

St Paul's Church of England Primary School Development Plan



St Paul's C of E Primary School



Our Vision is summarised in the strapline '**A Place to Belong**' and is rooted in our Biblical teaching –

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us.”

Romans 12:5-8

Our school is a family where everyone feels safe, happy and valued and is supported to achieve their full potential. We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for their futures.



Success Criteria

Curriculum & Teaching	Leadership & Governance inc Safeguarding	SIAMS
<ul style="list-style-type: none"> Aim to increase % of teaching to outstanding through targeted CPD. Ensure all subject leaders focus on assessment and how to improve pupils outcomes even further. Sustain consistent T&L of RWM & S across school for progression of skills and knowledge. Raise standards in writing, especially KS2 Ensure the assessment system is effective in promoting pupil progress. Embed same day or early intervention to ensure all groups of pupils make good or better progress – keep up not catch up strategy. 	<ul style="list-style-type: none"> Ensure staff all support the strong culture of safeguarding with training and CPD. Ensure Governor's increased level of challenge demonstrates a positive impact on the work of the school. Continue to develop the Middle Subject Leadership team to drive effective delivery of an engaging and ambitious curriculum with a focus on assessment. Ensure staff well-being and workload is managed effectively. Manage the budget in line with the staffing structure. 	<ul style="list-style-type: none"> Ensure the Christian vision and values remains embedded across whole school. Develop pupils' understanding of spirituality and ensure children have the opportunity to develop this throughout school. Develop the opportunity for global links with St Paul's Church. Embed the programme of Church/Gov/Peer observation of collective worship to share good practice and identify next steps. Provide children with the opportunities and support for courageous advocacy. Enrich pupil's understanding of world faiths through real life experiences.
Inclusion	Personal Development & Wellbeing	Attendance & Behaviour
<ul style="list-style-type: none"> Adaptive teaching in all classes will be embedded and all children will be supported to access the curriculum. All pupils on our SEND register will make good progress. The inclusion leader will work closely with families, children and staff to support individuals across school. Emotion coaching will support all children across school with behaviour. The lighthouse will offer a sensory space for children to regulate in if needed. 	<ul style="list-style-type: none"> Ensure Middle Leaders 'champion' their subjects so that the curriculum extends beyond the academic. Provide children with opportunities and experiences to be active citizens in the local and wider community. Provide a range of clubs to enable children to develop and discover their interests and talents. Provide children with opportunities and experiences through a range of projects and learning in order to prepare children for future success. Develop children's interests and talents through Performing Arts and Music (York Arts Education). Ensure opportunities for children to keep physically and mentally healthy through extended learning. Ensure children are prepared for life in Modern Britain through the curriculum and opportunities to extend learning. Explicitly encourage participation of disadvantaged at extra-curricular clubs. 	<ul style="list-style-type: none"> Sustain and build upon overall good attendance so that it reaches >95%. Update and implement a new whole school behaviour policy with a focus on high quality CPD. Ensure opportunities for children to keep mentally healthy through a personalised PSHE programme. Continue to gain pupil voice and listen to feedback in order to improve children's attitudes to learning. Develop the support provided to vulnerable pupils (including LAC) and families who require SEMH / Well Being Worker / FEHA intervention. Continue to embed SMSC through the school values. Develop and embed opportunities for pupils to actively support the wellbeing of other pupils.
EYFS	EYFS & Phonics Achievement	Key Stage 2 Achievement
<ul style="list-style-type: none"> Sustain 100% expected or better progress from baseline. Ensure pupil groups make expected or better progress with a focus on boys and literacy. Word reading will be in line with other specific areas of learning. Ensure vocabulary is a key focus to improve children's speech and language. 	<ul style="list-style-type: none"> Sustain above National GLD. Improve Early Reading & Writing Outcomes. Sustain above National RW & Number ELG. Sustain above National Y1 phonic screening results. Aim to achieve 100% pass rate at Y2, leaving no child entering KS2 without secure phonic ability. Implement intervention (where necessary) in order to achieve a 100% pass rate for disadvantaged pupils. Improve the quality of teaching & learning of phonics and ensure this is embedded in all classes.. 	<ul style="list-style-type: none"> Aim to achieve National attainment in RWM for both expected and above expected standards. Continue to improve outcomes (at both expected and greater depth) level with a focus on improving KS2 writing across school. Continue to improve all outcomes for RWM and Science. Aim to diminish the difference between disadvantaged pupils and National Others. Develop collaborative working across KS2 to ensure teachers have a deeper understanding of end KS2 expectations.

