

**Davyhulme Primary School  
School Strategy Development Plan  
2025-2026**



***Reaching for the Stars!***

***We are ambitious. We are caring. We are collaborative. We are courageous.***

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# **1. School Strategy Development Plan Rationale**

*'A good plan is like a road map: it shows the final destination and usually the best way to get there.'* H. Stanley Judd

The School Development Plan outlines the strategic vision and direction for the school. It focuses on a number of key priorities for the school that have been identified from a detailed analysis of data and pupil outcomes; feedback from parent and pupil surveys; and in collaboration with staff and stakeholders during our SDP development day in September 2025. The SDP is also an action plan to improve areas that have been identified as in need of improvement during our school evaluation process.

Our rationale for our SDP is to be very clear of the direction that the school is moving in; it is also very important that this vision is shared with all stakeholders so that we are all, 'rowing in the same direction.' It is important to plan carefully and to strategise so that we can continue to ensure that we provide the very best education for all of our pupils, as evidenced by our consistently high outcomes. This is our intent in everything that we do. Carefully thought out and rigorous strategic planning is key to realising our vision.

## **A note on implementation and our approach at Davyhulme Primary School:**

Sharples, J. et al (2018). Putting Evidence to Work – A School's Guide to Implementation stresses that implementation is a process, not an event, and must be planned and executed carefully and in stages. The leadership team must provide the teaching staff the time and the support to ensure that any strategies for improvement are implemented consistently and with fidelity. Implementation is not a quick fix and any change must be carried out in a calm and measured way, ensuring that all stakeholders are crystal clear of the strategic direction of the school; of its vision and values, and have a clear understanding of 'the why'. This must be our guiding principle for implementing any of the proposals for change. Therefore, we have deliberately chosen to focus on ?? Key Priorities for our SDP 2025-2026. Subject leaders have each created their own Action Plans for their subject areas which they will continue to work on throughout the year. These sit alongside our main SDP.

## 2. Out School's Ethos, Vision, Values & Culture

Davyhulme Primary School is a vibrant and caring school community which places children and learning at the heart. Standards of teaching and learning are excellent and the children thrive in our outstanding learning environment. Pupils consistently attain highly and make exceptional progress across all phases.

### Our Ethos

We believe that our school will nurture all pupils in their learning. We are committed to developing an inclusive, safe, happy and stimulating learning environment that will enable our pupils to become responsible citizens of the future and lifelong learners.

### Our Vision

Our vision for our pupils is this:

- We want our children to be happy and safe.
- We want our children to do the very best that they possibly can.

Our mission statement, **Reaching for the Stars!**, is at the heart of everything that we do: we are ambitious for all of our pupils and believe that every child can succeed, no matter what their starting point, or whatever individual challenges they may face. Closely linked with this are our core values – **we are ambitious, we are caring, we are collaborative, we are courageous** – which run through all aspects of life at D.P.S. like a golden thread.

As educators, our core purpose is to provide the very best education for all of our pupils. We passionately believe that education transforms lives and provides endless opportunities for our children and young people. We take inspiration from the human rights activist, Malala Yousafzai, who famously said, '**One child, one teacher, one book, one pen can change the world.**' Therefore, we value and cherish education and are keen to instill a lifelong love of learning in all our pupils. Our curriculum promotes high standards and challenges children's thinking, whilst also engaging and exciting them. Our intent is to develop children's knowledge and skills

across all areas of our broad and balanced curriculum so that we nurture well-rounded children who can excel in any area they choose.

## **Our Culture**

*'Culture eats strategy for breakfast.'* Druker

Kindness and respect are at the heart of our culture, ethos, vision and values. We firmly believe that our curriculum should teach our pupils not only knowledge and skills, but also educate them to be kind, thoughtful, respectful and tolerant members of society. Never has this been more important! We aim to instill these values into our children so that they are always prepared to challenge prejudice and intolerance in any form and so that they treat people with kindness and compassion. Therefore, we work hard at D.P.S. to develop a community (including pupils, parents, staff and governors) who care for one another, where kindness is highly valued and respect is strong.



### **3. Contextual Analysis of the School in 2025**

#### **Contextual Summary**

Davyhulme Primary School is a beacon of educational excellence. There are currently 515 pupils on roll. The school's commitment to fostering a nurturing and inclusive learning environment is evidenced by its outstanding Ofsted rating, which it earned during its most recent inspection on April 11, 2024. We have also recently been awarded the Inclusion Quality Mark, being recognised as a centre of excellence for inclusion. This accolade reflects the high standards of teaching and pupil engagement observed at the school. Davyhulme Primary School has a relatively low percentage of pupils eligible for free school meals (FSM), standing at 6.4%. This figure significantly contrasts with the national average of 24.6%. This disparity suggests that Davyhulme serves a community with a lower level of socio-economic disadvantage compared to other schools in the region, which may contribute positively to the resources available for educational activities and support.

While the proportion of pupils eligible for the Pupil Premium Grant is relatively low, the school has a notable level of need, with 16 pupils holding Education, Health and Care (EHC) plans and 175 of the school population identified on the SEND register. This indicates Davyhulme's commitment to inclusivity, as it tailors support for those with additional needs, ensuring that all pupils are given equal opportunities to thrive academically and socially. The diversity of the school population is also noteworthy, with 5.7% of pupils having English as an additional language (EAL), which is significantly lower than the England average of 22%. This may reflect the school's demographic makeup, suggesting a community that is primarily English-speaking. Nonetheless, Davyhulme Primary School embraces diversity and fosters an environment where all languages and cultures are respected and valued. Davyhulme Primary School stands out for its academic performance and student welfare. The outstanding Ofsted rating further corroborates the school's commitment to excellence, ensuring that Davyhulme Primary School continues to maintain a very good reputation in the local community and beyond. This is a very popular school; there is a high demand for places, and any spaces are quickly filled. Pupil and staff stability is very strong and is well above average.

The cohesive approach to education, coupled with robust support systems in place for students with additional needs, demonstrates Davyhulme's dedication to creating an enriching educational experience. In summary, Davyhulme Primary School is an outstanding school that excels within its context, demonstrating exceptional standards in pupil welfare, inclusivity, and academic achievement.

## 4. Pupil Outcomes 2025

### Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	69	90%	⊕ Above (significant)	62%	98th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	69	12%	● At or above	8%	76th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	70	30%	■ Below	~ 38%	38th
Phonics Screening Check	% of pupils passing in Year 1	70	81%	● At or above	~ 80%	48th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	67	72%	● At or above	~ 69%	59th

#### Legend

- ⊕ Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

## Key Stage 2

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	59%	-	60%	86% <span style="color: blue;">+</span>	61%	69	90% <span style="color: blue;">+</span>	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	7%	-	8%	17% <span style="color: blue;">+</span>	8%	69	12% <span style="color: green;">●</span>	8%
Reading	% of pupils achieving the expected standard	-	74%	-	73%	97% <span style="color: blue;">+</span>	74%	69	96% <span style="color: blue;">+</span>	75%
Reading	% of pupils achieving the higher standard	-	28%	-	29%	46% <span style="color: blue;">+</span>	29%	69	54% <span style="color: blue;">+</span>	33%
Reading	Average scaled score	-	105.0	-	105.0	110.3 <span style="color: blue;">+</span>	105.0	67	110.0 <span style="color: blue;">+</span>	106.0
Writing	% of pupils achieving the expected standard	-	69%	-	71%	87% <span style="color: blue;">+</span>	72%	69	90% <span style="color: blue;">+</span>	72%
Writing	% of pupils working at greater depth	-	13%	-	13%	21% <span style="color: blue;">+</span>	13%	69	23% <span style="color: blue;">+</span>	13%

Maths	% of pupils achieving the expected standard	-	71%	-	73%	99%	73%	69	97%	74%
Maths	% of pupils achieving the higher standard	-	22%	-	24%	39%	24%	69	38%	26%
Maths	Average scaled score	-	104.0	-	104.0	108.3	104.0	67	108.9	105.0

