

School Development Plan 2025-26

Our unique children deserve an inclusive, holistic curriculum that shapes them as confident, inquisitive and proud individuals. At Carrington, children know that they matter, they are important and that they bring something to this world that no-one else can.

Through purposeful, broad and rich experiences, we aim for every child to leave us with an empowered voice and a life-long passion for learning, equipped with the skills to go on and be compassionate and active citizens both locally and beyond.

We believe in an ambitious, knowledge-rich curriculum because children are empowered by knowing things. The specifics of what children learn matter and subject traditions are respected, providing the vital inspiration, challenge and confidence to determine their own future.

Whole-School Priorities 2025-26

	Ofsted EIF Link	Priority
1	Curriculum	To ensure that the curriculum is well-sequenced and knowledge-rich across all subjects. Building on our strengths, we aim to embed these practices across weaker areas, ensuring coherence and consistency.
2	Developing Teaching	To secure high-quality, evidence-informed teaching strategies that lead to excellent outcomes for all, with a focus on clarity of instruction and modelling.
3	Inclusion	To ensure every learner's needs are identified early and met effectively. A proactive, reflective approach will ensure that all pupils, including those with SEND, can thrive.
4	Personal Development	To give pupils the experiences, values and cultural knowledge they need to become active, respectful and responsible citizens.

Kindness



Respect



Readiness



Confidence



Excellence

School Development Plan 2025-26

Priority 1:

	Ofsted EIF Link	Priority
1	Curriculum	To ensure that the curriculum is well-sequenced and knowledge-rich across all subjects. Building on our strengths, we aim to embed these practices across weaker areas, ensuring coherence and consistency.

Context

Ofsted Development Areas June 2024:

- Due to the curriculum's relative infancy, in a small number of foundation subjects, pupils are at an early stage of knowing and remembering content. This means that some gaps in their learning remain. The school should ensure that it continues to implement its new curriculum and that it results in pupils consistently knowing and remembering the curriculum content.
- In a small number of places, the curriculum does not make explicitly clear what pupils are expected to know and remember. This means that teachers risk interpreting the curriculum in different ways. The school should ensure that the curriculum consistently, across all subjects, makes clear what pupils are expected to know and remember.
- Limited capacity of middle leadership has meant that limited development in maths and wider curriculum subjects has taken place. However, the children have benefitted from a robust structure of learning in maths and thoroughly planned units for wider curriculum, meaning the intended learning has continued.
- Limited capacity has also meant that the monitoring of wider curriculum subjects including book looks and pupil voice have not taken place as regularly as is necessary to ensure that the curriculum is having the desired impact on learning outcomes.
- In the previous year, development in reading, writing and phonics have taken place to establish consistency of approach. A new reading lead has been appointed to develop the approach to whole-class reading and reading for pleasure further.
- Significant CPD has been committed to the development of communication and language in EYFS and teaching texts are now embedded to create themes and purposeful links through different learning areas.
- Outcomes in writing are generally strong but there is a need for greater consistency and understanding of technical knowledge around editing, composition and grammar.

Objectives	Autumn	Spring	Summer
1 Develop a well-sequenced computing curriculum, including wellbeing, online safety	• A computing curriculum has been mapped from EYFS to Year 6 with resources in place and core knowledge mapped	• Children are beginning to recall core knowledge from computing units and digital citizenship sessions • Digital leaders are beginning to take a more active role in computing across school	• Children and the wider community are empowered with knowledge to keep children safe online • Children can confidently recall core knowledge from computing and are developing a range of computing skills • Digital leaders play a prominent role in the school's approach to e-safety and computing in general

