

Picknalls First School Development Plan 2025-27

Link to Trust Priority	
Trust Priority High quality and inclusive education	<p>Linked to Trust priorities: Deliver a comprehensive, challenging, and inclusive curriculum that equips pupils with the knowledge, skills, and attributes necessary for success in a rapidly changing world.</p> <ul style="list-style-type: none"> • Maintain a relentless focus on delivering exceptional teaching and learning, ensuring high levels of attainment, progress, personal development, and well-being for all pupils. • Strengthen the Trust's capacity to provide targeted support for vulnerable pupils, working in collaboration with external agencies and partners. • Set ambitious targets for pupil outcomes and work tirelessly to narrow the attainment gap between disadvantaged pupils and their peers.
Curriculum/Developing Teaching/Achievement	
	<ul style="list-style-type: none"> • OFSTED AFI Nov 24 - To ensure high-quality first teaching that meets the needs of all pupils, with targeted support and challenge for both greater depth and lower ability learners, enabling all to make sustained progress. • To fully embed and refine our i2e curriculum across all year groups, ensuring it is coherently planned, consistently delivered, and responsive to the needs of all learners. • Develop staff expertise through targeted professional development and cross Trust collaboration empowering subject leaders to drive curriculum innovation, monitor standards and share best practice. • To research, understand, apply and cascade subject specific pedagogies. • Improve the frequency and rigor of checks on pupil readiness for the next steps in learning to ensure all staff have a clear understanding of whether pupils have fully grasped learning. • Develop assessment arrangements that facilitate deeper learning for pupils who are ready to explore beyond basic expectations.
Behaviour, Attitudes and Attendance	
	<ul style="list-style-type: none"> • To embed a consistent culture of high expectations and positive behaviour across the school. • To strengthen and foster relationships that celebrate our curriculum drivers skilful, teamwork, aspirational and resilience (STAR) both in and out of the classroom. • To monitor and analyse behaviour and identify trends to inform interventions and ensure continuous improvement. • Continue to nurture a culture of respect and responsibility, ensuring consistency in behaviour management practices across all year groups.
Personal Development, Well Being and Inclusion	
	<ul style="list-style-type: none"> • To support staff in developing inclusive classroom practice that meet the diverse needs of all learners. • Improve staff knowledge and confidence in supporting SEND learners to ensure equality and equitable access to the curriculum. • To embed a whole school ethos and culture of inclusion by updating school policies to reflect inclusive values, display inclusive imagery and messages throughout the school celebrate diversity through assemblies and events. • Extend the opportunities for personal development within the curriculum, placing greater emphasis on equipping pupils with essential life skills and resilience.
Leadership, Governance and Safeguarding	

	<ul style="list-style-type: none"> To strengthen and embed leadership capacity at all levels across the school to drive sustained improvement, support succession planning, and ensure high-quality provision for all pupils. Embed a culture of shared vision and values to drive positive morale and ethos across leaders and children alike. Leaders to support staff to build confidence, skills and capacity for leading teams, curriculum projects and initiatives. Enhance the accountability structures to ensure effective monitoring of staff performance and the impact on pupil outcomes, leading to sustained improvement across all areas of the school.
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Early Years