Key: Started Underway Developed Embedded Completed

Detailed action plans are being developed with Subject Leaders for each subject

Key Priority for Improvement 2024-2025	Led by	Team	What will Success look like?	Progress				
				S	U	D	E	C
The Quality of Education Implement and embed the evolved Curriculum projects focusing on teaching and learning alongside assessment.	HT	All teachers	<ul style="list-style-type: none"> Staff will be given time to allow them to feel prepared and confident to plan and use the online system to help plan and teach high quality lessons. Writing will be a key focus with writing CPD for staff linked carefully to the curriculum to ensure that children see a purpose for writing. Lessons will allow children to progress through the curriculum. Exciting and practical learning opportunities will be planned that allow children valuable learning experiences. A focus with staff on assessment within foundation subjects will ensure all teachers feel confident in their assessment and progress for individuals. A focus on embedding the end of project quizzes will ensure any gaps in knowledge are addressed. Knowledge led teaching will provide children with the opportunity to ensure that they keep the key knowledge needed for the foundation subjects. Vocabulary will continue to be a focus to support children to learn new vocabulary throughout all curriculum areas. The Inclusion Leader will focus on ensuring that each child with an EHCP is making progress to meet their full potential with their EHCP targets. Governors should visit the school often to provide a high level of support and challenge with SLT, including gaining pupil voice and meeting with their link subject leader. 					
Behaviour and Attitudes A whole school focus on Adaptive Teaching will ensure that all children make progress and reach their full potential linked with our behaviour policy.	HT	EH SE DP	<ul style="list-style-type: none"> Following on from the new behaviour policy the SENCO will complete an Adaptive Teaching Course. Training will be distributed to all teachers and teaching assistants so that good practice can be shared across the school. Staff will feel confident with adaptive teaching which will allow all pupil groups to flourish and increase the % of SEN pupils reaching the expected level. . SLT will support teachers to use teaching assistants efficiently in their classrooms to ensure all learners are making significant progress. Pupil groups such as PP and SEN pupils should make significant progress with the new adaptive teaching embedded. Staff voice will show that staff feel confident with adaptive teaching and pupil voice will show that they feel supported to access learning in class. . Any new staff will receive Emotion Coach Training. PSHE assessment will be developed to support an understanding of learning. Behaviour and attitudes will ensure children feel safe and have an understanding of how to stay safe and the PSHE curriculum will allow for opportunities to learn and reflect. Wellbeing ambassadors will be in place to support children across the school. Rapid ELSA will support children in school where needed to support children's wellbeing. Pupil voice will show that they feel their wellbeing is valued. New Playground games and Y6 buddies will support behaviour on the playground. 					
Leadership and Management Support and develop subject leaders with the updated curriculum to ensure all subjects allow children to reach their full potential.	HT	CC CH	<ul style="list-style-type: none"> Staff will be given time to allow them to feel prepared and confident to plan and use the online system to help plan and teach high quality lessons. Subject leaders will have training to support them with the new online system and access to support over the year. Subject leaders are supported to understand the content of their subject across school with the new curriculum. Subject leaders recognise how maestro can help manage their subject. Subject leaders understand their subject in depth. Subject leaders are confident to support teachers to deliver their subject. Subject leaders will ensure that all subjects allow progression of skills and knowledge so children can learn and develop through the curriculum. Subject leaders will support teachers within their subjects to develop assessment opportunities. Attendance will still be a focus by the Headteacher who will work with families who are persistent absentees to improve attendance. Attendance leader to work with CYC to support attendance across the school. (dates set twice but attendance lead never attended) Governors should visit the school often to provide a high level of support and challenge regarding attendance. Regular attendance updates will be shared in the parent newsletter. Regular attendance updates will be shared in the governor meetings. 					
Personal Development A focus on courageous advocacy through wider curriculum opportunities will provide children to lead projects and ensure their voice is heard.	HT	CC CH SH	<ul style="list-style-type: none"> Staff will receive support and CPD in courageous advocacy and what this looks like across school. Pupils will be supported with their understanding of courageous advocacy and any opportunities to advocate. Courageous Advocacy week will allow children to explore concepts linked to their learning and take this further. Picture news will continue to be shared but used as an opportunity to promote courageous advocacy. Any opportunities to advocate through the curriculum will be explored and teachers will take children's lead. School council will continue and children will be actively involved in wider school debates and share courageous advocacy ideas. A focus on SMSC and British Values will support children and staff to be active citizens, through carefully planned activities including activities in the wider community. Children will learn how to debate respectfully, taking into account the views of others. 					
Early Years Developing the areas of provision from EYFS and into KS1 will develop staff's confidence with learning through play.	HT	CC DP	<ul style="list-style-type: none"> A focus for EYFS will be on areas of provision. Reading will be a key focus to ensure % are in line with the local authority. The Early Years team will access CPD based on this area and how to uplevel areas to develop learning opportunities. Training will then be shared with KS1 to ensure that provision areas are valuable to learning and learning is supported in key transitions. EYFS will work with CYC and Early Talk for York/Wellcomm to strengthen speech and language and vocabulary skills across EYFS. The EYFS teacher will receive her Level 4 certificate and be able to train other staff members the following year. Vocabulary will continue to be a focus to support children to learn new vocabulary throughout all curriculum areas and areas of learning and support children's speech and language. Early assessments will identify any extra support and close the gap within communication and language skills. GDL will continue to be above National. The % of children making good or better progress will improve through internal assessments. 					
SIAMS A focus on Spirituality through collective worship themes will allow children to both develop their understanding of their own spirituality.	HT	CC CH EH SH	<ul style="list-style-type: none"> Pupil voice will demonstrate that children have a wider understanding of spirituality. Staff CPD will support staff to understand and develop opportunities for Spirituality. Links with the Church will allow us to develop our links with global faith communities. Self-evaluation demonstrates collective worship feedback from a range of groups. Reflection areas will be set up and relevant allowing children the time to explore their spirituality. Class reflection areas will mirror the main reflection area, allowing children each a space in their classroom to reflect. 					

