



2025 – 2026
LITTLE EATON PRIMARY
SCHOOL
SCHOOL
DEVELOPMENT
PLAN

Evidence tells us that our Core Priorities for 2024/2025 are:

Theme	Key Actions	Lead	Success Criteria
Leadership & Governance	Fill vacancies, train governors, improve oversight	Chair of Governors, Headteacher	All roles filled; governors trained and engaged
Curriculum	Monitor subjects, train leaders, report termly	Curriculum Lead, SLT	Improved curriculum oversight
English	Strengthen Talk4Writing, support vulnerable writers	English Lead	Staff confidence; pupil progress
Maths	Embed fluency, ensure challenge, engage parents	Maths Lead, KS2 Team	Consistent delivery; improved tracking
Behaviour & Attitudes	Implement behaviour policy, train staff	Headteacher,	Fewer incidents; consistent application
Safeguarding	Audit, update policies, improve attendance	PS, KG, JC, DL	Compliance and improved attendance
Personal Development	Ensure full implementation of the revised Relationships and Sex Education (RSE) statutory guidance	PSHE Lead, SLT	Pupil engagement and respect
Mental Health	Embed mental health, support staff and families	SMHL, SENCO	Improved wellbeing and confidence
Inclusion	Deliver interventions and embed tracking of disadvantaged pupils and SEND	SENDCo, Teachers	Progress and emotional regulation
Early Years	Refine curriculum, support transitions	EYFS Lead	Secure outcomes and confident transitions

2025 – 2026

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS

Leadership and Governance 2025–2026

This action plan focuses on strengthening the school's governance by filling vacancies, ensuring governors are trained, and enhancing their ability to hold leaders to account. These actions are essential to maintain strategic oversight and ensure accountability.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Fill governor vacancies	Advertise vacancies through school website, local authority, and parent communications. Engage with local community networks to identify potential candidates.	Chair of Governors / Headteacher	Autumn 2025	Governing body meeting minutes; recruitment updates	All governor vacancies filled by end of Spring term	
Ensure governors complete required training through Governor Space	Audit current training status of all governors. Register all governors on Governor Space. Set deadlines for completion of core modules.	Clerk to Governors / Chair of Governors	Autumn 2025 – Spring 2026	Training logs; Governor Space completion reports	100% of governors complete required training modules	
Ensure governors' contribution to the school's work is consistently strong	Assign link roles to governors for key areas (e.g. safeguarding, curriculum). Schedule regular link governor visits and reports. Provide training on effective governance.	Chair of Governors / SLT	Ongoing	Governor visit reports; SLT feedback	All governors actively engaged in link roles and reporting termly	25.9.25 Full gov agm
Ensure governors are effective at holding leaders to account	Provide training on data analysis and school improvement planning. Share key performance data with governors in advance of meetings. Use structured questions to challenge and support leaders.	Headteacher / Chair of Governors	Autumn 2025 – Summer 2026	Governing body minutes; governor challenge logs	Evidence of governor challenge in meeting records; improved strategic oversight	Book Brian Richards for Summer 2026
Develop the school leadership team to prepare for the new Ofsted framework and the new curriculum	Establish a Fortnightly SIP Monitoring Meeting Hold a meeting every two weeks with SLT and key staff to review progress and agree next steps. Conduct an Audit Against New Ofsted Criteria (using	Headteacher	Spring 2026-ongoing	SLT Minutes	Regular meetings take place; minutes show actions tracked and progress made.	First meeting 12.1.26 ½ day booked 22.1.26
	ASCL template) Complete a whole-school audit to identify strengths and areas for development.	Headteacher	Spring 2026	SLT Minutes	Audit completed and summary shared with SLT and governors; priority areas identified. SIP tracker updated; all actions marked	Begun 12.1.26
	Investigate New Curriculum Options Research and evaluate at least two curriculum models for potential adoption.	Headteacher	Summer 2026	SLT Minutes	Present to SLT/governors with recommendations.	