School Development Plan 2025-26

2 Ensure all subjects are sequenced so that learning builds incrementally on prior knowledge	- Subject leaders have a solid grasp of the national curriculum requirements for their subject - Progression maps are in place for all subjects, making it clear how knowledge builds from EY to Y6	Children can talk about how what they have learned in previous units link to what they are learning now	
3 To specify core knowledge for children to learn	Unit plans for all well-developed subjects narrow the focus on specified core knowledge	Children are able to confidently recall the core knowledge and vocabulary from unit plans in most curriculum subjects	Children are able to confidently recall the core knowledge and vocabulary from unit plans in all curriculum subjects
4 To empower knowledgeable subject leaders to lead improvements in wider curriculum areas	- All curriculum subjects have been assigned to subject leaders - A subject leader toolkit is in place to support staff to have a clear oversight of the three I's - Subject leaders are clear on the journey of progression in their subject from EY to Y6	- Subject leaders are clear on the subject-specific pedagogy expected from their curriculum area - Subject leaders are becoming more confident and empowered to manage complex change and take ownership of their subject	- Most subject leaders are leading with confidence, implementing change effectively and supporting staff to deliver their curriculum area effectively - All wider curriculum subjects are well-designed and resourced
5 To redesign year 1 provision to enable a smoother, more purposeful transition from EYFS	- The year 1 classroom has been redesigned with well-chosen resources to enable elements of continuous provision to take place - Routines are embedded to ensure learning is maximised at all times of the day - CPD has empowered year 1 staff and SLT with understanding of how to incorporate continuous provision elements into year 1 curriculum	- Children are thriving in continuous provision activities, making use of the environment to further develop characteristics of effective learning - Core knowledge from year 1 curriculum is embedded and reinforced through deliberate and purposeful use of learning areas	- Outcomes in all curriculum areas are strong and children are confident in learning independently - Provision has evolved in the second half of the year to prepare children for learning in year 2
6 To develop an approach to early writing in EYFS and year 1	- An approach to early writing has been established and shared with the relevant adults - Writing opportunities in continuous provision are beginning to be consistent - Outcomes in books show that children are beginning to make good progress in mark-making and writing	- Writing opportunities in continuous provision are deliberate and consistently effective - Outcomes in books and data show that increasing numbers of children are making good or better progress - Writing stamina is improving with children in year 1 writing quality for more prolonged periods	- Outcomes in data and books show that children in EYFS and year 1 are making good or better progress in writing - Writing stamina is improving with children in year 1 writing quality for more prolonged periods

School Development Plan 2025-26

7 To implement the new RSHE framework	The new RSHE lead has full oversight of the requirements of the new framework thanks to CPD and support sessions	- A review of the current approach to RSHE has been completed with adaptations for September identified - Links between RSHE and other wider curriculum subjects such as computing have been made to identify gaps in coverage	Necessary changes have been made and shared with all staff to ensure that the approach to RSHE aligns with new framework beginning in September
8 To raise the profile of reading for pleasure across school and in the wider community	Reading areas in classrooms are organised and the offer of texts around school is of high-quality	- School events and other strategies are beginning to have a marked impact on children's attitudes to reading for pleasure - Reading records show that children are reading regularly at home	- The profile of reading for pleasure is high across school - Children are able to talk confidently about books and authors they enjoy - The school community has had an active role in children's reading
9 To develop a progression framework and shared language for grammatical knowledge	- A progression framework for grammatical knowledge has been created and shared - Staff expertise is growing thanks to coaching from subject lead and implementation of framework	- Staff subject knowledge is growing, leading to increasing consistency in the language and understanding of grammatical techniques across school - There is growing evidence of grammatical techniques in children's writing being used correctly and appropriately	- Children are applying grammatical techniques appropriate to their age in their writing - All staff are clear about the progression of grammar and consistently and correctly apply the appropriate grammatical subject knowledge in their teaching 75% of children in year 6 are working at the expected standard in GPS and 25% are working at the higher standard.
10 To develop an approach to spelling from year 2 to ensure more children are working at expected standards	- A strategy of learning spellings has been devised alongside an assessment method to track improvement in scores over the year - New spelling strategy has been implemented	- Tracking of spelling scores shows that children are making expected or better progress in spelling thanks to new approach - Staff have clarity about each child's progress in spelling and can discuss this during pupil progress reviews	- A coherent, well-sequenced approach to spelling is in place from EY to Y6, aligning with Little Wandle - Summative assessments show that spelling attainment has improved - SPAG test in year 6 shows a marked improvement in spelling scores, contributing to a higher overall success rate of the grammar paper
11 To establish a progression framework for maths fluency and number sense	- A progression framework for maths fluency and number sense has been created and implemented - A strategy of learning multiplication facts has been devised with the year 4 teaching team alongside an assessment method to track improvement in scores	- Content from the progression framework and an approach to deliver it to children is now embedded across school - Tracking of multiplication fact scores shows children in team 4 have shown a marked improvement in their recall of multiplication facts	Children are making excellent progress and developing strong number sense thanks to an established progression framework for maths fluency and number sense