Key: Started Underway Developed Embedded Completed

Detailed action plans are being developed with Subject Leaders for each subject

Key Priority for Improvement 2025-2026	Led by	Team	What will Success look like?	Progress				
				S	U	D	E	C
Attainment/Curriculum and Teaching Embed and enhance the teaching of writing across all year groups with a particular focus on developing stamina, handwriting fluency, and accurate use of SPaG to improve outcomes for all pupils.	H T	CC CH DP All Teachers	<ul style="list-style-type: none"> Staff will be given time, resources, and CPD to feel confident in teaching writing, with a particular focus on progression of handwriting and SPaG across the school. Writing across school will reflect the 2025 Writing Framework. Teachers will plan purposeful writing opportunities carefully linked to curriculum projects so children understand the audience, purpose, and value of writing. Consistency in handwriting expectations will be established and embedded, with a whole-school handwriting policy in place and followed by all staff. Regular moderation sessions will ensure staff are confident in assessing writing across year groups, with a focus on meeting and exceeding KS2 standards. Children will be supported to develop stamina and independence in writing through carefully sequenced lessons that build on prior learning. Exciting and practical writing opportunities (e.g., publishing, performances, cross-curricular writing) will engage pupils and provide meaningful contexts. High expectations of grammar, punctuation, and spelling will be embedded in teaching and applied consistently in extended writing. Teachers will make effective use of feedback and editing to improve accuracy and develop children's ability to write with precision and flair utilising the marking and feedback policy. Interventions will target pupils not yet on track to meet age-related expectations, particularly in KS2. Vocabulary development will continue to be prioritised, ensuring children can access and use ambitious language within their writing. The Inclusion Leader will monitor and support children with SEND to ensure they make progress in writing, including through adapted approaches to handwriting and SPaG. Governors will engage with staff and pupils to review progress in writing, visit classrooms, and evaluate the impact of whole-school strategies. 					
Inclusion To further embed our vision, instil adaptive teaching across the school to ensure that all pupils, including those with SEND, are supported to make progress, demonstrate positive learning behaviours, and develop positive attitudes to learning.	E H	CC CH	<ul style="list-style-type: none"> Staff will receive CPD and guidance on adaptive teaching strategies, ensuring lessons are accessible, challenging, and inclusive for all learners. Adaptive teaching approaches will be planned into daily lessons, with teachers using assessment and knowledge of pupils' needs to remove barriers and maximise progress. Teachers will embed strategies that support emotional regulation, resilience, and independence, promoting positive behaviour and attitudes towards learning. The use of resources (including concrete, visual, digital, and scaffolding materials) will be reviewed and enhanced so that all staff feel confident in deploying them effectively to support SEND learners. The Lighthouse will be timetabled and resourced more effectively to ensure targeted interventions, sensory breaks, and individual support are delivered consistently and with maximum impact. Teachers will make effective use of flexible grouping, differentiated questioning, and pre/post-teaching to address gaps in knowledge and accelerate progress. Governors will work with leaders to evaluate the impact of adaptive teaching strategies, including through pupil voice with SEND pupils and monitoring of behaviour and attitudes. The Inclusion Leader will track outcomes and provision for children with EHCPs and those on the SEND register, ensuring adaptive teaching is central to their progress and engagement. Staff will continue to develop and share best practice in adaptive teaching, embedding strategies that celebrate diversity and promote equity in the classroom. 					
Leadership and Governance Ensure a smooth transition in leadership with clear systems of support in place, maintaining high expectations and a shared vision.	H T G OV S	CC CH	<ul style="list-style-type: none"> Transition planning will be embedded so that future leadership transitions are smooth and do not disrupt the quality of education Transition in leadership roles will be clearly communicated and supported with mentoring, coaching, and regular opportunities for reflection to ensure consistency and stability across the school. SIAMS CPD will be provided for staff and governors to ensure a shared understanding of the framework and how the school's Christian vision and values are embedded in practice. Leaders will be up to date with the new Ofsted framework, ensuring that self-evaluation and school development priorities reflect current expectations. All leaders, including subject leaders, will be supported to develop confidence in monitoring, evaluating, and leading their areas, with a focus on impact on teaching and learning. Governors will engage in training and updates to provide informed support and challenge, particularly around SIAMS, Ofsted, and safeguarding. Communication between leaders, staff, and governors will remain open and transparent, ensuring clarity of expectations and shared accountability. Time and resources will be allocated for leaders at all levels to fulfil their roles effectively, including opportunities for leadership CPD and collaboration with other schools. Leaders will continue to monitor staff well-being and workload, ensuring that support systems are in place to maintain a positive culture and high staff retention. Attendance leader to work with CYC to support attendance across the school. 					
