



**MIDDLEZOY AND OTHERY  
PRIMARY SCHOOL  
SCHOOL DEVELOPMENT PLAN  
2025-2026**

September 2025

**PRIORITY 1: To continue to achieve high standards in Reading, Writing, Maths and Science throughout the school and improve rates of progress across the school.**

**Rationale:**

In 2025, 86% of children in our reception class achieved GLD, with 86% achieving ARE in Reading, Writing and Maths.  
 100% of children achieved the expected standard in phonics in KS1.  
 In Year 2, 90% of the children achieved the expected standard in reading, with 40% achieving greater depth. 90% achieved EXS in Maths, with 50% achieving greater depth and 80% achieved the expected standard in writing, with 30% achieving greater depth. This gave a combined figure of 80%, with 30% combined at greater depth.

KS2 results in Summer 2025 were very positive, in Reading 100% of the year 6 cohort (7 children) achieved the expected standard in reading, with 43% achieving greater depth.  
 In maths, 100% of the cohort achieved the expected standard, with 29 % achieving greater depth.  
 In Writing, 100% of the cohort achieved the expected standard with 29% achieving at greater depth.  
 Spag results were 75% EXS and 29% GDS.  
 100% of the cohort achieved the combined expected standard in reading writing and maths. With 14% achieving this at greater depth.

**Links :**  
**Priority 2 - Quality of Teaching and Learning**  
**Priority 3 - Increasing Capacity within the School.**

- Success criteria**
- 80%+ pupils meet Age Related Expectations throughout the school (ARE) in reading, writing and maths.
  - The % of pupils achieving at greater depth in reading, writing and maths by the end of year 6 exceeds the national average.
  - The % of pupils achieving GDS in Maths is in line with reading and writing.
  - The % of pupils meeting the Yr 1 phonics screening to exceed national averages.
  - The % of Early Years pupils to exceed national averages in ‘good level of development.’
  - Standards in times tables, spelling and grammar exceed national averages throughout the school. This requires accurate assessment and recording of performance and effective teaching of strategies.
  - All pupils understand their targets (or ‘Next steps’) and know how to improve.
  - Staff are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes and are supported with regular monitoring with other PPAT schools to ensure accuracy of data.

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
1. Review of whole school data (SIMS) and clear benchmarks for all staff regarding starting points for Sept 25, Jan 26, April 26, and July 26.	LH to lead, all staff  Full Governors	By Sept 25 Jan 26 April 26 July 26	Staff Meeting, Performance Management Meetings (PPM) & Inset	Data on track throughout the school. Vulnerable groups identified and programmes/ specific input organised.	
2. Identification of groups at risk of underperformance. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of LSA support for target teaching e.g. letter and number formation, handwriting skills and basic key word spelling.	All staff including HT and SENCo	By Sept 25 Jan 26 April 26 July 26	PPA time Teachers own analysis SENCo input	Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed. Better outcomes for all pupils. Entry and exit data recorded and evaluated.	
3. Track progress of pupils eligible for 'Pupil Premium Grant' (PPG). Effective strategies, interventions and provision planned to accelerate progress. Reviewed by Governors to check effectiveness.	All teachers LH SENCo LGB	By Sept 25 Jan 26 April 26 July 26	SENCo and HT  PPM	Pupils eligible for PPG to make expected progress. Provision is effective, monitored regularly and adjusted if necessary.	
4. To ensure more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non- disadvantaged pupils (Ever 6).	All staff/LH	By Sept 25 Jan 26 April 26 July 26	Time	Disadvantaged children to exceed and in line with their peers. Pupil Premium/ Ever 6 pupils attaining <u>higher standard</u> KS 2 SATs increase. Continue high level of attainment at end of KS2.	

5.	Review pupils on the SEND (Special Educational Needs and Disability) register and amend register in-line with SEND Code of Practice requirements. Apply for EHA/EHCP where appropriate.	HT SENCo (Governor: NM)	Sept 25 Ongoing	PP Meetings with class teachers and SENCo.  Staff Meeting time	SEN Support for pupils (meeting the Code of Practice) in place for pupils.	
6.	Effective use of assessment tools identified and discussed with colleagues across PPAT, including pupils' improved understanding of their next steps/targets. Effective moderation across classes with other schools to include HEPS and Hambridge Schools. HT and LGB to meet to discuss moderation outcomes.	All teachers LGB	Autumn and Spring Terms PPAT Moderation	HT Class teachers Joint staff meeting time	Pupils will show a good understanding of how to improve their work and be given sufficient time to edit and improve their work. LGB knowledgeable about schools' strengths and areas for development.	
7.	Professional Development to develop all aspects of the curriculum in the NC requirements.  Year 2/6 teachers to access support/updates for statutory assessments.	Teaching Staff	Ongoing	CPD	All staff to have a strong awareness and understanding of the aspects of the Curriculum for which they are responsible.	
8.	Performance Management for all teachers based on rigorous target setting. Pupil Progress Meetings termly.	LH & all teachers/TAs	Autumn Term 2025 April 2026 July 2026	HT SENCo	All members of teaching and support staff have initial Performance Management and teachers have objectives linked to pupil performance. Subject leaders to visit outstanding/good schools upskilling themselves and creating a strong network of support.	