Curriculum 2025–2026

This plan ensures subject leaders have the tools and training to monitor and improve their areas. By embedding structured monitoring and reporting, the school aims to maintain high standards and consistency across subjects.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Ensure subject leaders make checks on their area of responsibility to ensure that they know what is working well and what needs to be developed.	Develop and share a termly curriculum monitoring schedule (learning walks, book looks, pupil voice).	Curriculum Lead / Subject Leaders / SLT	Staff time	Autumn 2025	Monitoring schedule implemented and followed termly	Book scrutiny Aut 2025
	Conduct curriculum deep dives with SLT support to evaluate intent, implementation, and impact.	SLT / Subject Leaders	Staff time	Spring 2026	Deep dive reports showing clear understanding of curriculum strengths and areas for development	
	Facilitate termly subject leader staff meetings to share findings and best practices.	Curriculum Lead	Staff time	Ongoing	Meeting minutes and regular sharing of curriculum insights	
	Link subject leaders with curriculum governors for reporting and discussion.	Chair of Governors / Curriculum Lead	Staff time	Spring 2026 onwards	Governor meeting minutes Governors informed and engaged in curriculum development	
	Identify CPD needs from monitoring outcomes and arrange targeted training.	SLT / CPD Lead	CPD budget	Summer 2026	CPD records; staff feedback	

English Action Plan 2025–2026

The English action plan aims to improve writing outcomes through Talk4Writing strategies, vocabulary development, and targeted support. These actions address gaps in writing fluency and ensure accurate assessment and moderation.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Strengthen Staff Expertise in Talk4Writing	Deliver refresher CPD on T4W principles: imitation, innovation, and independent application. Introduce coaching cycles and peer observations. Develop genre-specific planning templates and toolkits.	English Lead (KG)	Autumn 2025 – Spring 2026	Lesson observations, planning scrutiny	100% staff confidence in T4W delivery (survey)	
Embed Sentence-Level Fluency and Vocabulary Development	Implement daily "short burst" writing tasks. Use "Magpie Books" to collect and apply rich vocabulary. Introduce weekly vocabulary focus linked to reading and writing genres.	Class Teachers / English Lead	Ongoing	Book looks, pupil voice	Improved sentence structure and vocabulary use	Shared Inset Autumn 2025
Targeted Support for Vulnerable Writers	Identify pupils below expected standard and provide small group interventions. Use diagnostic writing assessments to pinpoint gaps. Track progress termly and adjust support accordingly.	SENCO / English Lead	Autumn 2025 – Summer 2026	Pupil progress meetings	80% of targeted pupils reach expected standard	New writing assessments shared during Autumn 1 inset Writing moderation Autumn 2 inset
Enhance Writing Assessment and Moderation	Conduct half-termly moderation within school and cluster groups. Use consistent assessment grids aligned with national standards. Provide feedback to staff on assessment accuracy and next steps.	English Lead / SLT	Half-termly	Moderation records, assessment data	95% accuracy in writing assessments	3.11.25 in school (dates in the diary for Spring and Summer) Updated Sep 25 and shared
Promote Writing Across the Curriculum	Embed writing opportunities in subjects like history, science, and RE. Develop cross-curricular writing projects. Showcase pupil writing through displays and newsletters.	Subject Leaders / English Lead	Ongoing	Curriculum audits, pupil portfolios	Increased volume and quality of writing across subjects	

Maths Action Plan 2025–2026

Following successful implementation of the NCETM Fluency Programme across the school in 2024–2025, this action plan outlines the next steps to embed fluency strategies and roll out the programme to Years 3. The plan draws on findings from the whole school summary report and aims to improve consistency, challenge, assessment, and parental engagement.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Embed NCETM Fluency Programme in Reception, Year 1, 2 and 3	Provide CPD for KS2 staff on fluency strategies; adapt KS1 resources for KS2 use; develop planning exemplars.	Maths Lead / KS2 Team	Autumn 2025	Planning scrutiny; lesson observations	Consistent use of fluency strategies in Years 3 and 4	
Ensure Greater Depth Challenge in Fluency Tasks	Develop differentiated fluency tasks; share examples of reasoning and problem-solving extensions.	Maths Lead	Autumn 2025 – Spring 2026	Book looks; pupil voice	Evidence of challenge for higher attainers in fluency sessions	
Develop consistent practice of mathematical thinking across all year groups	Create fluency delivery checklist; conduct peer observations; share best practice in staff meetings. Model lesson adaptations during staff meetings. Encourage student-led discussions on patterns and connections. 6. Reduce reliance on full worksheets by selecting key questions Share curated resources and examples of mastery-based adaptations.	Maths Lead / SLT	Ongoing	Observation records; staff feedback	High consistency in fluency classes show adapted planning and reasoning tasks. - Lesson slides demonstrate clear adaptations. - Pupils confidently verbalize mathematical thinking. - Teachers demonstrate ownership of lesson design. - Reduction in “download and teach” approach.	

