

WYBURNS PRIMARY SCHOOL  
School Development Plan - Summary  
2025 - 2026

Evaluation: [Please refer to our monitoring and assessment schedule](#)

LSB Monitoring and reports: [Please refer to our governor monitoring schedule](#)

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

Date presented to LSB_summary version	16.09.25
Date detailed version presented to Ex HT	26.08.25
Date detailed version shared with staff	2.09.25

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.

## WPS Areas for Improvement: Ofsted May 2022

A1	Curriculum plans clearly identify the essential vocabulary to be taught. However, in some lessons, the teaching of vocabulary is overly simplistic. Teachers do not ensure that pupils have the rich understanding of this vocabulary, as intended by leaders. On occasion, this limits the ability of pupils to use and apply language in more complex ways. Leaders should ensure that all staff are delivering this aspect of the curriculum plans as fully as intended.
A2	Leaders check how well pupils are faring across the curriculum and put strategies in place to help them to catch up. They have identified a small group of pupils, including some who are disadvantaged, who have gaps in their knowledge and understanding where additional support is not yet precise enough in helping them to catch up quickly. Leaders should ensure that additional support is sharply focused on helping these few pupils to catch up quickly

## WPS Drivers

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

## SDP 2025 - 2026

OBJECTIVES and Owners		SUMMARY ACTIONS	
Quality of Education		Governors:	
Area of focus	<ul style="list-style-type: none"> <li>For adaptive teaching to be evident and effective in all year groups. (Preparing learners for the world that awaits)</li> <li>To support staff at all levels in their career to provide challenge to all pupils in every lesson (Preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>Audit and review current practice of reading, writing and maths against expectations for the subjects (learning walks, pupil voice, book looks).</li> <li>Evaluate audit findings</li> <li>Identify individual and whole school CPD needs</li> <li>Create and implement a full CPD programme</li> <li>Cycle of monitoring and review</li> <li>Research approaches to challenge</li> <li>Define what challenge looks like</li> <li>Agree approaches to implement with teaching staff</li> <li>Deliver CPD, as required</li> <li>Monitor and support development of teaching practice</li> </ul>	

		<ul style="list-style-type: none"> <li>• To implement a Best Practice T and L model based on pedagogical research (Pioneering and preparing learners for the world that awaits)</li> <li>• To review and refine the structure and curriculum for early reading, reading and writing and enhance the current practice. (Pioneering and preparing learners for the world that awaits)</li> <li>• For vocabulary development to be a key part of day to day learning</li> <li>• To use expertise across the trust to enhance maths provision (altruistic and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>• Research approaches, including Rosenshine's Principles</li> <li>• Co-create with staff based on research</li> <li>• Create, and act upon, an implementation plan</li> <li>• Review regularly, including with teaching staff</li> <li>• Research and implement an effective and engaging school wide <u>phonic</u> curriculum that is consistent, effective and aligns to government requirements.</li> <li>• Research effective reading strategies and texts (Reading Reconsidered Spine - Doug Lemov)</li> <li>• Audit and evaluate the current <u>reading and writing</u> provision against research based best practice, including text choices and the new writing framework.</li> <li>• Create an implementation plan for enhancing/changing practice</li> <li>• Review spelling, handwriting and vocabulary development and adjust practice to align with the new writing framework</li> <li>• Refresh curriculum maps for coverage, texts and skills</li> <li>• Analyse and evaluate curriculums to ensure full coverage and skills progression</li> <li>• Non-negotiables on the working walls- vocabulary for topics</li> <li>• Establish a culture of understanding what has been learnt (display)</li> <li>• Providing opportunities for children to talk (pair talking, group working)</li> </ul> <p><i>Clare (RPS AHT) to lead on mathematics for North Crescent and Wyburns at a strategic level.</i></p> <ul style="list-style-type: none"> <li>• Arrange an audit of practice.</li> <li>• Create and implement an enhancement plan.</li> <li>• Monitor and evaluate.</li> </ul>
Financial Planning		<ul style="list-style-type: none"> <li>• Staffing allocation - within budget</li> <li>• School/trust based CPD</li> <li>• Trust based expert in mathematics</li> </ul>	

- Budget allowance for school based subscriptions

**ACTIONS TAKEN**

Autumn Term

Spring Term

Summer Term

**Success Criteria**

- Teaching is adapted in the moment to meet the needs of all pupils
- Teaching is adapted to ensure progress for all learners within lessons
- Adaptation are timely and do not restrict progress within lessons
- Staff understand the school's pedagogical approaches, and are active in their implementation
- Teachers challenge all pupils inline with agreed strategies
- Teaching staff can discuss how their curriculums are formed and how they ensure progression.
- An effective phonics program is in place.
- Most concepts of the new writing framework are evident in planning and practice.
- School wide, agreed adaptations have been implemented in mathematics.