	<ul style="list-style-type: none"> Embed and refine our i2e research-based curriculum scope and sequence document that maps out the progression of skills and concepts across the early years. Investigate additional methods to support differentiated learning to cater to varied people needs across the different areas of learning.
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What will we do?	Who is leading this?	When will it be done?	Success Criteria/ Impact measures: What are we doing to achieve our target?	Method of Monitoring: What/Who/When/ How?	Resources: What will it cost? (Money time, etc)	RAG Aut 2025	RAG Spr 2026	RAG Sum 2026
<i>Planned actions</i>								
<ul style="list-style-type: none"> OFSTED AFI Nov 24 - To ensure high-quality first teaching that meets the needs of all pupils, with targeted support and challenge for both greater depth and lower ability learners, enabling all to make sustained progress. To fully embed and refine our i2e curriculum across all year groups, ensuring it is coherently planned, consistently delivered, and responsive to the needs of all learners. Develop staff expertise through targeted professional development and cross Trust collaboration empowering subject leaders to drive curriculum innovation, monitor standards and share best practice. To research, understand, apply and cascade subject specific pedagogies. 								
<ul style="list-style-type: none"> OFSTED AFI Nov 24 - To ensure high-quality first teaching that meets the needs of all pupils, with targeted support and challenge for both greater depth and lower ability learners, enabling all to make sustained progress. 	HT SLT SEND staff Trust T&L Lead	Autumn 1- Summer 2 (Reviewed termly)	Strategies and Actions: -Implement whole-school CPD focused on adaptive teaching and responsive planning - CPD for staff to embed structured formative assessments to inform teaching - Provide in-class adaptive strategies and focused interventions for lower and greater depth learners - Regular MER cycle and coaching for staff Success criteria: -Observations show consistently high-quality teaching - Pupil outcomes improve across all groups, showing sustained progress at termly data points - Planning reflects purposeful adaptive strategies - Effective deployment of interventions and staff	MER cycle: Lesson observations, learning walks and book scrutiny - Pupil progress meetings - Staff coaching records - Internal and Trust-wide moderation	£2,500 for CPD and coaching £1,000 for assessment materials Trust resource allocation			

<ul style="list-style-type: none"> To fully embed and refine our i2e curriculum across all year groups, ensuring it is coherently planned, consistently delivered, and responsive to the needs of all learners. 	Trust T&L Lead SLT Subject Leaders	Autumn 1 - Summer 2 Ongoing	Strategies and Actions: - Conduct full curriculum mapping review across year groups - Align the i2e/school principles with medium-term planning - Support staff in consistent delivery through CPD and coaching using Teach Like a Champion and Toolkit - Use pupil voice and formative assessment to adapt delivery Success criteria: - Curriculum documents are coherent and progressive - Lessons reflect i2e/school intent, implementation and impact - Staff show secure understanding of curriculum aims and pedagogies - Pupils articulate clear learning journeys	MER cycle: - Book scrutiny and learning walks - Lesson observations - Pupil learning conversations and surveys	£1,200 CPD Release time for planning (6 x 0.5 days) i2e/External curriculum consultancy £800			
<ul style="list-style-type: none"> Develop staff expertise through targeted professional development and cross trust collaboration empowering subject leaders to drive curriculum innovation, monitor standards and share best practice. 	SLT line management meetings Subject leader MER reports	Autumn 1 - Summer 2	Strategies and Actions: - Develop CPD pathway for subject leaders - Facilitate cross-trust subject networks - Provide release time for monitoring and evaluation Success criteria: - Subject leaders demonstrate deeper ownership and expertise - Subjects show curriculum cohesion - Shared good practice evident across year groups and trust - Monitoring identifies improvements and next steps	MER cycle: - SLT line management meetings - Subject leader MER reports	£2,000 CPD budget £1,500 for supply cover Trust collaboration funded centrally			
<ul style="list-style-type: none"> To research, understand, apply and cascade subject specific pedagogies. 	Subject Leaders SLT Internal/	Spring 1 - Summer 2	Strategies and Actions: - Research evidence-based pedagogy for core and foundation subjects - Allow leaders to disseminate through staff meetings - Provide coaching and observation opportunities	MER cycle: - Staff reflections and feedback - Book scrutinies - Pupil learning	£1,000 for subject leader release time			