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Insight - Statutory Assessments

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
GPS	% of pupils achieving the expected standard	-	72%	-	72%	99%	72%	69	97%	73%
GPS	% of pupils achieving the higher standard	-	28%	-	30%	56%	32%	69	46%	30%
GPS	Average scaled score	-	105.0	-	105.0	111.2	105.0	67	110.2	105.0
Science	% of pupils achieving the expected standard	-	79%	-	80%	99%	81%	69	96%	82%

### Multiplication Tables Check (MTC)

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	21% 	27%	-	29%	25% 	34%	70	30% 	~ 38%
Average score (out of 25)	19.9 	19.8	-	20.2	19.7 	20.6	70	20.6 	~ 21.1

## Key Stage 1

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	74%	~ 53%	72%	~ 56%	80%	~ 58%	70	70%	~ 58%
Reading, Writing & Maths combined	% of pupils working at greater depth	11%	~ 5%	12%	~ 6%	7%	~ 6%	70	13%	~ 6%
Reading	% of pupils achieving the expected standard	83%	67%	81%	68%	91%	~ 71%	70	81%	~ 71%
Reading	% of pupils working at greater depth	29%	18%	42%	19%	39%	~ 19%	70	23%	~ 19%
Writing	% of pupils achieving the expected standard	77%	58%	75%	60%	81%	~ 62%	70	77%	~ 64%
Writing	% of pupils working at greater depth	14%	8%	13%	8%	16%	~ 8%	70	16%	~ 9%
Maths	% of pupils achieving the expected standard	86%	68%	87%	70%	93%	~ 72%	70	80%	~ 72%
Maths	% of pupils working at greater depth	21%	15%	29%	16%	29%	~ 16%	70	29%	~ 17%

## Phonics Screening Check

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	81% ●	75%	93% ⊕	79%	94% ⊕	80%	70	81% ●	~ 80%
% of pupils passing check by end of Year 2	44% ■	87%	99% ⊕	89%	97% ⊕	89%	67	97% ●	~ 91%

## Early Years Foundation Stage

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	70% ●	65%	81% ⊕	67%	71% ●	68%	67	72% ●	~ 69%
% of pupils at the expected level across all early learning goals	70% ●	63%	81% ⊕	66%	71% ●	66%	67	72% ●	~ 67%
Average number of early learning goals at the expected level per pupil	15.3 ⊕	14.1	15.6 ⊕	14.1	14.9 ●	14.1	67	15.6 ⊕	~ 14.2

## 5. Parental Survey 2024

***We plan to carry out an updated parental survey in Autumn 1, 2025 to ascertain current parent view.***

Ofsted Parent View April 2024 - Summary of Results

There was a total of 190 responses

- My child is happy at this school – **91% of parents agreed or strongly agreed.**
- My child feels safe at this school – **95% of parents agreed or strongly agreed.**
- The school makes sure its pupils are well behaved – **89% of parents agreed or strongly agreed.**
- My child has been bullied and the school dealt with this quickly and effectively: **81% of parents either agreed or strongly agreed, or stated that their child has not been bullied.**
- The school makes me aware of what my child will learn during the year – **88% agreed or strongly agreed.**
- When I have raised concerns with the school they have been dealt with properly – **82% of parents either agreed or strongly agreed, or stated that they have not raised any concerns.**
- My child has SEND, and the school gives them the support they need to succeed – **49% of parents either agreed or strongly agreed** (based on 35 responses).
- The school has high expectations for my child – **80% of parents agreed or strongly agreed.**
- My child does well at this school – **90% agreed or strongly agreed.**
- The school lets me know how my child is doing – **82% of parents agreed or strongly agreed.**
- There is a good range of subjects available to my child at this school – **91% of parents agreed or strongly agreed.**
- My child can take part in clubs and activities at this school – **84% of parents agreed or strongly agreed.**
- The school supports my child's wider development – **74% of parents agreed or strongly agreed.**
- I would recommend this school to another parent – **83% of parents agreed or strongly agreed.**

## 6. Key Priorities for SDP 2024-2025

Summary of Davyhulme Primary School's Agreed School Development Priorities for 2024 – 2025

<p>Key Priority 1a: <b>Quality of Education</b> To increase the percentage of pupils working at greater depth in writing at the end of Key Stage 1.</p>
<p>Key Priority 1b: <b>Quality of Education</b> To improve number fluency across the school, but with a particular focus on Key Stage Two. To improve recall of multiplication facts in Year 4, so that more pupils pass the MTC.</p>
<p>Key Priority 2: <b>Quality of Education/Behaviour &amp; Attitudes/Personal Development</b> Inclusion To promote educational inclusion so that DPS continues to be an educationally inclusive school.</p>
<p>Key Priority 3: <b>Behaviour and Attitudes</b> Relational Inclusion To develop a more relational approach to behaviour management which places emphasis on relationships, respect, responsibility and restoration.</p>
<p>Key Priority 4: <b>Personal Development</b> To develop whole school initiatives (Peace Mala &amp; No Outsiders projects) to promote racial harmony and to prepare pupils for living in a diverse and increasingly inter-dependent society. To continue to work together to prevent and address racism, sexism and other forms of discrimination and intolerance.</p>
<p>Key Priority 5: <b>Early Years and Foundation Stage</b> To focus on the progression of skills for writing in EYFS.</p>
<p>Key Priority 6: <b>Leadership and Management</b> To build and establish a strong, dynamic and cohesive new Senior Leadership Team.</p>

## 7. Davyhulme Primary School Development 2024-2025 Key Priorities Action Plans: **REVIEWS**

<b>Key Priority 1a</b>		<b>Year 24-25</b>
To increase the percentage of pupils working at greater depth in writing at the end of Key Stage 1.		
<b>Area of development:- Quality of Education</b>	<b>Link to school values:</b> We are ambitious	<b>Links to SDP</b>
<p><b>CONTEXT - Brief description of starting position:</b></p> <p>Although the % of pupils working at the expected standard and above is above the national average (89% in 2024), we have identified a possible trend of fewer pupils working at greater depth in writing at the end of Key Stage 1.</p> <p>Evidence: In 2024, 7% of pupils achieved greater depth in writing at the end of Key Stage 1. This compares to 13% who achieved greater depth in writing in 2023.</p>		
<p><b>Success Criteria: Increase the percentage of pupils working at greater depth in writing at the end of Key Stage 1 so that it is at least in line with the national average.</b></p>		

<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
Provide quality CPD on teaching writing – recommended practice/pedagogy: Modelling writing process Shared writing Scaffolding Relentless focus on vocabulary Quality feedback leading to improvement (up levelling)	LM RR	3 terms	X 3 staff meetings on writing pedagogy – good practice  X 3 moderation of writing meetings with cluster schools.  Less experienced teachers to observe good practice - open door policy.	Power of Reading subscription: £300  Jane Considine's Writing Rainbow  Talk for Writing resources.	<b>Lesson Observations/Drop-ins</b>  Is there a consistent approach to the teaching of writing?  Do staff use high quality texts to inspire, engage and stimulate excellent writing?  Do teachers use a model text to illustrate the features of an excellent piece of writing?  Are children given the opportunity to identify these features themselves?

