

School Development Plan: Priorities 2026-27

Taking PRIDE in all we do, where all belong and strengths shine through.

At a glance

Achievement • Writing • Combined Reading, Writing and Maths • MTC • SEND Outcomes • Disadvantaged Outcomes	Attendance • Reverse the Downward Trend and Reduce Persistent Absence	Inclusion • Quality First Teaching in Class • Parents as Partners • SEND Intervention Impact
Safeguarding • CPOMS • Risk Assessments	Early Years Foundation Stage (EYFS) • Sustain and Embed the 2025-26 Improvement • Identifying Need • High-Quality Interactions	Curriculum • Embedding our Core Offer • Writing through the Core Offer • Oracy • Phonics
Leadership and Governance • Strengthening our Vision • Implementation • Transition	Personal Development and Wellbeing • PE Teaching Confidence • Pupils Feel Safe and Listened To	Behaviour • Sustain the Positive Behaviour Culture • Address SEND Over-Representation in Behaviour Incidents

1. Achievement

	Priority	What success looks like	Lead	By when
1	Writing	Increase the percentage of pupils achieving the expected standard in writing from 69% to at least 75% by July 2027, moving above national.	NW/M	July 2027
2	Combined Reading, Writing and Maths	Increase the percentage of pupils achieving the expected standard in combined RWM from 67% to at least 72% by July 2027, driven primarily by improvement in writing.	NW/KL/CM	July 2027
3.	MTC	Reverse the dip in MTC % of children achieving full marks	KL	July 2027
4.	SEND Outcomes	Narrow the SEND attainment gap in combined reading, writing and maths from 64 to below 50 percentage points.	LN	July 2027
5.	Disadvantaged Outcomes	Narrow the disadvantaged attainment gap in combined reading, writing and maths from 43 to below 38 percentage points.	LN	July 2027

2. Attendance

	Priority	What success looks like	Lead	By when
1	Reverse the Downward Trend and Reduce Persistent Absence	- Return whole-school attendance to at least 95.5% (the 2024-25 level), having fallen to 94.9% in 2025-26. - Reduce persistent absence from 10.5% to below 9.2% (the 2024-25 level), with an in-year milestone of below 10% by the end of Term 3.	KH/BN	July 2027

3. Inclusion

	Priority	What success looks like	Lead	By when
1	Quality First Teaching in Class	Every lesson uses the Core Offer to adapt teaching, so that pupils with SEND spend at least 90% of the morning (core subjects) learning in class.	LN/CM	Spring 2027
2	Parents as Partners	All pupils on SEN Support have a high-quality ISP, reviewed with parents three times a year, and at least 80% meet or partly meet their targets.	LN	December 2026

3. Inclusion

	Priority	What success looks like	Lead	By when
3	SEND Intervention Impact	Every SEND intervention is written as an ISP target and reviewed three times a year, so we know which interventions work.	LN	December 2026

4. Safeguarding

	Priority	What success looks like	Lead	By when
1	CPOMS	All safeguarding concerns are recorded, monitored and acted upon consistently on CPOMS, providing a clear audit trail and enabling early identification of patterns of concern for individual pupils.	KH/BN	2026-27
2	Risk Assessments	A written risk assessment is in place for every pupil who requires one, with none missing or overdue, and all current risk assessments are uploaded and kept up to date on Arbor so relevant staff can access them.	KH/LN	2026-27

5. Early Years Foundation Stage (EYFS)

	Priority	What success looks like	Lead	By when
1	Sustain and Embed the 2025-26 Improvement	Maintain GLD at or above 75% in 2026-27, avoiding a return towards the 60-64% seen in 2023-24 and 2024-25.	KB	2026-27
2	Identifying Need	Staff identify children's needs early through accurate observation and assessment, so that support starts promptly.	KB	2026-27
3	High-Quality Interactions	Adult interactions consistently build children's independence, thinking and language, rather than doing tasks for them, so that at least 75% of children achieve a Good Level of Development and the gap for disadvantaged children narrows.	KB	2026-27

6. Curriculum

	Priority	What success looks like	Lead	By when
1	Embedding our Core Offer	The Hillcrest Core Offer is embedded consistently in every classroom, so that its universal strategies are day-to-day practice for all pupils, not only those with identified SEND, with a clear monitoring system in place to inform next steps in teaching and learning.	CM/LN	Termly, 2026-27
2	Writing through the Core Offer	The Core Offer's writing strategies (sentence starters, Sentence Builder cards, writing frames, varied ways to record including typing, scribing and assistive technology, and the handwriting programme) and grammatical and transcriptional knowledge are visible and used consistently in every classroom, supporting the whole-school writing strategy and the named handover of the 12 cusp-writer pupils into September.	CM/NW	2026-27
3	Oracy	Oracy is embedded across the curriculum, focusing on teaching through talk and teaching to talk.	GD	2026-27
4	Phonics	Unlocking Letters and Sounds is taught with full fidelity in every class from Reception to Year 2, and in phonics catch-up across KS2. Rigorous keep-up and catch-up ensure at least 82% of Year 1 pupils meet the Phonics Screening Check standard.	SL/CM	2026-27

7. Leadership and Governance

	Priority	What success looks like	Lead	By when
1	Strengthening our Vision	The PRIDE vision is consistently understood, articulated and lived out by pupils, staff, governors and families, building on Ofsted's February 2026 recognition that it already runs through the school.	SLT	2026-27
2	Implementation	A deliberate, evidence-informed approach to implementation is embedded, so that a small number of carefully chosen priorities are introduced at a sustainable pace, well understood by all staff, and shown to make a measurable difference to pupils.	CM	Termly, 26-27
3.	Transition	Leaders will have strengthened transition and inclusive practice by visiting and learning from local nurseries, secondary schools and specialist settings.	SLT	Termly 26-27

8. Personal Development and Wellbeing

	Priority	What success looks like	Lead	By when
1	PE Teaching Confidence	Staff confidence and consistency in delivering PE lessons using the PE Hub scheme increase, through targeted CPD and support from the PE lead.	DB	2026-27
2	Pupils Feel Safe and Listened To	Ofsted's finding that pupils feel safe and cared for is sustained and evidenced through regular, structured pupil voice (e.g. pupil parliament, class discussions, surveys), consistently gathered and acted on, not only observed.	BN/LN	2026-27

9. Behaviour

	Priority	What success looks like	Lead	By when
1	Sustain the Positive Behaviour Culture	Calm, orderly behaviour is maintained school-wide throughout 2026-27, sustaining Ofsted's findings on consistent application of the behaviour policy and pupils' sense of belonging, with the Term 6 rise in Curious Times incidents (10 to 21) monitored into the new year.	CM	2026-27
2	Address SEND Over-Representation in Behaviour Incidents	Reduce the over-representation of pupils with SEND in Curious Times incidents (a third of the Term 4 total) by reviewing behaviour and attainment barriers together for these pupils.	[TBC]	[TBC]