School Development Plan 2025-26

		Team 4 have a clear picture of the children's progress in multiplication fact recall and can discuss this during pupil progress reviews	- In the MTC, 30% of year 4 children achieve 25/25 and the average score has risen from 16.1 to 21 - Framework for fluency is leading to improved outcomes in arithmetic scores across school - All staff are clear about the progression of maths fluency and where their current teaching fits into this - More than 60% of year 4 pupils score above 20 in the MTC with a minimum average score of 19
12 To improve the sustainability of the school with a climate action plan	- A sustainability lead has been appointed - A climate action plan has been created alongside a climate ambassador and incorporating pupil voice	- Some actions from the climate action plan have been completed and the school is seeing improvements in sustainability - Children are becoming more aware of the environmental footprint of the school and how we could reduce this	- The school is more sustainable with impactful changes made and sustained throughout the year thanks to a strategic climate action plan - Children have had an opportunity to affect change in terms of the sustainability of the school

School Development Plan 2025-26

Priority 2:

	Ofsted EIF Link	Aim	
2	Developing Teaching	To secure high-quality, evidence-informed teaching strategies that lead to excellent outcomes for all, with a focus on clarity of instruction and modelling.	
Context			
- Some elements of the teaching and learning framework have established consistency across school, particularly the use of formative assessment strategies to check understanding during lessons. The next step is to move further to staff becoming 'responsive teachers', acting on formative assessment to adapt teaching. - There are a number of strategies listed in the teaching and learning framework that have not yet been developed, indicating that the framework is overloaded – the next step is to refine the framework, reducing the content to only the fundamental strategies that will be retained and used consistently by all staff. - Staff are clear that new learning must be modelled before children are given a series of opportunities to work with growing independence. The effectiveness of modelling though is inconsistent from class to class and from subject to subject. - Staff in the EYFS have developed subject knowledge around communication, language and literacy. Further application of this knowledge and of the ShREC approach to ensure interactions are effective is needed this year. - In a one-form entry school, it is challenging for teachers to co-plan and team teach, both activities that would support improvements in high-quality and consistent teaching - Disadvantage gap remains high in most year group, particularly in KS1 and LKS2. - Stronger organisation and leadership of reading groups and phonics delivery has enabled all pupils within reach to pass the phonics screening check in year 1 - Data shows that reading and writing continue to be development priorities, as does the number of children reaching greater depth in all core subjects			
Objectives	Autumn	Spring	Summer
1 To develop effective modelling in all subjects	- Key ingredients for effective modelling have been set out in a T&L framework - Modelling is becoming more effective across reading, writing and maths	Teachers are more consistently using effective strategies to model with clarity, mindful of cognitive load in reading, writing and maths	Children are benefitting from expert modelling which is enabling them to work independently with success, clarity and confidence.
2 To implement a revised teaching & learning framework, using a coaching model enabling all staff to continually improve practice	- A revised teaching & learning framework, co-created by senior leaders, is in place and shared with all staff - Coaches have been assigned to year groups and teachers are beginning to implement teaching strategies effectively	- Modelling as a specific focus is becoming effective across school with teachers consistently applying techniques set out in T&L framework - Other elements of the T&L framework, including checking understanding, adaptations and behaviour management are becoming more consistent across school leading to high-quality teaching for all	