Personal Development & Wellbeing Strengthen the school's personal development provision by aligning it fully with the new Ofsted framework and creating a coherent curriculum document that clearly sets out how the school supports pupils' wider development.	H T	CC CH SE	<ul style="list-style-type: none"> Leaders will audit current personal development provision against the Ofsted framework to identify strengths and areas for development. A single, coherent document will be created to bring together the personal development curriculum (including Life Skills, Well-being, SMSC, British Values, Equality and Diversity, and Online Safety), showing clear progression from EYFS to Year 6. The new 2025 RSE statutory guidance will be updated through our curriculum and policies and shared and understood by all teachers. British Values will be a key focus for the year: pupils will be taught explicitly about democracy, the rule of law, individual liberty, and mutual respect and tolerance. These will be threaded through assemblies, curriculum projects, and enrichment opportunities. Opportunities for enrichment (e.g., trips, visitors, themed weeks, pupil leadership roles) will be mapped across the curriculum to ensure equality of access and breadth of experience. The Well-being Ambassadors and other pupil leadership roles will be further developed to promote responsibility, inclusion, and positive behaviour across the school. Monitoring and evaluation of the personal development curriculum will be embedded, with pupil voice used to evidence the impact on attitudes, behaviour, and aspirations. Governors will monitor and evaluate the impact of personal development by reviewing the new curriculum document, meeting with leaders, and speaking with pupils. 					
Early Years Focus on word reading and boys attainment in the Early Years to bring this in line with current trend results.	D P	CC CH	<ul style="list-style-type: none"> Following a review of the data trend focus on word reading as a key area to develop and ensure that this is in line with other Literacy %. Following a review of the data, focus on provision for boys in regards to Literacy Specific areas. Ensure parents and carers are involved in their children's learning with focused sessions such as phonics. The Early Years team will access CPD based on word reading and literacy and how to uplevel provision areas to develop learning opportunities. Training will then be shared with KS1 to ensure that provision areas are valuable to learning and learning is supported in key transitions. Early assessments will identify any extra support and close the gap within communication and language skills. 					
SIAMS Embed spirituality across the whole school, ensuring that pupils are given regular and meaningful opportunities to reflect, wonder, and explore big questions and embed the key disciplines in RE lessons.	H T	SH All Staff	<ul style="list-style-type: none"> A shared school definition of spirituality will be agreed and consistently used by staff, governors, and pupils. Staff will receive CPD on how to nurture spirituality within lessons, collective worship, and wider school life. Embed key disciplines using CPD and curriculum slides to share Thinking, Believing and Living. In EYFS and KS1, vocabulary development will be prioritised to help children express awe, wonder, and spiritual reflection using age-appropriate language. Across the curriculum, teachers will plan opportunities for pupils to explore meaning, purpose, creativity, and values, embedding spiritual development into projects and topics. Windows, Mirrors and Doors will be embedded into our emotion coaching and behaviour policy with staff training. New Collective worship themes will allow for Spirituality within the LTP. Collective worship will provide varied opportunities for silence, reflection, prayer, and pupil-led contributions that encourage spiritual growth and a sense of community. Resources (visual prompts, reflection areas, vocabulary supports) will be developed to aid pupils in expressing their spiritual thinking. Staff will share best practice examples of spirituality in the classroom, celebrating how children demonstrate awe, wonder, and reflection in learning. Governors will monitor and evaluate the impact of the spirituality focus by engaging with pupils and staff, reviewing provision, and ensuring alignment with SIAMS expectations. Pupils' voice will be used to evidence how children articulate and value their spiritual experiences both in lessons and collective worship. Ensure the work completed on Courageous Advocacy continues to be promoted and embedded across school. 					