<p>Editing and improving – explicitly taught and modelled</p> <p>Use of sample texts – ‘what a good one looks like’</p> <p>Creating writing toolkits</p> <p>Creating high quality, word rich environments for children to use when writing independently</p> <p>Use subject leader time to monitor the <b>quality of teaching</b> by carrying out lesson observations (both formal and informal) to ensure that the quality of teaching is at the least good, with many examples of outstanding practice seen.</p> <p>Focus on pedagogy – skilful use of modelling to teach writing using the ‘I do, we do, you do’ strategy.</p> <p>Half-termly writing moderation meetings to ensure consistency in marking, feedback and expectations.</p> <p>Arrange peer observations to share good practice amongst colleagues – identify outstanding practitioners.</p> <p>Targeted writing interventions to move pupils from expected standard to greater depth – short, sharp, focused interventions.</p> <p>When providing feedback, ensure that staff clearly identify ‘gaps’ in pupils writing – in other words, what they need to do to take their writing to the next level. Identify clear targets for improvement.</p>				<p>Are steps to success/writer’s toolkits created and used during the lesson?</p> <p>Is the classroom a word rich/literary environment? E.g. ambitious vocabulary is clearly displayed, model texts displayed, ‘washing lines’ created with model words, phrases and sentences for children to use?</p> <p>Does the teacher use Shared Writing consistently to model the writing process and to ‘think out loud’ his/her choices as a writer?</p> <p>Are children given the opportunity to ‘talk the text’ first? E.g. Talk for Writing.</p> <p>Are creative approaches used to inspire writing? E.g. draw an image in your head first before you write it.</p> <p>Is writing scaffolded? (pedagogy)</p> <p>Is the planning process specifically taught?</p> <p>Is the editing/up levelling process explicitly taught?</p> <p>Are children given the opportunity to share their writing and carry out peer assessments?</p> <p>Are children given the opportunity on a regular basis to respond to feedback to improve their writing?</p>
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**Evaluation**

In 2025, 16% of pupils at the end of Key Stage 1 achieved greater depth in writing. This is an increase of 9% from 2024, showing the impact of targeted interventions and the use of other strategies outlined above. Target achieved. We will continue to monitor outcomes in writing in Key Stage 1 and this will include staff CPD on the new Writing Framework.

<b>Key Priority 1b</b>		<b>Year 24-25</b>
<p>To increase number fluency in school, but with a particular focus on Key Stage 2.</p> <p>To improve the rapid recall of multiplication facts in Year 4, so that more pupils pass the MTC.</p>		
<b>Area of development:- Quality of Education</b>	<b>Link to school values:</b> We are ambitious	<b>Links to SDP</b>
<p><b>CONTEXT - Brief description of starting position:</b></p> <p>% of pupils scoring full marks (25/25) in Y4 MTC in 2024 was 25% which is below the national average of 34%. Rapid recall of number facts and number fluency is not as strong as it could, or should be and we feel that our pupils in Y4 and Y5 will benefit from participating in the Mastering Number Programme in KS 2 this year.</p>		
<p><b>Success Criteria: Increase the % of pupils in Y4 who attain full marks in Y4 MTC so that it is at least in line with the national average.</b></p> <p><b>Improved number fluency and confidence evident across Key Stage 2 due to regular, short, sharp and focused number fluency sessions.</b></p>		

<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>EYFS and Key Stage One to continue to teach using the Mastering Number Programme (15 mins x 4 days a week).</p> <p>Years 4 and 5 to begin teaching using Mastering Number at Key Stage Two programme.</p> <p>Regular and consistent teaching of multiplication facts.</p> <p>Continuing to celebrate Mathematics, with a focus upon fluency.</p> <p>Continuing to develop ways to support parental engagement.</p>	EB	3 terms	<p>Y4 and Y5 lead teachers to attend Mastering Number at KS 2 training sessions.</p> <p>EB to lead staff meeting to roll out Mastering Number at KS 2 programme across Y4 and Y5.</p> <p>EB to mentor and coach Y4 and Y5 teachers on delivering the programme</p>	<p>Two teachers (one Yr 4 and one Yr 5) to be Mastering Number at Key Stage Two leads. Cover required for training sessions.</p> <p>£300</p> <p>Purchase of Numbots (Key Stage 1) £100</p> <p>Purchase of materials to celebrate and promote fluency</p> <p>£1500</p>	<p>Learning walks.</p> <p>Regular assessment (Yr 4 and Yr 5) beginning with a baseline in Au 1.</p> <p>Pupil voice.</p> <p>Drop-ins.</p>

## Evaluation

The school's ISDR for 2024 highlighted that the percentage of pupils attaining full marks for the MTC is lower than average, although it has no bearing on overall results for the school. There is no pass or fail measure for this assessment.

Mastering Number programme has been extended to Year 4 and Year 5, covering Going for Gold. Going for Gold is a part of the Mastering Number Programme which begins in the Summer term, whereby children work in pairs to learn to facts each week. This knowledge gets built upon to help to improve recall and fluency. We recognise that this fluency begins in Year 2, and so there has been adjustments to ensure that pupils from Year 2 upwards and learning the facts in a logical order. Each class focuses upon two facts each week. There has also been a big push towards using TTRS in school and at home. Recent data shows that on TTRS, 64% of children are getting 21 or more out of 25.

There has been a bigger focus on Times Table Rockstars, with Rockstars day used to promote the learning of times tables . In assemblies, children are rewarded with badges and certificates. We have increased communication with parents in Year 4 to share their child's progress in times table fluency more regularly so they can support the learning of facts at home, for example by sharing heat maps from Times Table Rockstars.

**30% pupils scored full marks (25/25). This is an increase of 5% from 2024. However, this is still below the national average of 38%, so this must continue to be a focus for next year.**

**70% pupils scored 21 or higher.**

<b>Key Priority 2 – Inclusion</b>		<b>Year 24-25</b>
To promote educational inclusion so that DPS continues to be an educationally inclusive school.		
<b>Area of development:- Quality of Education/Behaviour &amp; Attitudes/ Leadership and Management</b>	<b>Link to school values:</b> Ambitious/Collaborative/Caring	<b>Links to SDP</b>
<p><b>CONTEXT - Brief description of starting position: ‘An inclusive school gives all pupils regardless of their age, gender, ethnicity, achievements or background the equal opportunities to succeed.’</b></p> <p>Inclusion is something that matters very much to us at DPS. We believe that everyone is different, but everyone is welcome. We are ambitious for ALL of our pupils, no matter what their starting point is or whatever individual challenges they may face. We firmly believe that the teaching and learning, achievements, attitudes and well-being of <b>every pupil matters</b>.</p>		
<p><b>Success Criteria: Evidence of an inclusive culture that is firmly established throughout the school.</b></p> <p><b>Inclusion Quality Mark awarded.</b></p>		

<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>Appoint an inclusion lead, Mrs. Brundrett, to oversee all aspects of inclusion at DPS.</p> <p>To ensure all staff have the firm belief that the teaching and learning, achievements, attitudes and well-being of <b>every pupil matters</b>.</p> <p>Nurture and value an inclusive culture in every classroom and beyond.</p> <p>Closely monitor and evaluate the attainment and progress of pupils who are on the Inclusion Register and ensure that these pupils are the focus at termly Pupil Progress meetings (SEND pupils, PP pupils, vulnerable pupils, pupils at risk of exclusion; pupils with a medical need;</p>	<p>EB</p> <p>KB</p>	<p>2 years</p>	<p>Half-termly staff meetings led by Inclusion Lead. Focus on:</p> <p>The importance of inclusion</p> <p>Creating and nurturing an inclusive culture;</p> <p>Strategies to create an inclusive classroom</p> <p>Training linked to SEND – how to meet the needs of our SEND</p>	<p>Inclusion Quality Mark - £1500 (including one day assessment)</p>	<p>Lesson observations/drop ins to monitor inclusive practice and strategies in practice.</p> <p>Termly pupil progress meetings – close focus on progress and attainment of pupils on the Inclusion Register.</p> <p>Monitor provision mapping of pupils, focusing on access to wider curriculum.</p> <p>Are all pupils achieving as much as they can, and deriving the</p>