**IMPACT**

OBJECTIVES and Owners		SUMMARY ACTIONS
Leaders		Governors:
Area of focus	<ul style="list-style-type: none"> <li>To ensure monitoring systems are robust and have impact. (Altruistic and preparing learners for the world that awaits)</li> <li>To continue to build strong community relationships and retain the school's public image of being a 'good' school (altruistic and ethical)</li> <li>To establish and implement a plan for pastoral provision - inline with job descriptions (altruistic)</li> <li>To create or refine internal processes (pioneering)</li> <li>To have a highly effective internal and external communication strategy (pioneering)</li> <li>To implement policies and procedures with fidelity and consistency (ethical)</li> </ul>	<ul style="list-style-type: none"> <li>Governors undertake regular, robust monitoring visits.</li> <li>SLT create and disseminated a monitoring schedule for Quality of Teaching and Behaviour incidents.</li> <li>Implement required actions from monitoring.</li> <li>Create a termly plan of purposeful engagement activities- liaise with FOW.</li> <li>Showcase the school's strengths, values and chn achievements - Brilliance assemblies - Wild for Art day etc Build in trust values- bake sales etc</li> <li>Develop a marketing strategy, including parent tours</li> <li>Review pastoral job description and align practice across the Trust</li> <li>Review current provision and criteria for TAF meetings</li> <li>Utilise the student social worker to assist the pastoral lead</li> <li>Review Senco practice and align with job description</li> <li>Audit current internal processes including Health and Safety, RAs and HR</li> <li>Develop and implement a full LSB monitoring structure</li> <li>Review current communication practices</li> <li>Introduce a monthly update newsletter for parents</li> <li>Assess feasibility of staff briefings within directed time calendar</li> <li>Develop a strategy to improve communication effectiveness</li> <li>Audit existing communication channels used by staff and parents, then streamline</li> <li>Clearly communicate the chosen channels to all stakeholders</li> <li>Collaborate with the Executive Headteacher to undertake a gap analysis of policies and procedures</li> <li>Align school based policies to Trust related policies</li> <li>Make timely policy updates - accessible and communicated</li> <li>Refer self and others to policy to ensure consistency</li> </ul>

		<ul style="list-style-type: none"> <li>● To further increase revenue (pioneering)</li>   <li>● To work within finance regulations and uphold the school budget (pioneering)</li>   <li>● HoS CPD (altruistic, ethical and pioneering)</li>   <li>● To develop leadership capacity across the school (altruistic, ethical and pioneering)</li>   <li>● To support the development of the MAT (altruistic and pioneering)</li> </ul>	<ul style="list-style-type: none"> <li>● Seek knowledge and guidance when needed</li> <li>● Lead the school with child-centred decisions, following policy and delegated responsibilities, guided by the vision and values</li>   <li>● Promote school lettings through leaflet drops and posters at school, local churches, and sports providers (RB FC, Elite, Cubs, Scouts)</li> <li>● Investigate FOW fundraisers to understand and improve revenue; plan revamp for next year</li> <li>● Conduct rent review for the TH and school house</li>   <li>● Read the regulations and ask questions for clarity.</li> <li>● Refer back to policy and regulations for all decision making, working collaboratively with the EHT and CFO</li> <li>● Uphold financial policy and procedures, including working within the school's agreed I&amp;E against the school budget</li>   <li>● To work collaboratively with the Executive Headteacher inline with the Trust's values, vision and objectives (as laid out above).</li> <li>● Collaborate across schools to share expertise and best practice</li> <li>● Be open to expertise others bring to WPS</li> <li>● To lead the school, ensuring decisions are child centered and inline with values and policies.</li> <li>● Developing understanding of HR and financial processes</li>   <li>● Implement the Trust's CPD ladder</li> <li>● Succession plan - deliberate leadership development of the AHT</li> <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</li> <li>● Implement an approach of mentoring and delegated leadership</li>   <li>● Developing the culture of the school inline with the Trust</li> <li>● Work collaboratively across schools to share expertise and best practice</li> <li>● Promote the sharing of knowledge through the staff hub on the Trust website</li> <li>● Support and contribute to the development of the MAT</li> </ul>
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Financial Planning	<ul style="list-style-type: none"> <li>• Staffing allocation - in budget</li> <li>• Shared trust events and resources- use of EVERY site for CPD</li> <li>• Central team and EHT support</li> <li>• Trust website as an information centre</li> <li>• Expertise across the trust</li> </ul>		
<b>ACTIONS TAKEN</b>			
Autumn Term			
Spring Term			
Summer Term			
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Trust values are clearly embedded in all activities</li> <li>• Finance regulations are upheld</li> <li>• Budget remains balanced</li> <li>• In-year revenue has been increased</li> <li>• Governor monitoring is scheduled, robust and welcomed.</li> <li>• Monitoring of teaching and learning is used to inform and enhance practice.</li> <li>• The school is marketed via Social Media, and updated weekly</li> <li>• Pastoral provision is clearly mapped and implemented</li> <li>• A schedule of CPD is readily available and implemented for teachers.</li> <li>• Staff at all levels can communicate their professional development achievements.</li> <li>• Communication strategies inform stakeholders.</li> <li>• All required policies are in place and communicated via required channels.</li> <li>• FOW revenue-focused plan developed</li> </ul>	<b>IMPACT</b>	