	External Advisors (if applicable)		Success criteria: - Teachers adapt pedagogy confidently to subject needs - Improved pupil engagement and understanding - Stronger outcomes in target subjects - Reflection of pedagogy in planning and delivery	conversations on learning experience	In-house and Trust CPD £500 resources for pilot strategies			
<ul style="list-style-type: none"> Improve the frequency and rigor of checks on pupil readiness for the next steps in learning to ensure all staff have a clear understanding of whether pupils have fully grasped learning. Develop assessment arrangements that facilitate deeper learning for pupils who are ready to explore beyond basic expectations. 	All teaching staff SLT MAT	Autumn 1 onwards	Strategies and Actions: - Conduct staff training on effective AFL strategies and questioning techniques - Standardise a process for collecting and analysing pupil feedback on their understanding for example Socratic, exit tickets, thumbs up/down Success criteria: - Increase the amount of pupils demonstrating readiness for next task as evidence through formative assessments	MER cycle: - Observations/Learning Walks	In-house and Trust CPD			
Behaviour, Attitudes and Attendance								
To embed a consistent culture of high expectations and positive behaviour across the school	HT, SLT, All staff	Autumn 1 - Review and policy update Ongoing - Monitoring and support	Strategies and Actions: - Review and update the Behaviour Policy in collaboration with pupils, staff and parents - Deliver CPD for all staff on consistent behaviour management strategies aligned with restorative practice - Re-launch a unified whole-school reward and recognition system - Model and reinforce expectations through leadership presence across the school - Consider using Arbor for behaviour data analysis	- Pupil learning conversations - Questionnaires - Termly safeguarding and behaviour governor reports - Learning walks and lesson observations	Updated signage and visuals £300 Reward system tokens £250			

			Success criteria: -Reduction in low-level behaviour incidents - Greater consistency in behaviour expectations across classes - Positive pupil, staff and parent surveys - Improved pupil conduct observed during learning walks					
To strengthen and foster relationships that celebrate our curriculum drivers (STAR) both in and out of the classroom	RHE Lead, Class Teachers, SLT	STAR launch - Autumn 1 Pupil Leadership - Autumn 2 STAR Displays & Events - Ongoing	Strategies and Actions: Plan and embed STAR assemblies each term celebrating each value through cross-curricular learning - Launch STAR pupil leadership initiatives - STAR Ambassadors - school council and staff STAR stickers - Include STAR in celebration certificates, assemblies, displays, and the home-school communication - SLT reminders re awarding STAR stickers Success criteria: -Pupils articulate STAR values confidently and demonstrate them across contexts - Increased pupil participation in leadership opportunities - STAR values evident in classroom climates and school community events and in teaching and pastoral time	-Pupil perception questionnaires - Learning walk focus on values - Annual review of pupil leadership impact - Parent feedback	STAR Ambassador materials £200			
To monitor and analyse behaviour and identify trends to inform interventions and ensure continuous improvement	SLT SENDCo Class Teachers	Possible data system in use - Autumn 1 First analysis review - Autumn 2 Ongoing refinement	Strategies and Actions: -Possibly use a digital behaviour log consistently across all classes - Train staff to input behaviour incidents accurately, including triggers and follow-up - Termly data analysis to identify trends by pupil group, time, location - Design targeted interventions for identified pupils and groups - Regularly communicate findings to stakeholders Success criteria:	-Behaviour reports termly to SLT and Governors - Interventions tracked and evaluated - Pupil progress and behaviour reviewed in pupil progress meetings	Behaviour tracking system existing (no additional budget) Time allocation for data analysis (leadership time)			

		- Spring and Summer terms	-Behaviour data demonstrates reduction in repeat incidents - Targeted interventions reduce exclusions and improve engagement - Staff confident in data usage and proactive responses to trends					
Continue to nurture a culture of respect and responsibility, ensuring consistency in behaviour management practices across all year groups	All Teachers SLT	Autumn 1 onwards	Strategies and Actions: -Review current behaviour policies -Develop a clear set of behaviour expectations for pupils with input from Teach Like a Champion Success Criteria: -Improved consistency in behaviour management across year groups -Reduced number of behaviour incidents recorded -Increased pupil engagement with teaching and learning eliminating low level disruption	- Behaviour reports termly to SLT and Governors - Interventions tracked and evaluated - Pupil progress and behaviour reviewed in pupil progress meetings	In house and Trust CPD			
Personal Development, Well Being and Inclusion								
To support staff in developing inclusive classroom practice that meet the diverse needs of all learners.	SENCO SLT	Autumn 1- Summer 2	Strategies and Actions: -Deliver CPD on inclusive teaching strategies from Teach Like a Champion and Toolkit, including adaptive teaching and universal design for learning. - Implement STAR/well being peer observations and learning walks focused on inclusive strategies. - To share effective practice and classroom resources. Success criteria: - Increased use of adaptive strategies observed in lesson monitoring. - Staff self-assessments show improved confidence. - All pupils, including vulnerable groups, make progress in line with peers.	-Regular lesson observations and book scrutiny. - Staff surveys to evaluate effectiveness of CPD. - Pupil progress data analysed termly by groups.	CPD facilitators £500			
Improve staff knowledge and confidence in supporting SEND learners to ensure equality and equitable access to the curriculum	SENCO SLT Teachers SEND Link Governor	Autumn 1- Summer 2	Strategies and Actions: -Provide targeted training on specific areas of SEND (e.g. ASD, ADHD, dyslexia) through the National college/online CPD providers. - Embed use of individual learning plans (ILPs) and ensure staff involvement in their development. Success criteria:	- Pupil learning conversations. - Review of SEND ILP effectiveness. - SEND aspects monitored by SENCO.	Release time for SEND leaders.			