School Development Plan 2025-26

3 To develop the teaching of whole-class reading & phonics	• Staff have clarity on the approach to whole-class reading thanks to CPD and ongoing support from reading lead • Staff expertise is growing thanks to coaching from subject lead • Any development areas in teaching reading or phonics have been identified and addressed with relevant teams	• Children are reading fluently and developing reading stamina • Reading is being taught with increasing consistency and quality • Staff subject knowledge and pedagogy is now strong across school • Children making good or better progress in phonics and reading	• Reading and phonics are taught consistently, with quality and with fidelity to the intent across school • Reading stamina and fluency is strong across school, leading to strong outcomes in summative assessments for reading • 90% of year 1 children have passed the phonics screening check
4 To accurately assess progress in reading fluency to inform future teaching	• Book banding is completed to ensure that children are reading books appropriate to their reading level • Targeted interventions are in place to support children to catch up • An approach to fluency assessment has been identified and implemented	• Reading fluency is assessed accurately which informs future teaching to ensure gaps in understanding are closed • The bottom 20% is known to teaching teams and senior leaders and interventions are effective in enabling children to make accelerated progress	
5 To increase the number of children working at greater depth in reading, writing and maths	• Children within reach of achieving greater depth standard have been identified • A greater focus is placed on GDS during pupil progress reviews • Barriers to children achieving GDS in rea, wri and mat have been identified and strategies explored to overcome them	• Opportunities for children to extend their thinking and work at greater depth are in place in reading, writing and maths lessons • Teachers know who is targeted to achieve greater depth and make appropriate adaptations to enable them to achieve this.	• Outcomes show that more children are working at greater depth across reading, writing and maths and combined • 17% of children in year 6 are working at the greater depth standard across reading, writing and maths
6 To develop the quality of direct teaching and interactions in the EYFS	• All EY staff have had refresher training on the ShREC approach and the communication and language progression framework	• Quality interactions are more purposeful, with adults purposefully deployed and using effective questioning, intervention and modelling to maximise learning	• During direct sessions, teaching is consistently good including strong modelling and underpinned by effective behaviour management

School Development Plan 2025-26

Outcomes 2024-25

Teacher Assessment							
Team	Subject	Baseline	EXS	Target	GDS	PP	Dis Gap
EY	Reading	-	87%			60%	-32%
	Writing	-	80%			60%	-24%
	Number	-	90%			60%	-36%
	GLD	-	79%	73%		60%	-20%
Y1	Reading	62%	62%	71%	35%	50%	-14%
	Writing	62%	62%	71%	7%	50%	-14%
	Maths	76%	69%	79%	31%	25%	-49%
	RWM	57%	47%	63%	7%	25%	-35%
Y2	Reading	50%	73%	70%	20%	80%	+4%
	Writing	68%	70%	73%	7%	40%	-36%
	Maths	68%	70%	80%	17%	60%	-12%
	RWM	33%	50%	60%	6%	40%	-20%
Y3	Reading	67%	77%	70%	50%	25%	-60%
	Writing	57%	67%	70%	10%	0	-77%
	Maths	63%	77%	77%	43%	25%	-60%
	RWM	57%	67%	67%	10%	0	-77%
Y4	Reading	60%	57%	70%	33%	33%	-30%
	Writing	70%	63%	77%	3%	67%	+4%
	Maths	93%	67%	93%	23%	67%	0
	RWM	57%	47%	63%	3%	33%	-17%
Y5	Reading	70%	87%	77%	33%	83%	-5%
	Writing	43%	53%	70%	13%	33%	-25%
	Maths	63%	87%	73%	43%	67%	-25%
	RWM	33%	50%	60%	7%	17%	-37%
Y6	Reading	70%	62%	73%	10%	57%	-7%
	Writing	57%	90%	73%	21%	71%	-29%
	Maths	67%	74%	73%	10%	57%	-29%
	RWM	53%	55%	63%	0	57%	+2%

Phonics			
Y1	2023	2024	2025
EXS	80%	93%	83%
Nat	79%	80%	80%
Y2	2023	2024	2025
EXS	100%		90%

MTC			
>20	20-25	25	Avg.
57%	39%	4%	16

EYFS	
Managing Self	100%
Building Relationships	100%
Imaginative&Expressive	90%
Past&Present	86%
Self-Regulation	97%
Gross Motor Skills	100%
Fine Motor Skills	93%
Listening&Attention	97%
Speaking	83%
Comprehension	93%
Word Reading	90%
Writing	83%
Number	93%
Numerical Patterns	90%
Natural World	90%
People,Culture,Comm	83%
Creating with materials	93%

