SHIPBOURNE PRIMARY SCHOOL | SCHOOL DEVELOPMENT PLAN 2026–27

ONE-PAGE STRATEGIC OVERVIEW · Participation · Belonging · Achievement for Every Child

THE 2026–27 SHIFT	THE DEVELOPMENT JOURNEY	THE QUESTION WE KEEP ASKING
From secure systems and initiatives → consistent implementation and measurable pupil impact.	EYFS foundations → language → participation → learning → achievement → sustainable leadership.	What difference is this making for pupils? Sustain what works; coach, adapt, escalate or stop what does not.

PRIORITY & CORE AIM	KEY ACTIONS 2026–27	SUCCESS BY JULY 2027	MONITOR
1 INCLUSION & ACHIEVEMENT Every pupil - especially SEND and disadvantaged pupils - successfully accesses, participates in and achieves within an ambitious curriculum.	Embed Adaptive Teaching Framework and Inclusion Strategy Classroom-first assess-plan-do-review and provision mapping Consistent scaffolds, pre-teaching, vocabulary, Widgit and executive-function supports Sharper Pupil Premium, SEMH/Boxall, family voice and impact evaluation	Adaptive teaching secure in all classes without reduced ambition SEND/disadvantaged attainment and progress improve; gaps diminish Vulnerable pupils show stronger participation, belonging and independence	Can every pupil access ambitious learning? Is support increasing independence?
2 TEACHING, LEARNING & CURRICULUM Secure consistently strong, evidence-informed teaching so pupils know more, remember more and apply more over time.	Embed Shipbourne Teaching Framework and non-negotiables Instructional coaching: modelling, guided practice, questioning and formative assessment Strengthen sequencing, vocabulary, reading, retrieval and metacognition Make improved reading, writing and maths outcomes an explicit implementation outcome	90%+ of lesson visits show secure Teaching Framework implementation Reading, writing and maths improve from baseline; vulnerable gaps diminish Pupil talk, books and checks show stronger retention and application across subjects	Is agreed practice consistent? Are pupils retaining and applying learning?
3 EARLY YEARS FOUNDATIONS Give every child an exceptional start through language-rich, ambitious provision that builds curiosity, independence and self-regulation.	Strengthen transition and early identification Refine purposeful continuous provision and learning environment Coach high-quality adult-child interactions and language development Develop EYFS leadership, assessment and progress monitoring	GLD exceeds the relevant national comparator Strong progress in communication/language, self-regulation and independence Adult interactions and continuous provision consistently extend intended learning	What are children learning? How do we know provision is causing progress?
4 PERSONAL DEVELOPMENT, BEHAVIOUR & BELONGING Develop confident, resilient and socially responsible pupils who feel safe, included and able to flourish.	Refine PSHE/RSHE and personal-development progression Track participation, leadership and enrichment; remove barriers for vulnerable pupils Embed Zones/self-regulation, predictable routines and Widgit supports Expand pupil leadership, structured talk, outdoor/nature and enrichment opportunities	Attendance exceeds comparator and persistent absence reduces SEND/disadvantaged participation moves towards parity with peers Pupil voice and behaviour evidence strong belonging, self-regulation and independence	Who is participating - and who is not? Do pupils feel safe, valued and able to lead?
5 LEADERSHIP, GOVERNANCE & SUSTAINABILITY Build evidence-informed, distributed leadership that improves learning while protecting capacity and wellbeing.	Align monitoring directly to SDP and Teaching Framework; focus on pupil learning, not compliance Embed instructional coaching and strengthen subject/EYFS/SEND leadership capacity Governor monitoring covers all priorities with evidence-based challenge and follow-up Reduce initiative overload; triangulate evidence and evaluate impact, safeguarding and sustainability	Every monitoring cycle ends with an evidenced impact judgement and next action Governors can demonstrate strategic challenge across all priorities Leadership capacity, staff confidence/wellbeing, safeguarding and outcomes remain strong	What changed for pupils? Is improvement sustainable and worth the workload?

AUTUMN · PRECISION	SPRING · CONSISTENCY	SUMMER · IMPACT