9. Effective teaching and expectations observed of writing to include handwriting, spelling and grammar in reception, KS1 & 2 in line with the National Expectations and the updated Writing Framework 2025. Regular testing of key high frequency words. Regular monitoring by subject leader. Accurate data analysis, pupil intervention and support to staff.	HT Governors Staff during staff meetings	By Sept 25 Jan 26 April 26 July 26	CPD Monitoring of planning and pupil books.	All staff to have a strong awareness and understanding of the aspects of the Spelling and Grammar, with improved outcomes for all pupils. regular monitoring in staff meetings and with other schools.	
10. Effective teaching and expectations observed of maths to include pace and challenge in KS1 & 2 in line with the National Expectations. Regular monitoring of planning and books to ensure a consistent approach in the teaching of mathematics. Accurate data analysis, pupil intervention and support to staff. Focus on times tables in KS1 and LKS2 to ensure children have a secure knowledge by the end of year 4.	HT Governors	By Sept 25 Jan 26 April 26 July 26	CPD Monitoring of planning and pupil books.	All staff to have a strong awareness and understanding of National Curriculum expectations, with improved outcomes for all pupils.	
11. Effective teaching of vocabulary not only in English but through all subjects and activities.	All staff	Daily teaching throughout the year		Children are confidently able to unpick words and phrases for understanding. Children can discuss topics such as e-safety and discrimination using correct vocabulary.	
12. Link attendance figures to underperformance and arrange meetings with parents of identified pupils.	Class teachers /LH	On-going Raise concerns at TAS meeting	HT	97+% attendance for all pupils.	
13. Regular monitoring and moderation of standards in English/ Mathematics. Head teacher to monitor weekly.	HT	Autumn – ongoing		Consistent expectations and high outcomes for all pupils. Increased % of pupils achieve ‘GLD.’	

14. Monitor the planning, teaching, and outcomes of phonics in Early Years, Year 1 and 2. Target pupils to receive specific phonics intervention to help maintain the high standards achieved. Oversee any additional needs in KS2.	KS1 teachers HS	Autumn 2025 Weekly Ongoing	Time, small work area	All pupils to have a thorough knowledge and application of phonics. Daily teaching to ensure all children are confident and knowledgeable.	
15. To ensure Y4 pupils master times tables as set out in the NC and are ready for the multiplication tables check achieving 20 or more. Weekly times table checks and use of timed tests to improve speed of recall and practice testing techniques.	HT Teaching Staff Y4 teacher	Termly	Time	Children in Y4 have rapid recall of times tables facts. School has IT capability for online tests. Practise test administration.	
16. To develop children's academic transition with a feeder secondary school to ensure good academic progress from KS2 to KS3.	HT School Leaders	Termly	HT Time	Children will have a smooth academic transition from primary to secondary school to help ensure continued progress in year 7.	
<b>CPD , Inset , courses</b> <ul style="list-style-type: none"> <li>• Marking policy, next step marking</li> <li>• Basic skills for TAs</li> <li>• Curriculum</li> </ul>	<b>Monitoring</b> Key sources of evidence: <ul style="list-style-type: none"> <li>* Whole school cohort data sheet</li> <li>* Pupil progress meetings with class teachers</li> <li>* Termly data analysis including phonics and spellings</li> <li>* Scrutiny of books, including adherence to Marking Policy, including next steps.</li> <li>* Key SEND documents in place following introduction of revised SEND code of practice.</li> </ul>				