KS2 SATS							
EXS	2023	2024	2025	GDS	2023	2024	2025
GPS	70%	69%	59%	GPS	34%	33%	21%
Nat	72%	72%	73%	Nat	32%	30%	30%
Rea	57%	72%	62%	Rea	17%	23%	10%
Nat	73%	74%	75%	Nat	29%	29%	33%
Wri	80%	76%	90%	Wri	7%	10%	21%
Nat	71%	72%	72%	Nat	13%	13%	13%
Mat	80%	76%	76%	Mat	3%	27%	10%
Nat	73%	73%	74%	Nat	24%	24%	26%
RWM	53%	66%	55%	RWM	7%	3%	0
Nat	60%	61%	62%	Nat	8%	8%	8%

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School Development Plan 2025-26

Priority 3:

	Ofsted EIF Link	Aim	
3	Inclusion	To ensure every learner's needs are identified early and met effectively. A proactive, reflective approach will ensure that all pupils, including those with SEND, can thrive.	
Context			
▪ The school continues to support children with significant social and emotional challenges, with the hugely positive addition of an ELSA. ELSA and SLT collaborate effectively to ensure children's needs are prioritised appropriately and met ▪ EYFS has seen a significant rise in the number of children with additional learning and sensory needs, meaning more CPD and support has been committed to the foundation teaching team ▪ The improvement of sensory spaces around school has stalled due to lack of capacity and funding. This is something the school is keen to develop further this year. ▪ In-depth intervention planning, individual behaviour plans and provision maps are in place to ensure that the needs of all learners continue to be met and that adaptations are made to enable every child to thrive ▪ Effective collaboration with the SEND team is ongoing and a number of highly purposeful and constructive 'Team Around the Child' meetings, providing an in-depth understanding of children's needs and strategies to support them ▪ The stronger teaching teams put highly effective adaptations in place for the children in their classes, regularly reflect on behaviour planning and provision mapping to ensure strategies continue to be relevant. A next step is to broaden this good practice to all teams around school. ▪ Examples of consistently strong practice include visual overlays, management of cognitive load, deliberate choice of colour on displays and IWB to account for visual stress. ▪ Strong collaboration with parents and carers ensures that teaching teams have the knowledge they need to support children in school			
Objectives	Autumn	Spring	Summer
1 To ensure adaptations are effective to overcome the barriers for all learners	• Teachers are able to talk in depth about the adaptations being made for children during pupil progress reviews • Following lesson visits, training for teaching teams on effective use of adaptations has been delivered • Provision maps and behaviour plans demonstrate that carefully considered adaptations are in place to support children who need them	• Across school, adaptations are becoming increasingly effective and are evolving to meet the needs of all children as a result of responsive teaching and deep knowledge of the children in each class • Evidence in pupil progress reviews and from lesson visits shows that there is growing impact of adaptations being made •	• Adaptations are effective across school to enable all learners to thrive thanks to impactful CPD and the teaching team's in-depth knowledge of their classes and inclusive strategies • Learning outcomes, including data, are strong and evidence of a positive impact of adaptations made throughout the year.
2 To ensure the early identification of	• A new behaviour policy is implemented, requiring teaching teams to take a	• Teaching teams are proactively writing behaviour plans and provision maps to	• A forensic and proactive approach to identifying needs means effective provisions are put in place as early as