<p>gifted and talented pupils; pupils with EAL; LAC pupils, severe/persistent pupil absence etc.).</p> <p>Ensure that staff take into account the varied life experiences and needs of our pupils, and make reasonable adjustments to meet their individual needs e.g. by identifying any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide.</p> <p>Inclusion Lead, Mrs. Brundrett, to develop strategies to support identified pupils.</p> <p>Rigorous monitoring and evaluation processes in place to ensure that all pupils have access to Quality First Teaching and to ensure that we create an inclusive culture in every classroom e.g. ensuring that pupils with SEND are regularly taught by teacher and not always the T.A.</p> <p>Consider access to wider provision – the enriched curriculum. Introduce provision mapping for all pupils on Inclusion Register.</p> <p>Work towards gaining the Inclusion Quality Mark (IQM) by adopting the following inclusion quality principles:</p> <ul style="list-style-type: none"> <li>● <b>To promote access and diversity;</b></li> <li>● <b>To raise achievement for all;</b></li> <li>● <b>To create an environment for all to succeed;</b></li> <li>● <b>To improve the inclusive nature of our school.</b></li> </ul>			<p>pupils in an inclusive environment.</p>		<p>maximum benefit, according to their individual needs, from what the school provides?</p> <p>If not, which pupils or groups of pupils are not achieving as much as they can? Why not? .</p> <p>Is the school aware of these differences? If not, why not?</p> <p>·How does the school explain differences between groups of pupils in terms of achievement, teaching and learning and access to curricular opportunities? Are these explanations well founded and convincing?</p> <p>·What action (including use of nationally funded or local initiatives) has the school taken or is it taking to raise the standards of attainment of pupils or groups of pupils who appear to be underachieving or at particular risk? If none, why?</p> <p>If the school is taking action, is it appropriate and is it effective or likely to be effective? Are there any unintended consequences? How well are these consequences being handled?</p>
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## Evaluation

**Target achieved. We achieved the Inclusion Quality Mark (IQM) in July 2025, following a 2-day inspection. The school has been recognised as a centre of excellence. We are still waiting for the final report to be published, however below are some of the comments which were feedback to Ms. Brookes & Mrs. Brundrett by the inspector:**

*Our values literally drip off the walls - they run through absolutely everything.*

*Our Chair of Governors, Gary Towers, said that if you cut DPS in half, you would see inclusion and our values run all the way through the centre.*

*Our culture, values and ethos are really strong and evident.*

*Christine, the IQM inspector, commented that it wasn't clear to her who was teaching and who was support staff as this is due to the confidence and expertise shown by support staff and also due to the way in which we treat and respect each other.*

*Strategic decisions made by leadership are clearly made based on the recognised needs. Everything is strategically put in place as a result of knowing, understanding and recognising the need e.g. strategic decision to appoint an additional teacher in EYFS.*

*Provision in EYFS was highly praised, particularly the high-quality interactions of pupils with TAs.*

*SDP - clear vision and clearly identified priorities.*

*Pupils' books - clear evidence of adaptive teaching in place.*

*A real strength at DPS is the curriculum enhancements e.g. Shakespeare project, Forest School, Y3 singing festival, ocarina lessons... our cultural capital is strong.*

*There is so much on offer within the school day for our children.*

*Christine admired the resilience and dedication of KS 2 staff for teaching x 35 pupils in such small classrooms. This is a challenge. She commended staff for being able to ensure such high standards in teaching and learning in the pressure cooker of small classrooms with 35 pupils. She said our staff are doing a fantastic job.*

*Learning behaviours observed are of a very high standard - children are focused, engaged and taking part.*

*The Reception class that she saw walking beautifully to lunch in a line (x 35 of them) totally impressed her!*

*Christine loved the Regulation Stations outside of every classroom - no judgement, just a part of our culture and way of being. Regulate, reset and return to class.*

*Our children are lovely! She spoke with 2 groups of children who were articulate, enthusiastic and they clearly love this school. They could talk passionately about their school.*

*Behaviours, attitudes and personal development - this is the area in which we really shone.*

*There is a shared ethos of respect.*

*The learning environment is calm, organised, with exemplary learning behaviours.*

*The displays blew Christine away - wonderful and really showcase what we are trying to achieve.*

*Parents and carers spoke really positively about the school and the support they have received. They spoke of the reasonable adjustments which our school has made to enable their children to succeed. By working together, we have managed to get her child into school and with small adaptations.*

*The ELSA support provided for not only her child, but also her younger sibling has been fantastic and really appreciated.*

*School bent over backwards to develop the sensory room.*

*'It breaks my heart that not all d/s children can come to a school like this one.'*

*Parents expressed that they feel welcome and involved in everything e.g. bear assemblies, sports day, class assemblies, pizza restaurant...*

*They really value and appreciate the additional SEND Parents' afternoons - quality time given to parents by our staff, don't feel rushed, it feels like it matters.*

*Staff who spoke to Christine spoke of how staff feel trusted and valued.*

*Staff appreciate being trusted to take PPA from home. Christine commented how she feels staff are so well treated and trusted here by our give and take approach (e.g allowing staff to attend children's performances, sports days etc.). Christine, for example, would not allow staff to leave site at lunchtime if it is PPA - they have to take class in from playground and then begin PPA. She said that staff here appreciate how well they are treated and that this came across strongly in feedback, so that was lovely for Emma and I to hear.*

*Christine commented on how welcome she was made to feel by all staff and children. She had a special mention for the office staff who looked after her so well and Jacqui who really took good care of her.*

Our IQM report was published in July 2025 at the end of term. We have kept the above comments by the inspector in this review. Below are some highlights taken from the IQM report:

*'From the moment you step into Davyhulme, you are met with a genuine sense of warmth and welcome from staff, parents and pupils alike.'*

*'The school radiates a positive and inclusive atmosphere, where staff clearly enjoy working and feel valued.'*

*'A strong sense of trust exists across the team and in the leadership of the school, creating a collaborative environment where people feel supported and empowered.'*

***'Davyhulme Primary School is a shining example of an inclusive school, demonstrating a profound commitment to nurturing every child.'***

*'Their inclusive curriculum is thoughtfully designed to meet diverse learning needs, ensuring all pupils can access and thrive within their educational journey.'*

*'Davyhulme Primary takes immense delight in the achievements of all children, celebrating every milestone, especially those reached by children with significant additional needs.'*

*'This inclusive ethos extends to their strong relationships with families, as they work very closely with parents to create a collaborative and supportive environment for every child's development.'*

*'When the assessor met with members of the staff team, she was overwhelmed by the enthusiasm, positivity and commitment to the children and school as a whole. Many members of staff have been in post for many years and have loved being part of the Davyhulme journey. Staff consistently speak about the school as a supportive and trusting environment. Leaders demonstrate genuine care, enabling staff to attend their own children's events and medical appointments.'*

*'The culture of trust, empathy and flexibility is highly valued and contributes to strong staff morale and retention.'*

*'Davyhulme proudly meets the Inclusion Quality Mark criteria for a Centre of Excellence.'*

*'As one governor aptly described, 'Inclusion runs through the school like a stick of rock.'*

***'Davyhulme Primary School is a school on a continuous journey of growth and improvement. Its 'Outstanding' Ofsted judgement is not seen as a destination, but a foundation on which to build further success.'***  
***'This unwavering commitment to progress and care makes Davyhulme not just an excellent school, but a truly special place to learn, work and grow.'***

<b>Key Priority 3 – Relational Inclusion</b>		<b>Year 24-25</b>
<b>To develop a more relational approach to behaviour management which places emphasis on relationships, respect, responsibility and restoration.</b>		
<b>Area of development:- Behaviour and Attitudes</b>	<b>Link to school values:</b> We are caring.	<b>Links to SDP:</b> KP 2 Inclusion
<p><b>CONTEXT:</b> Although our attainment and progress outcomes are above the national average, we have an increasing number of SEND pupils and pupils identified as having social, emotional and mental health needs. We have identified that SEMH is an area of increasing need in our school, and this is a pattern that has been identified year on year. There have been an increasing number of our pupils who are displaying anxiety and who struggle to regulate their emotions. We have also noted an increase in pupils who struggle to regulate and conform to rules and expectations. Some of these pupils may display challenging behaviours and we feel that our current Behaviour Policy is not necessarily in line with their needs. We feel that we would like to move towards a more relational behaviour policy in order to respond to the changing needs of our pupils. We recognise that a traditional, punitive model policy does not work and does not focus on repair and restoration.</p>		
<p><b>Success Criteria: To have a reduction in the number of behaviour incidents that need to be escalated to SLT. To have a reduction on the number and frequency of low level behaviour incidents recorded on CPOMs. To have established a culture that is relational – to see and feel this as we walk around the school.</b></p>		