			<ul style="list-style-type: none"> - Staff feedback indicates improved knowledge and confidence. - ILPs are consistently used and reviewed across the school. - Pupils with SEND report increased engagement and support. 					
To embed a whole-school ethos and culture of inclusion	HT SLT School Council	Autumn 1- Ongoing	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> -Review and update relevant policies (Behaviour, Teaching and Learning, Equalities) to reflect inclusive values. - Ensure inclusive images and messages are displayed across learning environments. - Celebrate diversity through calendar events, assemblies and pupil-led initiatives. - Engage parents/carers through inclusive workshops and celebration days. <p>Success criteria:</p> <ul style="list-style-type: none"> - All policies show clear focus on inclusion. - Displays and visuals reflect diversity and inclusive messaging. - School calendar includes regular events celebrating diversity. - Increased parental participation in inclusive school events. 	<ul style="list-style-type: none"> -SLT policy review annually. - Feedback collected from staff, pupils. - Inclusion included as a standing item in SLT and governor meetings. 	Policy review support Event facilitation £100			
Extend the opportunities for personal development within the curriculum, placing greater emphasis on equipping pupils with essential life skills and resilience.	HT SLT Teaching Staff	Autumn 1 - Ongoing	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> -Incorporate PD topics into existing subjects ensuring alignment with the National Curriculum and UN sustainability goals <p>Success Criteria:</p> <ul style="list-style-type: none"> -Pupils feel valued, listened to and that they are making a positive contribution - Pupils feel ready for the next phase of their learning and empowered to make a difference in the community and the wider world 	<ul style="list-style-type: none"> -Pupil voice through MER activities -Annual pupil questionnaire -Minutes from pupil groups 	Staff Time			

Leadership, Governance and Safeguarding

<p>To strengthen and embed leadership capacity at all levels across the school to drive sustained improvement, support succession planning, and ensure high-quality provision for all pupils.</p>	<p>HT SLT</p>	<p>September 2024 - July 2025</p>	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> - Leaders to undertake enabling leaders training -SLT to undertake coaching with external coach - Provide opportunities for aspiring leaders to lead school improvement projects - Introduce tailored leadership responsibilities linked to School Development Plan priorities <p>Success criteria:</p> <ul style="list-style-type: none"> - Increased number of staff involved in leadership roles/projects - Clear evidence of distributed leadership in action - Improvement in pupil outcomes and provision monitored through internal reviews 	<ul style="list-style-type: none"> - Leadership impact reviews - SLT learning walks and staff audit - Regular reporting to Governors 	<p>Release time for internal leadership tasks</p>			
<p>Embed a culture of shared vision and values to drive positive morale and ethos across leaders and children alike.</p>	<p>SLT Teaching staff Governors</p>	<p>September 2025 - July 2026</p>	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> - Revisiting and reinforcing the school visions and values - Launch the revised vision through assemblies, displays and curriculum links - Embed values into daily school life, including reward systems, circle times and PSHE - Celebrate role models demonstrating school values <p>Success criteria:</p> <ul style="list-style-type: none"> - Consistency in language and behaviours aligned with values across the school - Improved staff and pupil well-being survey results - Positive feedback from parents, pupils and staff 	<ul style="list-style-type: none"> - SLT MER feedback forms - Governor visits and reports - Annual stakeholder surveys 	<p>£200 for pupil-led vision launch events</p>			
<p>Leaders to support staff to build confidence, skills and capacity for leading teams,</p>	<p>SLT Subject Leaders</p>	<p>September 2025 - March 2026 (initial roll-</p>	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> - Conduct skills audit and identify potential leaders for subject/curriculum areas - Provide bespoke training on project planning, 	<p>-Monitoring of curriculum action plans</p>	<p>Access to national collage</p>			