<p><b>PRIORITY 2: To continue to improve the learning culture within the school, including raising the quality of teaching so that it is consistently Good and often Outstanding. (Thereby improving the outcomes for pupils still further.)</b></p> <p><b>Rationale:</b> It is essential that all lessons are Good or better to help ensure that the quality of education is consistently good or better. To maintain and improve on previous standards and pupil progress, it is essential that all staff teach lessons and group tasks that are often Outstanding. This will involve using motivating teaching strategies, such as a range of exciting practical resources, and fostering pupils' curiosity and independence.</p> <p><b>Links :</b>  <b>Priority 1 - Standards and Progress</b>  <b>Priority 3 - Increasing Capacity within the School.</b>  <b>SEND provision</b></p>		<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>▪ 100% lessons are judged as Good or Outstanding;</li> <li>▪ 100% pupils throughout the school are on track to make good progress;</li> <li>▪ Lessons demonstrate that pupils are well motivated and engaged because of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning;</li> <li>▪ Behaviour in all classes is excellent;</li> <li>▪ All teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific needs (based on high quality teacher assessment);</li> <li>▪ Lessons demonstrate precise learning objectives for all pupils, who fully understand what they are learning and are confident to 'have a go.'</li> <li>▪ The pace and depth of learning are maximised because of teacher's response to pupils during lessons. No learning opportunities are missed.</li> </ul>			
Sequence of tasks	Personnel	Timescale	Resourcing	Expected Outcome	Review
1. Staff to understand what constitutes outstanding teaching and learning. (Inspection Framework.) Continue to use non-negotiables to promote successful learning principles.	All staff  All staff	Sept 25  Ongoing	CPD opportunities to meet and observe other PPAT teachers.	Lessons and evidence in books is at least good and often outstanding.  Teaching and Learning principles observed in action	
2. Lesson observations for all staff, and re-visiting of lessons to ensure that actions for improvement are addressed.	LH, all teachers	Autumn Term 2025  On-going	LH time	All lessons and learning over time (evidence in books) are at least good and often outstanding.	
3. Monitoring and observing the use of individual SEND learning plans and strategies recommended by professionals.	SENCo Governors HT	Termly Autumn 25	SENCo Time	SEND making good progress. Gaps in attainment will be reduced. Governors will be updated at LGB meetings on SEND progress.	

4. Pupils across the schools to continue to be polite, respectful, and courteous. Behaviour is strong.	All Staff -	Ongoing	PSHE – British Values and assembly time	Consistency of approach links with the behaviour policy. Pupils feel safe and happy in school. Behaviour is good.	
5. Continuation of the school council across the schools to ensure pupil voice. Democratic elections to establish class reps this year (25-26)	Teachers LH	Ongoing Fortnightly meetings	Time for meetings and actions	All children will know who to speak to regarding their thoughts for ways to improve the school and learning environments.	
6. Governors to monitor subject provision and quality of education through their link teacher.	Teachers LGB	Ongoing-termly visits	Cycle of monitoring	There will be systematic monitoring and evidence to show confidence in their roles and responsibilities.	
7. Governors to monitor finance including sports and PP to ensure value for money and correct usage.	LH JI LGB	Ongoing LGB meetings termly	Budget overview and spending proforma	Governors will be confident that there is transparency in spending for allocated, ring-fenced money. Spending leads to effective outcomes.	
8. Monitoring of the curriculum through an annual review as part of Spring Term Inset to take into account changes in structure and cohort sizes.	Whole Staff Team	Spring Term Review	Inset Day	Leaders will be confident that the whole curriculum is being taught and there is no repetition of topics for example in history or geography.	
<b>CPD, Inset, courses</b>  <b>Curriculum</b>	<b>Outcomes</b> Key sources of evidence: Head Teacher ensures that timetables make sufficient provision for quality first teaching in Core subjects * Pupil progress meetings with class teachers. * Learning Walks/ Lesson observations. * Scrutiny of books, including adherence to Teaching & Learning and Marking Policy				