OBJECTIVES and Owners			SUMMARY ACTIONS
<b>Behaviour and Attitudes</b>			Governors:
Area of focus	Holly Hanson	<ul style="list-style-type: none"> <li>To create a SEND hub for personalised provision. AND To enhance personalised SEND provision (altruistic, ethical, pioneering and preparing learners for the world that awaits)</li> <li>To continue to improve attendance and reduce persistent absence, with attendance having a high profile (preparing learners for the world that awaits)</li> <li>To implement a behaviour policy that is highly effective; applied consistently and with fidelity (ethical)</li> </ul>	<ul style="list-style-type: none"> <li>Write SEND business proposal (and approach) &amp; present to LSB.</li> <li>Review good practice of SEND hubs in other settings</li> <li>Develop staffing structure and lead appointments</li> <li>Communicate plans clearly with all staff</li> <li>Appoint staff to run the SEND Hub and coordinate with HoS on curriculum planning and provision overview dependent on need</li> <li>Engagement model planning</li> <li>Create and share criteria for SEND hub referral</li> <li>Create workstations in the hub and within their classrooms</li> <li>Establishing the transition timetable</li> <li>Create and submit a bid to Essex for Inclusion funding.</li> <li>Named leader for attendance</li> <li>Attendance lead to work closely with NC for best practice</li> <li>To create/maintain a log of attendance actions</li> <li>Uphold rigorous safeguarding for pupil non-attendance</li> <li>Continue to fine</li> <li>Attendance to be a standing item on SLT agendas</li> <li>Strategy in place to keep attendance 'live' for all stakeholders</li> <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> <li>Monitor the consistency of logical consequences applied across the school</li> <li>Ensure reporting is monitored and uploaded correctly</li> <li>Act on monitoring outcomes</li> </ul>
	Financial Planning	<ul style="list-style-type: none"> <li>Creation of the SEND hub is covered by budget and additional revenue from a donation. Existing resources are to be used.</li> <li>Appointment of the SEND Hub lead is within staffing budget</li> </ul>	

ACTIONS TAKEN			
Autumn Term			
Spring Term			
Summer Term			
Success Criteria	<ul style="list-style-type: none"> <li>• Proposal &amp; funding: SEND business proposal presented to LSB; inclusion funding bid submitted to Essex</li> <li>• Best practice &amp; staffing: SEND hub visits completed; staffing structure developed and lead roles appointed</li> <li>• Full rationale in place for the SEND Hub and staff can verbalise the reasoning.</li> <li>• SEND Hub operational with referral criteria, workstations, and transition timetable established.</li> <li>• Attendance monitoring actions are logged, accessible at all times, and used for tracking</li> <li>• Behaviour incidents at all levels are reduced from 24/25</li> <li>• Sanctions and rewards are equitable and applied consistently</li> <li>• Behaviour and Relationships Policy is in-line with current guidance and Trust policies.</li> <li>• Pupils are fully aware of any logical consequences.</li> <li>• Language for behaviour is consistent across the school. E.G. Logical Consequences.</li> <li>• There is school wide ownership of behaviour, including the related policies.</li> </ul>	IMPACT	