Behaviour and Attitudes 2025–2026

This plan introduces a consistent behaviour policy and staff training to ensure a positive learning environment. These actions aim to reduce incidents and promote restorative practices.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Ensure consistent leadership and management of behaviour across the school	Develop and implement a whole-school behaviour policy with clear expectations and restorative approaches. Provide training for all staff on consistent behaviour management strategies. Establish regular behaviour review meetings with SLT.	Headteacher / Behaviour Lead	Spring 2026 – Summer 2026	Behaviour logs, staff feedback, pupil voice, lesson observations	Reduction in behaviour incidents; staff report increased confidence; consistent application of policy observed	Behaviours for learning a key focus of assemblies Aut 2
Anti – bullying plan to follow						

Personal Development and Well-being 2025–2026

The focus here is on character education, inclusion, and enrichment. These actions help pupils develop resilience, respect for diversity, and engagement in broader learning experiences.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Enhance Enrichment and Extra-Curricular Opportunities	Maintain and expand clubs, trips, and enrichment days; ensure all pupils access at least one enrichment activity per term.	SLT / Enrichment Coordinator	Ongoing	Participation registers, pupil feedback	Increased pupil engagement and participation in enrichment activities	
Ensure full implementation of the revised Relationships and Sex Education (RSE) statutory guidance, embedding age-appropriate, evidence-led RSE within the PSHE curriculum across all year groups by September 2026.	<p>Policy Review & Parent Consultation: Update RSE policy in light of new guidance; conduct parent consultation before final approval</p> <p>Curriculum Audit: Map existing RSE provision against statutory content to identify gaps and ensure full coverage.</p> <p>Staff Training: Provide training on new content areas (e.g., online safety, sexual ethics, mental health, healthy relationships).</p> <p>Curriculum Integration: Embed RSE within the wider PSHE curriculum and pastoral programmes, ensuring age-appropriate delivery.</p> <p>Monitoring & Evaluation: Use lesson observations, pupil voice, and policy reviews to evaluate impact and understanding.</p> <p>Parental workshops and training to be explored</p>	RSE Lead	Autumn 25 – Autumn 26		<p>RSE policy updated and approved by governors; consultation completed</p> <p>Curriculum map demonstrates 100% coverage of statutory RSE content.</p> <p>Staff report increased confidence (via post-training surveys); lesson observations show consistent, high-quality delivery.</p> <p>Pupil feedback indicates understanding of key themes (e.g., consent, online safety, respect) and a safe learning environment.</p> <p>Yearly reports to governors evidence implementation progress aligned with statutory guidance.</p>	26.1.26 RSE training attended by PS and EG