curriculum projects and initiatives.	Line Managers	out) Ongoing development	<p>monitoring and presenting outcomes</p> <ul style="list-style-type: none"> - Implement 'curriculum champions' model for staff to lead and share good practice - Integrate leadership roles into performance management objectives <p>Success criteria:</p> <ul style="list-style-type: none"> - Curriculum leaders can articulate intent, implementation and impact confidently - Staff-led initiatives improve teaching and learning outcomes - Increased professional dialogue and collaboration amongst staff 	<ul style="list-style-type: none"> - Pupil work scrutiny and progress meetings - Subject leader reports to SLT and Governors 				
Enhance the accountability structures to ensure effective monitoring of staff performance and the impact on pupil outcomes, leading to sustained improvement across all areas of the school.	HT SLT	Autumn 1 onwards	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> -Establish specific measurable criteria linked to pupil outcomes ensuring all staff understand their individual contributions towards these targets -SLT to undertake CPD, support and coaching from the central team focused on Teach Like a Champion and Toolkit -SLT to quality assure all leaders carrying out MER activities <p>Success criteria:</p> <ul style="list-style-type: none"> -Improved pupil outcomes evidenced in data -Increased staff satisfaction and engagement demonstrated through surveys and feedback -Greater empowerment and awareness of senior leaders 	<ul style="list-style-type: none"> -Staff feedback/surveys -Performance Management -Data 	CPD training sessions through Teach Like a Champion and Toolkit focused sessions			
Early Years								
Embed and refine our i2e research-based curriculum scope and sequence document that maps out the progression of skills and concepts across the early years.	Early Years Leader Curriculum Leaders HT	Autumn 1 - Summer 2 - Implementation and review cycle	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> - Review current i2e curriculum documentation collaboratively with EYFS staff/i2e staff - Identify gaps or inconsistencies in progression - Align learning objectives with Development Matters and Early Learning Goals - Conduct staff CPD on curriculum intent, pedagogy, and progression 	<ul style="list-style-type: none"> - Learning walks with a focus on curriculum coherence - Pupil outcomes tracked in line with progression expectations 	- CPD training sessions through National College			

			<p>Success criteria:</p> <ul style="list-style-type: none"> - Conduct curriculum reviews and planning moderation across EYFS teams - Curriculum scope and sequence is fully aligned with national expectations and appropriate for our context - Clear evidence of progression and depth across all areas of learning - Staff confidently articulate curriculum rationale and progression - Monitor the consistency in delivery of teaching and learning across EYFS classrooms 	<ul style="list-style-type: none"> - Regular book scrutinies and planning scrutiny - Staff feedback surveys to evaluate confidence and CPD impact 				
Investigate additional methods to support differentiated learning to cater to varied people needs across the different areas of learning.	Early Years Leader	Autumn 1 onwards	<p>Strategies and Actions:</p> <ul style="list-style-type: none"> -Conduct research in current literature and best practices in differentiated learning including Teach Like a Champion and Teaching Toolkit -Choose a variety of differentiated instructional strategies to pilot in different subjects evaluating effectiveness throughout <p>Success Criteria:</p> <ul style="list-style-type: none"> -Increased teacher confidence and competence in delivering differentiated instruction -Evidence of tailored teaching and learning in action -Improved pupil outcomes evidenced through data 	<ul style="list-style-type: none"> -Data -MER activities -Performance Management 	Research Time	Staff Training and CPD		