<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>Attend Inset and Twilights led by Anthony Benedict and Sonja Everson on relational inclusion and self-awareness sessions (Autumn term).</p> <p>To know, and put into practice, the Guiding Principles of relational inclusion. We believe that:</p> <ul style="list-style-type: none"> <li>• If a child could do better, then would;</li> <li>• Relationships, relationships, relationships!</li> <li>• We accept all emotions, but not all behaviours;</li> <li>• We identify and address the cause, not the symptoms;</li> <li>• We foster a culture of compassion and repair.</li> </ul> <p>To integrate therapeutic and relationally inclusive interventions into our everyday practice.</p>	<p>KB</p> <p>EB</p> <p>LS</p>	<p>2 years</p>	<p>Relational Inclusion Inset (0.5)</p> <p>Relational Inclusion Twilights (x5)</p> <p>Belong Programme Inset day – attachment aware and trauma informed practice.</p>	<p>AB Inset: £225</p> <p>Sonja Everson Twilights (x5): £900</p> <p>Access to Place2Be portal – mental health eco system.</p>	<p>Learning walks</p> <p>Lesson drop-ins and observations</p> <p>Pupil voice</p> <p>Staff feedback and observations during twilights – evaluate self-awareness responses</p>

<p>To consistently use the 5 key vocabularies:</p> <ul style="list-style-type: none"> <li>● Dysregulation</li> <li>● Co-regulation</li> <li>● Self-regulation</li> <li>● Window of tolerance</li> <li>● Attachment seeking</li> </ul> <p>For staff to develop, and nurture, a relationally inclusive classroom.</p> <p>Review behaviour policy and implement a more relational policy based on relational inclusive practice.</p> <p>HT and Pastoral Lead to continue to participate in the Belong Programme (attachment aware and trauma informed practice).</p> <p>Whole school community to participate in Place2Be's 'Mental Health Ecosystem' project.</p>			<p>Place2Be – mental health ecosystem training for mental health champions.</p> <p>Pastoral lead – senior mental health lead training (Place2Be).</p>		<p>Use CPOMs to evaluate number of behaviour incidents and responses.</p> <p>Monitor frequency of SLT intervention on behaviour incidents</p>
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## Evaluation

**This really has been the greatest priority this year for the school, particularly in terms of CPD and investment. We have achieved a great deal in this area in a short amount of time, so a fair evaluation would be that this target is Partially Achieved due to ongoing work in this area moving forward.**

IQM Report, July 2025:

*'Relational Inclusion is a driving force throughout the school, championed from the top by the Headteacher and Deputy Head. Both are deeply passionate about their vision for the school, and their commitment is already yielding a significant positive impact. This cultural shift has been carefully nurtured and is rooted in comprehensive staff training which has enhanced the team's understanding, self-awareness, and appreciation of the transformative potential of relational inclusion. The Headteacher speaks openly about the school's ongoing journey. Notably, the behaviour policy remains a work in progress reflecting a thoughtful, evolving approach that prioritises the needs of the children and the school community.'*

All teachers, TAs and keyworkers have completed training on relational inclusion with an external behaviour therapist, Sonja Evason. The focus has been on the rationale and theory behind attachment aware and trauma informed practice.

Ms. Brookes and Mrs. Sanderson successfully completed the Belong Programme with Trafford Virtual School and Chester University. This has been a 2-year project and has involved a great deal of hard work, research and investment. KB and LS both completed practitioner enquiries which were based on research for a project based in school: KB focused on the impact of a more relational approach to behaviour management on pupil behaviour, whilst LS focused on parental engagement. KB and LS graduated from the Belong Programme during a celebration and information sharing afternoon. The certificate of graduation which was awarded to DPS certified that, *'Davyhulme Primary School is a Belong school and has demonstrated a commitment to creating a relational, attachment aware and trauma informed learning environment for all children and young people.'*

Nurture spaces: The school has also developed the zen den (mainly for the use of EYFS) in addition to the use of the sensory room. The ICT suite will be converted into a sensory room and intervention room over the Summer holidays. In addition to this, regulation stations have been introduced outside classrooms with the aim for children to use these when they need to and to go back into class once they have regulated.

Calm time has also been introduced in which children spend 10 minutes after lunch to be calm and reflective before starting afternoon lessons.

Staff CPD has also focused on looking at academic research to inform our practice e.g. sharing books by Paul Dix and Whitaker's, 'The Kindness Principle'. We have focused on introducing a restorative approach to behaviour management. Central to this is **a restorative approach** which focuses on supporting pupils with a skilled member of staff after an incident and always with the intention of reflection and reparation, rather than harsh punishment and deterrent. This includes focusing on building positive relationships and ensuring that we follow the model of 'connection before correction' and 'distraction before reaction' when dealing with challenging behaviour. Our aim is to gradually move away from the traditional system of rewards and sanctions to **a more restorative approach**, an approach which encourages staff to deal with the causes of behaviour, rather than just addressing the

symptoms in a punitive way. Therefore, when dealing with a behaviour incident, I would like you all to follow 3 simple steps, an approach advocated by Whittaker (2021):

1. **Regulate** – encouraging the ADULTS to remain calm and regulate their own response first in order to make the child feel safe and not threatened. Sometimes, **this may need recognising that you are not always the best person to deal with an incident in that moment and that is okay. It is important to acknowledge that as adults, our own regulation sets the immediate tone for dealing with the incident and whether this is escalated or de-escalated.**
2. **Relate** – this is when as adults we empathise with the child, their situation and their response.
3. **Repair** – this is when the child is encouraged to put things right, but recognising that they will need help and support to do this. During this time, adults must resist imposing an immediate sanction and instead **focus on reflective discussion.**

### **Regulation**

Staff meetings had been used for the SENDCo to deliver a refresher on zones of regulation and a future meeting will be used for staff to reflect on the training they have received, what the school currently does well and what can be improved. The challenge is around the balance between using the relational inclusion approach, avoiding exclusion but also having a duty of care for staff.

### **Challenges - EYFS**

In Reception this year, there have been 2 children who are physical with staff on a daily basis. This also has an impact on the other children in class. One child has been excluded which has given staff a small break. The parents have been supportive and the child is now on a reduced timetable. An application for emergency funding for this child was submitted, but was rejected. School now plans to begin EHCP process in the Autumn term for this pupil.

### **Impact Review:**

- **Relationships** – relationships between staff, pupils and parents have all improved. We all have a very good understanding of the importance of relationships and the importance of connection.
- **Our culture** – the way we do things – is strong. Our values are lived every day.
- Staff now have **a better knowledge and understanding of attachment aware and trauma informed practice.** We understand why this stuff matters and that behaviour should be viewed as a form of communication. We aim to treat the CAUSE of the behaviour, not the symptoms.

- Another positive of relational practice has been **the wide scale adoption of intentional language by all of our teaching staff**. When a student is in crises and is struggling to manage their emotions, all staff now consistently use the term '**dysregulated**' or '**dysregulation**'. We have also encouraged staff to move away from using the term 'attention seeking', instead describing a child as '**attachment or connection seeking**'. This shift in language shows that staff have a better understanding of attachment aware and trauma informed practice.
- Staff have begun to make **more use of restorative approaches** when dealing with behaviour incidents.
- **The development of nurture spaces** has been a real positive outcome of our relational journey. Staff have a better understanding of how these spaces should be used to calm, to regulate, to reflect and to re-set.