Mental Health Action Plan 2025–2026

This plan integrates mental health into school leadership and provides support for pupils, staff, and families. It includes training, surveys, and targeted interventions to improve wellbeing.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Leadership and Management	Establish a strategic mental health lead (SMHL) with clear responsibilities; integrate mental health into the school improvement plan.	Headteacher / SMHL	Autumn 2025	SLT meetings; SIP reviews	Mental health is embedded in leadership decisions and planning documents.	Staff qualification gained. Regular meetings with Compass Link advisor. Policy in draft form
Identifying Need and Monitoring Impact	Implement regular wellbeing surveys for pupils and staff; use data to inform interventions.	SMHL / Pastoral Lead	Termly	Survey analysis; intervention logs	Improved wellbeing scores; timely support for identified needs.	
Targeted Support	Provide access to counselling and mentoring services; develop referral pathways for external support.	SMHL / SENCO	Ongoing	Referral records; pupil progress reviews	Pupils receive timely and appropriate support; reduced incidents of emotional distress.	Waves Staff communicate with MS Good links with Compass
Staff Development	Deliver CPD on mental health awareness and trauma-informed practice; provide supervision for staff wellbeing.	SMHL / CPD Lead	Autumn 2025 – Summer 2026	CPD evaluations; staff surveys	Increased staff confidence in supporting mental health; improved staff wellbeing.	Anxiety training with Compass Sept 25 ND advocate training to be cascaded
Ethos and Environment	Create calm and inclusive spaces; promote positive behaviour and emotional regulation strategies.	SMHL / Inclusion Lead	Spring 2026	Learning walks; behaviour logs	Improved pupil engagement and behaviour; positive school climate.	2 x nurture/sensory based hubs established Zones of regulation around school 2 x pm nurture sessions led by SW
Student Voice	Establish a pupil wellbeing council; involve pupils in shaping mental health initiatives.	SMHL / Pupil Voice Lead	Autumn 2025	Meeting minutes; pupil feedback	Pupils feel heard and valued; increased participation in wellbeing activities.	School Council to start work with Compass 27 th Jan
Working with Families	Offer parent workshops on mental health; improve communication about support services.	SMHL / Family Liaison	Spring 2026	Workshop attendance; parent surveys	Increased parental engagement; improved home-school collaboration.	Coffee morning 27 th Jan with Compass for parents Advertised on school newsletters for parental voice
Curriculum Integration	Embed mental health education in PSHE and across the curriculum; use assemblies to reinforce key messages.	SMHL / PSHE Lead	Ongoing	Curriculum audits; pupil voice	Pupils demonstrate understanding of mental health; increased resilience and self-awareness.	Zones of regulation

Inclusion (SEND and Vulnerable Learners Action Plan) 2025–2026

This action plan supports SEND and disadvantaged pupils through targeted interventions, improved tracking, and staff training. It ensures equitable access to learning and emotional support.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Support children with SEND and disadvantaged backgrounds	<ul style="list-style-type: none"> - Provide small group, teacher-led Kat tutoring. - Deliver quality first teaching with extra SEND training and CPD for all staff. - Implement evidence-based interventions. 	SENDCo / Class Teachers	Autumn 2025 – Summer 2026	Lesson observations, intervention logs, pupil progress meetings	Improved progress for SEND and disadvantaged pupils; staff confidence in provision	PINS training all teachers ND advocates Part 1. Ready to cascade to all staff
Develop means of identifying and tracking achievement of children with SEND support	<ul style="list-style-type: none"> - Conduct 1:1 pupil interviews and book scrutinies. - Monitor support through termly waves. - Hold regular dialogue with staff to assess progress against IEP targets. - Deliver refresher training on relaying IEP targets to parents. - Provide refresher training on the intervention tracker. 	SENDCo	Autumn 2025 – Summer 2026	IEP reviews, staff feedback, intervention tracker updates	Effective tracking and communication of pupil progress	Waves: regular staff meetings to discuss SEND Smart targets ISAT March 18 th
Monitor and track assessment across the school	<ul style="list-style-type: none"> - Refresh teachers' understanding of assessment systems - Formative Footprints and Cromford Grids. - Implement Provision Mapping system. - Provide refresher training on Provision Mapping. - Support teachers in using Provision Mapping effectively. - Ensure staff keep Provision Mapping updated with documents, trackers, and grids. 	SENDCo / Assessment Lead	Autumn 2025 – Spring 2026	Provision Mapping audits, staff feedback	Consistent and accurate use of assessment tools	Provision mapping working well All staff using. Regular staff meetings to discuss provision mapping.
Deliver targeted CPD based on pupil needs	<ul style="list-style-type: none"> - Use analysis of interventions and IEP targets to train staff on specific learning needs. 	SENDCo	Spring 2026	CPD records, staff feedback	Staff confidence and improved provision	Assessments purchased
Ensure Zones of Regulation is utilised across the school	<ul style="list-style-type: none"> - Remind staff how to use Zones of Regulation in teaching and interactions. - Provide online resources for classroom use. - Monitor and develop Zones of Regulation across the school. 	SENDCo / Class Teachers	Autumn 2025 – Summer 2026	Classroom observations, pupil voice	Consistent use of Zones of Regulation; improved emotional regulation	Zones of regulation being used in all classes and hubs-observed by senco
Provide staff with clear expectations from the SENCO team	<ul style="list-style-type: none"> - Deliver training in September 2025 for all staff. - Inform staff about the new ISAT teacher. - Continue end-of-year transition meetings between parents and staff. 	SENDCo	September 2025 – July 2026	Training records, meeting logs	Staff understanding of expectations; smooth transitions	Training on Inset day. ND advocates ready to cascade
Consider Forest School provision for children with SEND	<ul style="list-style-type: none"> - Discuss with class teachers the possibility of SEND pupils accessing Forest School in other year groups. 	SENDCo / Class Teachers	Spring 2026	Teacher feedback, pupil participation	Increased access to Forest School for SEND pupils	SEN children attend with Y2 and Y5

