

Lympstone C of E Primary School Development Plan 25/26

Quality of Education	Identify and sequence essential knowledge across all foundation subjects	Adapt and implement new Grammarsaurus units to improve curriculum coherence	Use assessment across the wider curriculum with precision	Develop subject-specific needs (handwriting, spelling, Maths)
Actions	• Introduce and refine knowledge organisers that are purposeful and meaningful to pupils. • Ensure pupils have access to a range of visuals and tools to support learning, with consistent working walls across the school to reduce cognitive overload. • Maintain consistency in the use of visuals and tools to strengthen recall and understanding. • Regularly review and update organisers to ensure progression and coherence across subjects.	• Audit resources to confirm teachers are fully prepared to deliver the new units. • Review recording methods for subjects such as DT to ensure they effectively capture pupil learning • Evaluate whether Big Books are fulfilling their purpose – enabling children to know more, remember more. • Review what has been taught over the year to enable further improvements to the wider curriculum.	• Ensure assessments identify gaps in prior knowledge so that new learning builds on what pupils already know. • Integrate standardised tests and schedule them within the annual assessment calendar. • Develop recall strategies across all subjects using knowledge organisers and subject-specific assessments to pinpoint gaps and inform teaching.	• Continue embedding the Maths Mastery approach to deepen conceptual understanding. • Conduct a Writing Review to strengthen handwriting and spelling progression. • Share best practice across the school to ensure consistency in subject-specific pedagogy.

Behaviour and Attitudes	Attendance maintained at or above national levels for all groups	Develop Cultural Capital through enriching experiences	Further develop a 'Relational Approach' based on the Devon model	Enhance staff training and deployment to support pupil needs
Actions	• Implement the Attend framework where necessary and monitor attendance regularly. • Strengthen partnerships with families to promote positive attendance habits. • Attend ESBA sessions and collaborate with attendance and inclusion partners to improve standards. • Conduct regular monitoring of attendance data and priority groups to identify trends and intervene early.	• Provide a broad range of experiences that build confidence, self-esteem, and teamwork. • Embed British Values, protected characteristics, and world views on religion across the curriculum. • Hold regular British Values assemblies and ensure these principles are consistently reflected in classroom practice.	 • Continue to upskill staff on relational practice and emotional literacy. • Work with the Mental Health Support Team (MHST) to help pupils understand and express emotions. • Explore and implement new strategies to support pupils' mental health and wellbeing. • Review impact through pupil voice and wellbeing surveys.	• Deliver bespoke training sessions aligned with school priorities. • Evaluate training impact through staff feedback and performance reviews. • Ensure deployment of staff maximises pupil support and wellbeing. • Maintain a culture of continuous professional development focused on inclusion and emotional support.

Lympstone C of E Primary School Development Plan 25/26

Personal Development	Promote pupil wellbeing and positive mental health	Ensure that enrichment opportunities are readily available	Provide opportunities for pupils to understand spiritual, moral, social, cultural development	Develop pupils' emotional literacy and self-regulation, including Zones of Regulation, relational practice and an emotion coaching approach.
Actions	• Embed EH4MH strategies to support pupil wellbeing and continue to promote positive mental health for all pupils. • Build on existing MHST work.- Incorporate wellbeing assemblies into the annual cycle. • Establish MH ambassadors and ensure all pupils know how to access support.	• Ensure a wide range of enrichment opportunities are readily available to all pupils. • Embed enrichment opportunities within the curriculum to strengthen real-life application of learning. • Maintain accessible before- and after-school clubs. • Plan and deliver WOW weeks to provide rich experiences. • Carefully consider pupil needs when planning events to maximise engagement and impact.	• Deliver SCARF PSHE, including RSE workshops for pupils and parents. • Review and refine the PSHE curriculum to ensure coherent and timely coverage.	• Utilise support from Heads Up to deliver targeted assemblies. • Embed Zones of Regulation across the school. • Incorporate self-regulation strategies into OAIPs to support all pupils effectively.

Leadership and Management	Review and refine the Grammarsaurus curriculum to ensure it is personalised, enriched and supported by meaningful learning experiences.	Strengthen inclusive practice and classroom provision through high-quality training and clear communication.	Strengthen subject leadership through effective collaboration, shared expectations and accountability.	Ensure robust systems are in place in English and Maths to secure strong outcomes and quickly address gaps in learning.
Actions	• Conduct half-termly subject reviews led by subject leaders, with annual evaluation of impact. • Monitor curriculum implementation through book looks, lesson visits and pupil voice. • Ensure full coverage of key objectives and Big Questions across all subjects. • Increase opportunities for enrichment (e.g. trips, history days, practical activities) within each topic. • Provide teachers with greater flexibility in delivery while maintaining a clear focus on key objectives and identified knowledge.	• Deliver regular CPD on relational practice, adaptive teaching, inclusion and OAIPs. • Facilitate consistent weekly staff meetings to support communication, collaboration and professional development. • Develop staff confidence and expertise in meeting diverse pupil needs.	• Enable subject leaders to work collaboratively across the federation to share best practice. • Provide targeted support for subject leaders to develop expertise and leadership capacity. • Establish clear expectations, vision and outcomes for each subject area. • Foster ownership and accountability, promoting high-quality curriculum delivery across all subjects.	• Develop and implement clear action plans for English and Maths. • Use federation monitoring days to evaluate consistency, identify strengths and address areas for development. • Introduce systems to strengthen and embed foundational knowledge and skills. • Implement a new spelling scheme and guided reading approach in KS2. • Ensure rapid identification and support for pupils with gaps in learning.

Lympstone C of E Primary School Development Plan 25/26

Early Years	Continue to develop the EYFS curriculum to ensure it meets the needs of all children and provides a strong foundation for future learning.	Ensure effective and purposeful continuous provision that is accessible to all pupils and builds progression into Key Stage 1.	Support and develop EYFS staff to ensure high-quality provision and consistency in practice	Strengthen EYFS practice across the federation through collaboration and shared professional development.
Actions	- Respond swiftly to children's needs through adaptive teaching and provision. - Ensure learning experiences are tailored to meet the needs of all groups of learners. - Strengthen transition processes through effective partnerships with local pre-schools. - Develop a secure understanding of incoming pupils' needs to inform provision.	- Develop and implement a clear Continuous Provision rationale and progression document from EYFS to KS1. - Monitor provision regularly to ensure consistency, appropriate challenge and high-quality outcomes. - Ensure provision supports independence, engagement and progression in learning.	- Provide induction and ongoing training to ensure all staff understand EYFS expectations and school approaches. - Ensure staff are confident in delivering the curriculum and using continuous provision effectively.	- Organise regular EYFS federation meetings to share best practice and align provision. - Develop consistency in curriculum delivery and assessment across schools. - Provide joint training opportunities to strengthen expertise and collaboration.