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School Development Plan 2025-26

additional needs, leading to proactive behaviour planning and provision adaptations	- forensic approach to understanding learning behaviours - The admissions process is adapted to provide further detail and transparency about the needs of new starters - Staff are supported to write thorough behaviour plans by senior leaders	- support the needs of children as soon as they are identified - Children's learning needs are being identified earlier and more consistently by teaching teams across school	- possible to enable every child to thrive. This is consistent in all classes. - Teaching teams take full ownership of proactive behaviour planning and provision mapping under guidance from the SENDCo
3 To enable staff to facilitate deep, structured conversations in teaching teams	A structure for deep conversations is developed based on the approach used in TAC meetings	Staff are trained on the structure of TAC meetings and staff meeting / inset time is committed to enabling teaching teams to engage in these conversations about children with higher level needs	Teaching teams are able to independently engage in structured conversations, from which detailed and insightful behaviour plans are created for all children who require one.
4 To enable children with EAL to thrive across the curriculum	- Teachers have an in-depth understanding of the specific needs of pupils with EAL in their classes - Strategies to support children with EAL in writing have been developed and shared with teaching teams - Strategies to support children with EAL in the learning environment have been identified	- Interventions and high-quality teaching strategies are enabling children with EAL to make good or better progress - Children with EAL are benefitting from inclusive additions to the learning environment, enabling them to learn with greater understanding and become more independent	- There is a marked improvement in outcomes for children with EAL in reading, writing and maths - Children with EAL are making good or better progress thanks to effective adaptations and high-quality teaching
5 To ensure the learning needs of children eligible for pupil premium are met	- Teachers have an in-depth understanding of the specific needs of pupils eligible for PP in their classes - Children eligible for pupil premium are included in purposeful interventions - Interventions and strategies are in place to promote the personal development of pupils eligible for pupil premium - All children eligible for pupil premium in danger of being persistently absent are identified, tracked and supported to improve attendance	- Children eligible for pupil premium are making good or better progress as a result of targeted adult support and interventions - Teachers can talk at length about the impact strategies and interventions are having on children eligible for pupil premium - Children eligible for pupil premium are attending above 90% or better and those who are below 90% are on an attendance improvement plan	- The gap between PP and NPP is closing as a result of effective provision - Children eligible for pupil premium have made good or better progress across school and across the curriculum
6 To use AET framework to track the progress of children with autism	Teaching teams have received training to use the AET framework to track progress of children with autism.	- The AET framework is being used to assess progress and inform future intervention and provision mapping. - Small steps of progress of children with autism is recognised and celebrated	Progress of children with autism is tracked accurately and teaching teams have clarity on the progress children have made and their granular next steps and targets.

School Development Plan 2025-26

			Children with autism are making excellent progress
7 To establish a consistent language around inclusion used by all staff, contributing to constructive and knowledgeable attitudes to SEND	Senior leaders are clear on the language that is expected when having professional conversations with teaching teams and non-teaching staff about provision	Senior leaders regularly model, explicitly reinforce and insist on consistent language around inclusion from all staff, including non-teaching staff	All adults speak with professional expertise, knowledge and compassion about learning, including about additional learning needs, contributing to a positive culture of inclusion, professionalism and understanding
8 To establish effective learning spaces for all children, including those with additional sensory needs	- Plans are in place to build a high-quality intervention space in Early Years - Children in team 5 are making good use of a new intervention space within the classroom, giving opportunities for regulation and co-regulation when necessary	- The construction of a new intervention space in the Early Years is underway - Reading pods in the school hall are well-organised and offer a rich diet of reading texts and an effective space for intervention	An intervention space has been purposefully built to create a therapeutic space for children where regulation activities and sensory provision can take place
9 To reduce the amount of children who are both eligible for pupil premium funding and persistently absent from school	Attendance improvement plans are in place for all children eligible for pupil premium whose attendance sits below 90%	- Persistent absenteeism amongst children eligible for pupil premium is down from 22% at the end of the previous academic year - Barriers to attendance for these children if understood and shared with teaching teams and solutions are in place to attempt to improve attendance	Persistent absenteeism amongst children eligible for pupil premium is below 15%

School Development Plan 2025-26

Priority 4:

	Ofsted EIF Link	Aim	
4	Personal Development	To give pupils the experiences, values and cultural knowledge they need to become active, respectful and responsible citizens	
Context			
- Further monitoring systems need to be put in place to track the involvement in extra-curricular activities of children with SEND, PP and EAL - Staff make it a priority to build positive relationships with the children, help them to reflect on their learning behaviours and create a sense of warmth and belonging in their classrooms – this is a huge strength of the school's personal development offer - Children have not benefitted from an ambitious, exciting offer of wider opportunities, which is something the school is keen to address this year, already taking steps to begin mapping a diverse range of opportunities for children to experience throughout school - Every child has had the chance to attend a school trip and visit the library this year. - A group of children have attended music camp, staying overnight in Derbyshire and playing in an orchestra – this included a number of children eligible for pupil premium - Music tuition continues to be a strength of the school, ensuring all children have the opportunity to learn an instrument - Children taking part in the school choir, performed at a concert at the Nottingham Albert Hall - A behaviour policy is embedded but has been recently refined to reflect the importance of staff taking account of trauma informed practice, emotion coaching strategies and zones of regulation. This is to be newly implemented in this academic year. - Children are very passionate about having their voices heard. Children in the EDI group organised and facilitated a food and quiz evening while reading ambassadors have led assemblies, visited other schools and developed newsletters. - More work is needed to ensure the pupil voice model is effective and that children see they can affect change in school life through their active involvement and opinions.			
Objectives	Autumn	Spring	Summer
1 To implement the 'Carrington Passport' offering a structured and enriching programme of experiences	- Trips, visitors and theme days have been mapped over the academic year, including the 50 experiences children should access from the 'Carrington Passport' - A broader strategic plan is in place to include experiences that children will not access until beyond this academic year	- Pupil voice is evidence that children are accessing a broader range of meaningful experiences - Subject leaders are clear about how their subject is enriched through experiences, theme days and trips. - Every child has accessed an enriching extra-curricular club	- Pupil voice demonstrates that children have enjoyed a structured and enriching programme of experiences - They are able to talk about the cultural capital gained from planned visits and events throughout the year - Children have enjoyed a number of extra-curricular clubs
2 To enable children to have an empowered voice and affect	- School councillors have been elected and an approach to pupil voice has been set out and is understood by all - Play leaders have been trained to support younger children at lunch times	Digital leaders take more responsibility for computing resources and take an active role in promoting online safety	- Children believe in the power of their voice and take an increasingly active role in school life - Children take collective ownership to make the school a better place

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School Development Plan 2025-26

change in school life through		- Children have taken an active role in the promotion of reading and in the organisation of school events - School councillors are active and affecting change in school	Children with agency have the capacity and opportunities to make their own choices, influence events, and make the school a better place
3 To enrich the RE curriculum with visits to local places of worship	Visits to places of worship have been organised and mapped through the year for every child	A large number of classes have enjoyed a visit to a place of worship, bringing to life their learning in the RE curriculum	All classes have enjoyed a visit to a place of worship, bringing to life their learning in the RE curriculum
4 To implement and embed a revised behaviour policy centred around emotional regulation	- A revised behaviour policy has been launched and expectations around routines and behaviour is becoming more consistent - Adults are more consistently taking a forensic approach to behaviour, exploring the reasons behind behaviour thoroughly - Regulation strategies are more purposeful and the profile of such strategies is high in staff discussion	- More children are thriving as a result of adapted provision, behaviour planning and effective support for emotional regulation - A consistent and proactive forensic mindset is established across all staff when managing behaviour - Also see priority 3 for targeted milestones linked to revised behaviour policy	- Consistently across school, children benefit from high quality, proactive behaviour planning - The number of reflections is reduced as a result of preventative methods in place more consistently - Also see priority 3 for targeted milestones linked to revised behaviour policy
5 To ensure that children eligible for pupil premium benefit from a high-quality offer of personal development	- Provision maps show that children eligible for pupil premium are accessing a broad range of extra-curricular experiences - Children eligible for pupil premium are benefitting from high-quality ELSA provision	- Case studies and provision mapping show that most children eligible for pupil premium are accessing enriching, valuable experiences that take them beyond their normal lived experience - Children who have attended ELSA have growing confidence and independence to access learning and wider opportunities	- Case studies and provision mapping show that all children eligible for pupil premium are accessing enriching, valuable experiences most relevant to them - They are able to talk about the cultural capital gained from planned visits and events throughout the year