Early Years 2025–2026

This plan ensures secure development in EYFS through curriculum refinement, quality interactions, and strong transitions. It aligns with the school's PRIDE values and inspection standards.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Ensure curriculum design supports secure development across all areas of learning	Review and refine EYFS curriculum to ensure coverage and progression; align with PRIDE values and whole-school curriculum intent.	EYFS Lead	Autumn 2025	Curriculum audits, planning scrutiny	Curriculum maps show clear progression; staff confident in delivery	Planning reviewed for 2025-2026
Enhance quality of adult-child interactions to support learning and development	Provide CPD on effective questioning and scaffolding; introduce peer observations and coaching.	EYFS Lead / SLT	Autumn – Spring 2025	Lesson observations, staff feedback	Improved interaction quality; increased pupil engagement	Ongoing
Strengthen phonics and early reading provision	Embed systematic phonics programme; monitor fidelity of delivery; provide targeted support for pupils at risk of falling behind.	Phonics Lead / EYFS Lead	Ongoing	Phonics assessments, pupil progress tracking	80%+ pupils reach expected standard in phonics screening	Continue to monitor phonics Scheme embedded across infants
Embed early maths fluency and reasoning	Implement NCETM EYFS maths guidance; provide daily maths fluency sessions; use manipulatives and real-life contexts.	Maths Lead / EYFS Lead	Autumn 2025 – Summer 2026	Book looks, pupil voice, lesson observations	Improved number sense and reasoning in EYFS assessments	NCTEM- maths embedded as 2 nd year
Promote pupil well-being, welfare and independence	Introduce daily routines that foster independence; embed PRIDE values in EYFS; ensure safeguarding and pastoral support systems are robust.	EYFS Lead / DSL	Ongoing	Safeguarding audits, pupil voice, staff feedback	Positive pupil behaviour; strong pastoral outcomes	Ongoing – Routines embedded Children settled
Ensure smooth transition from EYFS to Year 1	Develop transition programme including joint planning, visits, and pupil profiles; involve parents in transition process.	EYFS Lead / KS1 Lead	Summer 2026	Transition records, parent feedback	Successful transition evidenced by pupil confidence and progress in Year 1	

Safeguarding 2025-2026

The safeguarding plan ensures compliance with statutory requirements through audits, policy updates, and training. It promotes a culture of safety and improves attendance.

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2025	Complete Sc175 Safeguarding Audit. Submit to DCC Safeguarding audit to be carried out to identify priorities for safeguarding action plan.	PS/KG	£200	Submit Aut1 Governors Aut2	Report to GB Report to DCC child protection manager	October 25
	Update the schools Child Protection Policy	PS		Aug 25	Report to GB	September 25 Shared with GB and adopted
	Attend update training programme on My Concerns	PS/KG		Sep 25	Report to GB	
	Whole staff and GB attend annual safeguarding training	PS	£250	Nov 25	Report to GB	DCC course Nov 25
	Update school safeguarding portfolio in line with Derbyshire County Council 2025 instructions	PS		Nov 25	Report to GB	Nov 25
Consolidate the use of safety bear	Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies	PS with staff	1 x SM	Aut 1 Spr 1 Sum 1	HT	
Embed increased levels of attendance	Attendance: Target persistently absent pupils Target persistently late pupils	PS/JC		Ongoing	Termly report to gov's	