**However, it would be unfair to say that our relational journey has not been without its challenges**; it has not been plain sailing all the way. It is important to recognise that we are very much at the start of our journey, and it will take time to embed and develop. Introducing a whole school attachment and trauma awareness training is not a quick fix, but it is the first step in a long-term process to change a school's ethos. We recognise that AATIP approach benefits ALL pupils.

#### **Next Steps?**

- The plan for the next academic year is to introduce a relationships policy which would replace the behaviour policy.
- We also plan to share our relational approach to behaviour management with parents/carers and stakeholders.
- We will continue to invest in staff CPD on relational inclusion, including looking in more depth at educational research and focusing on strategies for various scenarios.
- We have booked staff training and development – Team Teach which focuses on de-escalation strategies.
- This would then put theory into practice.

<b>Key Priority 4</b> - To develop whole school initiatives (Peace Mala & No Outsiders projects) to promote racial harmony and to prepare pupils for living in a diverse and increasingly inter-dependent society.  To continue to work together to prevent and address racism, sexism and other forms of discrimination and intolerance		<b>Year 24-25</b>
<b>Area of development:-</b> <b>Personal Development</b>	<b>Link to school values:</b> We are collaborative. We are caring. We are ambitious.	<b>Links to SDP:</b> KP 2 Inclusion & KP 3
<b>CONTEXT - Brief description of starting position:</b>  Recent tragic events which occurred over the Summer holidays, resulting in violent protests and riots have highlighted the essential role that educator's have in shaping and nurturing our children to be kind, caring, tolerant and informed citizens of the future. This is something that we have always been deeply committed to at DPS, but we recognise that we must continue our hard work in this area and look for different ways to reach our pupils and their families. We have already begun work on the 'No Outsiders' project, but we feel that we never really had the time two years ago to launch this properly to its full potential. Miss Brookes recently listened to a presentation on the 'Peace Mala' project which aims to spread a message of love, kindness and unity. Given the current climate, we feel that it is the perfect time to launch these projects. Feedback from some of our parents has also been that they would welcome more opportunities to celebrate festivals from different faiths.		
<b>Success Criteria: For our pupils to be kind, caring and tolerant members of our school community. To create a community in which any form of discrimination is challenged.</b>		

<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<b>No Outsiders Project</b>  <b>Our Vision:</b>  <b>To provide inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.</b>  <b>To build confident educators</b>  <b>To engage with parents and carers</b>  <b>To empower children</b>	SO	3 terms	No Outsiders inset led by Andrew Moffat	Andrew Moffat training and workshops: £600  Peace Mala: Peace Mala bracelet kits - £3 per child x 70 children (Year 6	Pupil Voice  Staff evaluation and discussion  Lesson drop-ins  Learning Walks  Monitor racist/homophobic incidents recorded on CPOMs

<p><b>To develop community cohesion.</b></p> <p>PSHE lead (Mrs. Osler) to arrange for a 'No Outsiders' launch day in school – Andrew Moffat to lead workshops with all pupils and staff training at the end of the day.</p> <p><b>To integrate No Outsiders lessons into PHSE curriculum.</b></p> <p>SO to work with EB/KB to plan and deliver further staff training to introduce the story books bought to support 'No Outsiders' lessons.</p> <p>Share the No Outsiders lesson plans and discuss how these could best be used. How often? When? How? Allow time for staff to go away and trial on of the book lessons with their class.</p> <p>Staff to feedback at a future staff meeting how this went.</p> <p>SO to map out which books will be used by each year group and add to Long term planning.</p> <p>Parental engagement – organise workshop/coffee morning to share No Outsiders project with parents and carers, including having an opportunity to share some of the picture books that the children will be looking at in school.</p> <p>SLT to lead 'No Outsider' assemblies on a regular basis to generate discussion and to promote a shared culture of acceptance and kindness.</p> <p>To ensure that protected characteristics is shared and discussed with children in an age-appropriate way. To ensure that 'Think Equal' is used consistently in EYFS to promote inclusion.</p>				<p>cohort) = £210 total</p> <p>Peace Mala bracelets from adults - £4 per adult</p> <p>Subject Leader to prepare for project and to complete accreditation paperwork</p>	<p>Parental feedback – discussions at workshops</p>
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<p><b>Peace Mala Project</b></p> <p><b>Aims:</b></p> <p><b>Education for global citizenship through the promotion of understanding, respect, friendship and peace between all communities, cultures and enlightened compassionate faiths.</b></p> <p><b>Supporting human rights, tackling bullying and all forms of prejudice.</b></p> <p><b>Raising awareness of issues of global interdependence and encouraging active compassion by learners that will lead to positive changes locally and globally.</b></p> <p>Peace Mala encourages everyone to learn that diversity is to be celebrated and without fear. Bridges of peace can be built between faith communities and diverse cultures when people are prepared to listen to each other. Our world will be a better place when we learn to keep the Golden Rule that all faiths and spiritual paths share.</p> <p>Peace Mala focuses on the Golden Rule: <b><i>"Treat others as you would wish them to treat you"</i></b>. Its intention is to educate and remind everyone that this rule is recognised by many scholars, teachers and philosophers.</p> <p><b>Actions:</b></p> <p><b>To introduce Peace Mala to the school to promote inclusion and peace, starting with Year 6 as ambassadors</b></p>	LM				<p>Peace Mala introduction session with both Year 6 classes – chn will make their bracelets in this session and discuss responsibilities and meanings.</p> <p>Share accreditation criteria with staff, so everyone is aware of what is needed for the Bronze level.</p> <p>Pupil voice</p> <p>Parental feedback</p> <p>Lesson drop-ins</p> <p>Learning walks</p> <p>Evaluate incidents recorded on CPOMs.</p>
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<p>Our R.E. lead, Miss Mellowes, to lead Peace Mala project across the school with a focus on creating peace mala bracelets with our Year 6 pupils.</p> <p>R.E. lead to read through the various Peace Mala resources purchased at the end of last academic year – prepare information to share with staff/rest of the school.</p> <p>Start Peace Mala project with Year 6 – train them as “Peace Mala ambassadors” for the rest of the school.</p> <p>Start working towards the Peace Mala accreditation – Bronze Level.</p> <p>R.E. lead to research Peace Mala project and to purchase resources and training materials.</p> <p>RE lead to be given time to consider how to weave the peace mala work into our curriculum.</p> <p>SLT and RE lead to launch the peace mala project in assembly and include follow up assemblies to spread the peace mala message.</p> <p>R.E. lead to share dates of key festivals for different faiths so that all teachers refer to these in class and during assembly.</p> <p>RE lead to invite parents into school to talk with children about their faiths.</p>					
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## Evaluation

Target achieved (but this work will very much continue! Never has the need been greater!)

**No Outsiders** – we continued our important work in this area by inviting the No Outsiders founder, Andrew Moffat, back into school to lead workshops with all pupils across the school and also to deliver staff CPD. Our PSHE lead, Mrs. Osler has been very proactive in this area by:

Promoting weekly assemblies for SLT linked to the theme of No Outsiders;

Ordering books to deliver the No Outsiders curriculum;

Ensuring all classes cover one book per half term, including discussion and reflective follow-up work;

Ordering books linked to specific issues which may have arisen in school;

Organising a whole school 'No Outsiders' display;

Linking themes to PSHE lessons.

### Peace Mala:

Ms. Mellowes (RE lead) has lead the Peace Mala project in Year 6. All pupils made peace malas and enjoyed finding out about the important messages behind the peace mala bracelet: A Peace Mala is a symbolic double rainbow bracelet that promotes friendship, respect, and peace between people of all cultures, lifestyles, faiths, beliefs, and none. Peace Mala focuses on the Golden Rule: "*Treat others as you would wish them to treat you*". Its intention is to educate and remind everyone that this rule is recognised by many scholars, teachers and philosophers. Each coloured bead represents a spiritual path. The central bead represents the wearer who may or may not have a spiritual path. The central bead also represents the whole cosmos, emphasising the interconnectedness of everyone and everything Running through the Peace Mala is a simple thread which holds all the rainbow beads together. This may be called the *Golden Thread of Spirituality* which connects us all through the love in our hearts - acknowledging the *Golden Rule* and our spiritual unity opens up the pathway to peace.

