			

	are consistently rated 'Good' or 'Outstanding' by SLT and external reviewers		
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Local School Board Monitoring: Named Governors	
Finance	TBC
GDPR	TBC
Pupil Premium	TBC
SEND	TBC
EYFS, including Nursery	TBC
Attendance	TBC
Safeguarding	See below

Local School Board Monitoring of Safeguarding: Named Governors	
Safeguarding: Premises	Michael Aydeniz TBC
Safeguarding: Health & Safety	Michael Aydeniz TBC
Safeguarding: Other, including wellbeing	Michael Aydeniz TBC
Safeguarding: Risk	Michael Aydeniz TBC