<p><b>PRIORITY 3: To increase the capacity of the school significantly by enhancing provision in a variety of ways, including further development of the staff team and strategic marketing of the school's strengths to increase pupil numbers.</b></p> <p>Rationale: Future numbers on roll could fall due to the local demographic. Ensure that the curriculum continues to be broad and balanced and is enhanced with different opportunities for all children. Continue to increase the capacity of the school through improvements to the learning environment, the curriculum provision both within and beyond the school day and through links with other learning communities and with parents.</p>		<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>the school runs smoothly and effectively.</li> <li>a continuing wider range of high-quality opportunities to be available to pupils which extend their thinking and broaden their horizons.</li> <li>the curriculum takes account of children's individual aptitudes &amp; interests and gives scope for independent enquiry.</li> <li>the outdoor learning environment is extended further enabling the children to experience a wider range learning opportunities (e.g. outdoor learning provision, improvements to the trim trail and pond and wildlife garden);</li> <li>the curriculum ensures progression, avoids repetition, and makes meaningful cross curricula links to deepen children's understanding. Key concepts are revisited to ensure retention of information and retrieval to support with further learning. Including the use of 5 focus questions and the development of the "Quiz Master" role.</li> <li>improvements are evident in a range of new provision such as the Arts, Computing and Environmental studies; begin to form international links, enabling scope for pupils to develop further their cultural understanding and their social and emotional skills;</li> <li>strong links between the EYFS providers and KS1.</li> <li>Governors have a clear understanding of the strategic direction in which the school is moving.</li> </ul>			
<p><b>Links :</b> Priority 1 - Standards and Progress Priority 2 - Improving the Quality of Teaching and Learning. Links within PPAT.</p>					
<b>Sequence of tasks</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resourcing</b>	<b>Expected Outcome</b>	<b>Review</b>
1. Roles & responsibilities are reviewed for all staff. New members of the team to receive in-house training to lead subject areas effectively.	LH	Autumn 2025 Spring 26 Summer 26	Time	More effective school ensuring better outcomes for pupils. A conducive learning environment. Staff confident within their subject(s)	
2. All planning to continue be based on the National Curriculum expectations and enhanced curriculum provision including Community links where possible.	LH & Subject leaders.	Ongoing Staff meetings for specific subject areas	Time	Evidence that teachers are planning and delivering the National Curriculum 2014 and a wider variety of activities to inspire and motivate.	
3. Subject leaders to maintain standards and monitor curriculum provision across the school. Subject leaders to inform staff of updates in their subject areas. Subject files to be reviewed (online)	Subject leaders (with all staff)	On-going CPD	Time	Subject leader fully aware of the progression of their subject across the primary class and sufficient evidence is available to show depth and breadth of study.	

4.	EYFS Lead to administer the Baseline Assessment of EY children. EYFS to support other practitioners in schools across the trust.	HT NM- Gov EFYS Lead	Oct 25 Ongoing	Time and budget	EYFS outcomes and strong and good practise is shared.	
5.	Develop collaborative learning across the trust to ensure best practice.	All staff	Throughout year	Time	Best practice in terms of teaching and learning is shared across the trust to ensure high expectations and outcomes for children.	
6.	Family Learning input for all Year groups	LH, All teachers	Timetabled throughout the year.	Hall/ Library	The family learning projects are well attended, and parents are involved in their child's learning.	
7.	Ensure that parents and children are kept fully up to date with the current curriculum	LH All Teachers	Sept Jan April		Curriculum maps for the coming term will be ready, on the website and circulated to parents as a hard copy at the beginning of each term. Complete 2-year cycle to be on the website.	
8.	Trust Business Manager to pursue funding to improve school facilities.	AD and LH	On-going	Time	Improved facilities.	
9.	'Showcasing' of musical and arts talents.	All year groups	Throughout the year.	Time	For all to be aware of the talents in the school.	
10.	PM for all staff ensuring that succession planning and distributed leadership are established, and skills development supported.	LH	By Oct 25 March 26 July 26		All staff are provided with good continuing professional development and opportunities.	
11.	Continual enhancement of P.E and sporting provision. Effective use of the Sport and P.E. Premium Grant to achieve best value and excellent outcomes for pupils.	LH/Sports Coach	Throughout year	As needed.	Excellent provision for all children in P.E. Extracurricular and inter/intra school sport at a high level. Increased participation in inter-school sports. Aiming for Silver PE award.	
12.	Develop Outdoor learning in the curriculum. Develop outside space using grants. =	All teachers	Throughout year	Time	Curriculum enhanced by improving outdoor learning provision.	
13.	Ensure e-safety is embedded across the curriculum and monitored regularly.	All Staff Computing Lead to monitor	Termly monitoring	Time	Staff are confident to deliver an effective computing curriculum. Children are aware of how to stay safe using technology. Visits from the Topaz team and information shared with parents.	

14. To focus on school awards to give children a voice and pursue their interests as well as highlight positive and healthy choices.	School Council/LH	Sept 2025 onwards	Time	Stimulating curriculum and increased awareness of the world we live in.	
15. Monitor lunchtime supervision	LH Lunchtime supervisors	Throughout year Regular and ongoing	Time	Lunchtime supervisors aware of responsibilities in maintaining active, happy and safe lunchtimes for children.	
<b>CPD, Inset, courses</b>	<b>Outcomes Key sources of evidence:</b> * Lesson observations. * Scrutiny of plans and books across the school curriculum * Governor reports * Parental questionnaire * Subject leader files				