Impact? This project was successful amongst Year 6, however we would like to ensure that it reaches beyond Year 6 by promoting the important messages behind the peace mala during assemblies and by inviting pupils to apply to become 'Peace Ambassadors'. Children from other year groups did enjoy finding out about the message behind the peace mala during our very successful Multi-faith week where workshops were organised for each year group, providing children with the opportunity to explore and to find out more about different faiths. Children made peace mala bookmarks during this week.

**Impact?** It is difficult to measure the impact of the above projects across the school in one year alone. This is more of a long-term view. However, racist and homophobic incidents recorded on CPOMs have reduced and have been minimal. This suggests that our pupils are tolerant, respectful and caring.

<b>Key Priority 5</b> - To focus on the progression of skills for writing in EYFS.		<b>Year 24-25</b>
<b>Area of development:- EYFS</b>	<b>Link to school values:</b> We are ambitious. We are collaborative. We are courageous.	<b>Links to SDP: KP 1</b>
<b>CONTEXT - Writing has been identified as an area to focus on in Early Years as outcomes are not as high as we would like them to be.</b>		
<b>Success Criteria:</b>		

<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>To ensure teaching and assessment of Writing is consistent across Reception and Nursery by completing internal moderation termly and completing one moderation with 'cluster' schools.</p> <p>Audit any writing/mark making/fine motor resources in environment both in classrooms and outside and assess/gain idea of how effective resources are – do they need to be streamlined? Added to? Modelled more effectively? Where is there a lot of writing happening? Where do we need to develop further in order to encourage the children to engage in the activities?</p>	AM BP	3 terms	<p>Squiggle While You Wiggle online training – disseminate to staff.</p> <p>Moderation meetings and discussion.</p> <p>Phonics – mentoring and weekly training</p>	<p>£37 Drawing Club – Mrs Griffiths to attend online training 30/10/24</p> <p>Squiggle while you</p>	<p>Dates for internal meetings/moderation of writing/mark making –</p> <p>25/09</p> <p>09/10</p>

<p>Analyse gap analysis – identify gaps as they arise and plug them using quality first teaching.</p> <p>Continue with Fine Motor Friday – reintroduce working wall focus children etc.</p> <p>Mrs Griffiths (CL Lead) to attend Drawing Club and Reception to trial to support writing within Reception.</p> <p>Mrs Pipes to trial 'Squiggle While You Wiggle,' to support Nursery children to get ready for writing. Mrs Mitchell to order the Writing Programme pack for Nursery.</p> <p>Both schemes are open ended enough to support the RWI phonics that we are continuing with.</p> <p>Development of outdoor area to ensure opportunities for gross motor control – see next target.</p>			<p>sessions with Reading Lead.</p>	<p>Wiggle – Writing Programme Pack - £107</p>	<p>02/12</p> <p>Other dates TBC</p> <p>Monitor impact of Drawing Club and Squiggle While you Wiggle – compare with work/data from last year.</p>
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## Evaluation

**The implementation of these targets has been challenging (particularly within Reception) due to the specific needs of the children in the cohort - this has been addressed and an additional teacher has been employed to begin in September 2025 to allow for smaller teaching groups and for AM to be more flexible with time once the carpet sessions have been completed.**

BP has reported positive feedback in relation to Squiggle While You Wiggle - we will look at how the cohort of 25-26 in Reception compare to the cohort of 24-25 using the data as a measurable resource. AM to look into Squiggle Me a Writer being introduced in Reception. This will create a definitive link of progression between Nursery and Reception and will provide a developmentally appropriate response to the Writing Framework. It is still open-ended enough to support the progression of writing within RWI.

BG and MP have attended Drawing Club and HM (ECT starting in Sep 25) will carry out the training too. Reception have been trialling this within English sessions and will continue to do so 25-26 to embed ideas and pedagogy for staff.

AM, BG and BP meet regularly to discuss:

- Reviewing knowledge of children/observations/Learning Journeys to spot areas a child is not developing as expected (e.g. mark-making, phonological awareness, fine motor control).
- Comparing children's progress to Development Matters or ELG (Early Learning Goals) benchmarks.
- Looking at assessment data (e.g., writing samples, phonics tracking, motor skills) to see where individuals or groups are falling behind.
- Identifying group trends (e.g. boys underperforming in writing, or EAL learners needing more vocabulary development).

This has helped us to:

- Helps teachers plan intervention or differentiated activities - it has been challenging to implement planned interventions due to cohort needs though.
- Supports quality first teaching – adapting lessons/CP to meet learner needs. This is done predominantly through the use of weekly enhancements linked to the interests of the children.
- Informs resource allocation – e.g., where to place more TA support.
- Track the impact of strategies over time (e.g. is “Squiggle While You Wiggle” helping with pre-writing skills?).
- Practitioners continually audit writing opportunities and make adjustments where necessary to encourage children to access these parts of CP - eg it was noticed that the Writing Area in AM's classroom was as popular as the Writing Area in BG's classroom and adjustments have been made for September 25.

The outdoor area continues to be an area of development for EYFS (particularly in Reception) and this will be a focus for AM 25-26.

<b>Key Priority 6</b> - To build and establish a strong, cohesive and forward-thinking new Senior Leadership Team.		<b>Year 24-25</b>
<b>Area of development:- Leadership and Management</b>	<b>Link to school values:</b> We are ambitious. We are collaborative. We are courageous.	<b>Links to SDP: All KPs</b>
<p>CONTEXT - Brief description of starting position:</p> <p>In September 2024, we have established a new SLT comprised of: Kate Brookes (Head), Emma Brundrett (Deputy), Lydia Molloson (Assistant Head), Abby Mitchell (EYFS lead), Steph Burns (SENDCo) and Caroline Devine (SBM). Although all staff members have worked at DPS for a long period of time, roles and responsibilities have changed due the retirement of the previous Headteacher in July 2024. We have also recently appointed a new SBM, Lucy Mallinson, who will take up post in November 2024. This is an exciting period of change and transition for us at DPS. Our intent is to make SLT more strategic and more cohesive, with clearly defined roles and responsibilities.</p>		
<p><b>Success Criteria: New SLT firmly established with clearly defined roles and responsibilities. SLT to have become more strategic and cohesive, with full involvement in driving forward the strategic vision and direction of the school.</b></p>		

Actions	Leader	Time-scale	Staff training needs	Resources/ Costs	Monitoring
SLT to consistently meet on a weekly basis: Headteacher, Deputy Headteacher, Assistant Headteacher, EYFS lead, SENDCo and SBM.	KB	3 terms	Coaching – Leadership Edge:	£300 for accreditation	Evaluate strategic vision of SLT – how strategic are we and what is the impact?
SLT meetings to have a strategic focus.	EB		NPQs: tbc?	tbc	Do all staff share vision, values and ethos of SLT?
School Development Plan – this is to be a shared strategic vision of SLT and teaching staff.	LM				
	AM				
School development strategy planning to be in place – begin with SDP review afternoon in September to share and review the work of the school over the past 12 months	SB				
	CD		KB to attend new Headteacher induction courses with Trafford.		Is the strategic vision and direction of the school shared with all stakeholders?