Key: Started Underway Developed Embedded Completed

Detailed action plans are being developed with Subject Leaders for each subject

We are unlocking every child's potential through purposeful writing and tailored support.

Key Priority for Improvement 2026-2027	Led by	Team	What will Success look like?	Progress				
				S	U	D	E	C
Attainment/Curriculum and Teaching Embed high expectations, consistency, and fidelity in writing instruction across all key stages, aligning fully with the 2025 Writing Framework by prioritising transcription skills, sentence-level precision, and short, purposeful writing tasks to accelerate individual pupil outcomes.	HT	CC CH EH All Teach ers	<ul style="list-style-type: none"> Teachers will be given training on writing instruction for the whole school that will reflect the 2025 Writing Framework, placing explicit emphasis on transcription fluency, sentence construction, and short, purposeful tasks. Teachers will maintain high expectations for grammar, punctuation, and spelling (SPaG), consistently addressing basic mechanics during live feedback and extended writing. A whole-school handwriting policy will be embedded, ensuring children are explicitly taught handwriting lessons separate to others. Year 1 to trial the Little Wandle Handwriting scheme to evaluate impact and whether can be applied the following year to Year 2 Consistency in using Little Wandle mnemonics for handwriting Structured oracy activities will be integrated into lessons, allowing children to articulate and rehearse precise sentences verbally before writing. Class teachers will take direct ownership of providing adapted support for SEND learners alongside targeted Inclusion Leader guidance. Teachers will create individualised writing targets for pupils to ensure clear tracking of individual progress based on specific needs. Referencing these in lessons for pupils to refer to and updating them once achieved. Staff to receive specific training and staff meeting time to develop these. Regular cross-phase moderation sessions will take place to ensure accurate assessment and consistency across year groups. 					
Inclusion Develop effective use of the new SEND Base, up-to-date SEND/PP Profiles, and whole-class sensory regulation routines to deliver high-quality adaptive teaching and ensure all pupils make strong progress.	EH	CC CH All TA'S and Teach ers	<ul style="list-style-type: none"> School SEND base resourced with specific furniture/resources to support a diverse range of needs. Staff provided with training, where necessary, on how to utilise the spaces completely. The new school SEND base to deliver targeted interventions, sensory regulation breaks, and individual support with maximum impact. Staff will continuously update, create, and actively embed SEND and Pupil Premium Profile documents in their daily planning and classroom setups. Staff will continue to develop and share best practice in adaptive teaching, embedding strategies that celebrate diversity and align with national SEND guidelines. Teachers are able to deliver Whole Class Sensory Circuits to support focus, readiness to learn, and emotional regulation for all pupils The Inclusion Leader will systematically track academic progress and provision for children with EHCPs, SEND support, and PP status. Governors will work with leaders to evaluate the impact of strategies through pupil voice and learning walks. Continue to narrow the gap in attendance for identified pupils SEND and disadvantage 					