OBJECTIVES and Owners		SUMMARY ACTIONS
<b>Personal Development</b>		Governors:
<b>Area of focus</b>	<ul style="list-style-type: none"> <li>To establish a disadvantaged tracker</li> <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> <li>Establish a strong wellbeing framework that supports workload management and mental health. (altruistic and ethical)</li> <li>To develop the skills of the children to self-regulate and understand their emotions and identify how to move between the zones</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a tracker lead</li> <li>Seek understanding of the tracker used by NCPS</li> <li>Evaluate and plan for tracking at WPS</li> <li>Staff CPS on the wider meaning of disadvantage</li> <li>Implement the tracking system</li> <li>Monitor that the tracker is informing practice and understanding</li> <li>Support the development of the Trust's Pupil Senate at school level by providing opportunities to share their work - inform school council and in assemblies</li> <li>Appoint mental health lead</li> <li>Provide training for the mental health lead</li> <li>Support the establishment of a school based working group</li> <li>Ensure all staff access the well being strategies in place</li> <li>Research workload reduction and review against practice. Reduce workload where feasible.</li> <li>To establish consistency of the use of zones across the school</li> <li>Establish framework for support of regulation in children</li> <li>Create a working model across the school with the staff</li> </ul>
Financial Planning	<ul style="list-style-type: none"> <li>CPD opportunities for pupils for Trust events are already funded</li> <li>Tracker lead release time from curriculum budget if they are class based</li> </ul>	
<b>ACTIONS TAKEN</b>		
Autumn Term		
Spring Term		
Summer Term		

<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Pupil Senate updates shared during assemblies to raise awareness and engagement.</li> <li>• School-based mental health working group established and meeting regularly.</li> <li>• Zones are used consistently across the school</li> <li>• Monitoring shows that period and incidents of dysregulation decrease.</li> <li>• All staff are able to identify ways in which SLT have reduced/or manage their workload.</li> <li>• All staff know how to access a wide range of mental health and wellbeing support, if needed.</li> </ul>	<b>IMPACT</b>	
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<b>OBJECTIVES and Owners</b>		<b>SUMMARY ACTIONS</b>	
<b>Early Years</b>		<b>Governors:</b>	
<b>Area of focus</b>		<ul style="list-style-type: none"> <li>• To establish and implement a clear thematic structure to the curriculum that is supportive of the new writing framework. (pioneering)</li> <li>• To further develop a clear T&amp;L pedagogical approach (pioneering)</li> <li>• To set clear expectations for staff with regards to learning, the environment, staff allocation and pupil behaviour. (pioneering, ethical, altruistic and preparing learners for the world that awaits)</li> </ul>	<ul style="list-style-type: none"> <li>• Review existing curriculum against EYFS Development Matters expectations</li> <li>• Develop a consistent curriculum map</li> <li>• Create resource banks aligned to the EYFS profile</li> <li>• Implement Curriculum map and continuous provision</li> <li>• Monitor implementation and delivery of the curriculum</li> <li>• Review EEF research and define key pedagogical principles. As a result, develop clear guidance materials.</li> <li>• Implement ShREC approach from the EEF <a href="https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach">https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</a></li> <li>• Define and communicate clear learning expectations to all staff</li> <li>• Establish and share standards for classroom environment and organisation</li> <li>• Clarify staff roles and allocation to optimise support and teaching</li> <li>• Set and enforce consistent pupil behaviour expectations aligned with school values</li> <li>• Embed pioneering, ethical, and altruistic principles into teaching and behaviour policies</li> <li>• Prepare learners for future challenges through targeted curriculum and behaviour strategies</li> </ul>

Financial Planning	<ul style="list-style-type: none"> <li>• Staffing in budget</li> <li>• Trust wide expertise already funded</li> <li>• Resources to be funded from curriculum budget</li> </ul>		
<b>ACTIONS TAKEN</b>			
Autumn Term			
Spring Term			
Summer Term			
Success Criteria	<ul style="list-style-type: none"> <li>• EYFS staff have a clear pedagogical approach, understood and shared with all teaching staff</li> <li>• Curriculum map and continuous provision implemented, with ongoing monitoring of delivery and impact.</li> <li>• Impact of ShREC monitored through lesson observations and student outcomes to ensure fidelity and effectiveness</li> <li>• SLT have set clear environment expectations and these have been implemented</li> <li>• The EYFS elements of the new writing framework are evident in practice (transcription and oral composition skills).</li> <li>• SLT have a clear narrative of expectations for year 1 readiness. This is shared, understood and implemented in YR and Y1.</li> <li>• EYFS staff are confident to explain how they have adapted their curriculum to meet the needs and interests of the children.</li> <li>• School behaviour policies are upheld.</li> </ul>	IMPACT	

<b>Local School Board Monitoring: Named Governors</b>	
Finance	TBC

GDPR	TBC
Pupil Premium	TBC
SEND	TBC
EYFS, including Nursery	TBC
Attendance	TBC
Safeguarding	See below

<b>Local School Board Monitoring of Safeguarding: Named Governors</b>	
Safeguarding: Premises	
Safeguarding: Health & Safety	
Safeguarding: Other, including wellbeing	
Safeguarding: Risk	