<p>with all stakeholders, and to set our priorities for the next year.</p> <p>SLT to then meet to 'pull together' all the information and feedback taken from SDP review afternoon to write SDP for 2024-2025.</p> <p>Ensure our school's vision, values and ethos are shared with all stakeholders.</p> <p>Ensure SDP for 2024-2025 is shared with all stakeholders so that everyone is clear of the direction that the school is going on: our key priorities for 2024-2025.</p> <p>SLT to model the behaviours and attitudes that we wish to see in others: walk the walk every single day.</p> <p>Encourage SLT to complete NPQs for further their professional development.</p> <p>SLT to undertake coaching courses with Leadership Edge in order to begin to create a coaching culture in school.</p>			<p>HT supervision: Trafford (Kerry Cleary)</p>	<p>Do all staff know what our key priorities are for 2024-2025? Feedback from staff.</p> <p>Self-evaluation and reflection: are we modelling good practice and living the values we ask of our staff and pupils?</p> <p>What is impact of coaching courses in school?</p>
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## Evaluation

This has been a challenging and busy year! When we reflect on achievements this year, there are many things that come to mind:

We have worked hard to build a cohesive and strong SLT: KB, EB, LM, AM, SB, L Ma

SLT meets every Wednesday and meetings have a clear, strategic focus – see SDP.

We appointed our new School Business Manager, Lucy Mallinson, in November 2024. This has been a very successful appointment.

We have worked hard to build a collaborative and cohesive Admin Team.

Pupil outcomes continue to be outstanding at the end of KS 2.

We were awarded the Inclusion Quality Mark in July 2025, and have been recognised as a Centre of Excellence.

We have worked hard to improve parental engagement and to ensure parents/carers feel a valued and integral part of our school community.

We have reinstated the Year 6 Residential.

We have worked hard to develop a more relational approach to behaviour management.

We have continued to be deeply committed to staff CPD and the importance of educational research and scholarship to inform strategic decisions. Staff CPD links closely to the needs of the school e.g. Team Teach training.

We have worked hard to ensure that SLT have a strong presence around the school – on school gates and in the corridors and classrooms.

We have reviewed and updated the Appraisal Process and have ensured that all TAs are involved in this process as valued members of our staff.

We have shown how we value our key workers (SEND support TAs) by reviewing and updating their contracts to recognise their skills, experience and expertise.

We continue to work hard to improve provision at lunchtimes by asking all TAs to undertake a 30-minute duty. This is underpinned by staff training and regular meetings to hear feedback from midday staff so that they feel valued, seen and heard.

We have liaised closely with our safeguarding governor, Amanda Taylor, and this has resulted in improvements made to our safeguarding policies, practices and procedures.

All teaching and support staff have completed Place2Be's Mental Health champion online training.

We have developed our Pastoral Team by appointing two ELSAs and developing regulation stations and nurture spaces.

## Strategic Plan Overview – Additional Objectives 2024-2025

Area	Key Priority	Additional Objectives
<b>Curriculum &amp; Teaching</b> <b>Achievement</b>	<b>Key Priority 1a:</b> To increase the percentage of pupils working at greater depth in writing at the end of Key Stage 1.	To review our Marking Policy so that it becomes a Feedback Policy, ensuring high quality, impactful feedback is given to pupils in order to move their learning on. To ensure our Feedback Policy takes into account teacher's workload.
<b>Curriculum &amp; Teaching</b> <b>Achievement</b>	<b>Key Priority 1b:</b> To improve number fluency across the school, but with a particular focus on Key Stage Two. To improve recall of multiplication facts in Year 4, so that more pupils pass the MTC.	
<b>Curriculum &amp; Teaching</b> <b>Inclusion</b>	<b>Key Priority 2:</b> Inclusion To promote educational inclusion so that DPS continues to be an educationally inclusive school.	SEND To continue to listen to feedback from parents of SEND pupils so that we can continue to evaluate our policies, practices and procedures in order to improve provision for our SEND pupils. To evaluate the impact of the ELSA on meeting our pupils' social, emotional and mental health needs.
<b>Attendance &amp; Behaviour</b>	<b>Key Priority 3:</b> Relational Inclusion To develop a more relational approach to behaviour management which places emphasis on relationships, respect, responsibility and restoration.	Lunchtimes To continue to monitor and evaluate our Happy Lunchtimes initiative to ensure that all of our pupils have happy, successful lunchtimes.
<b>Personal Development &amp; well-being</b>	<b>Key Priority 4:</b> To develop whole school initiatives (Peace Mala & No Outsiders projects) to promote	Mental Health

	racial harmony and to prepare pupils for living in a diverse and increasingly inter-dependent society.	To continue to prioritise mental health and well-being of our pupils and staff by participating in Place2Be's mental health eco-system project. To develop a sensory garden to enhance our sensory room provision.
<b>Early Years and Foundation Stage</b>	<b>Key Priority 5:</b> To develop outdoor provision in EYFS. To focus on writing (amend from Abby's).	To continue to prioritise early language development and use a range of strategies to promote this. To improve outdoor provision in EYFS and seek additional funding to develop this project.
<b>Leadership &amp; governance</b>	<b>Key Priority 6:</b> To build and establish a strong, dynamic and cohesive new Senior Leadership Team.	To update CPOMs training for SLT to ensure that we are using CPOMs to maximum effect. For Headteacher to become familiar with SCR and has a good knowledge and understanding of our recording system, Staff Safe. To continue to improve parental engagement and to provide more opportunities for parents to come into school and to engage with their children's learning.

## 8. Key Priorities for SDP 2025-2026

### Summary of Davyhulme Primary School's Agreed School Development Priorities for 2025-2026

Key Priority 1: **Curriculum & Teaching/Achievement**

#### **Phonics**

To re-focus on the excellent teaching of early reading through systematic, synthetic phonics (RWI) to ensure that high standards/excellent outcomes are maintained.

Key Priority 2: **Curriculum & Teaching/Achievement**

#### **Maths:**

To further develop the pupils' fluency in number, developing rapid recall, flexibility and confidence in using number facts, particularly multiplication facts.

To further develop teaching and learning in Mathematics by continuing to implement the Mastering Number programme, extending this into lower Key Stage 2.

Key Priority 3: **Curriculum & Teaching/Achievement**

#### **Writing Framework 2025:**

To focus on the teaching of writing across the school by using the Writing Framework (2025) which outlines a common approach to teaching writing based on evidence and existing good practice, as a guide.

Key Priority 4: **Curriculum & Teaching/Inclusion/Achievement**

#### **Inclusion:**

To promote the use of assistive technology across the school to support adaptive teaching.

Key Priority 5: **Attendance & Behaviour**

#### **Relational Inclusion**

To continue on our journey to become a relationally inclusive school by reviewing our Behaviour Policy so that it has more of a relational focus.

To continue to develop our regulation spaces and ensure further development of regulation and co-regulation strategies.

Key Priority 6: **Personal Development & Wellbeing**

#### **PSHE**

To review our Relationships, sex, and health education curriculum so that it is in line with statutory DfE guidance, adhering to key principles identified in guidance.

To continue to promote wellbeing across the school.

Key Priority 7: **Early Years and Foundation Stage**

To further develop outdoor provision.

To continue to develop writing in EYFS so that it links with the new Writing Framework.

Key Priority 8: **Leadership & Governance**

**Teaching & Learning:**

To carry out thorough and robust monitoring and evaluation of teaching and learning across the school, focusing on consistency, high expectations and pedagogy.

## 9. Davyhulme Primary School Development 2025-2026 Key Priorities Action Plans

<b>Key Priority 1: To re-focus on the delivery of high quality systematic, synthetic phonics scheme (Read, Write, Inc.) to ensure consistently high outcomes in terms of pupil attainment and progress.</b>					<b>Year 25-26</b>
<b>Area of development: Curriculum &amp; Teaching/Achievement</b>			<b>Link to school values: We are ambitious</b>		<b>Links to SDP: Early Years KP</b>
<b>CONTEXT - Brief description of starting position:</b> Although the % of pupils who passed the PSC in Year 1 in 2025 was slightly above the national average at 81%, this is a significant decrease from the previous two years (2024 – 94% passed, 2023 – 93%). The context for this data is a high level of additional needs in Year 1. Another factor to consider is that high quality, consistent intervention did not take place to the same extent this year as in previous years due to the redeployment of the TA who usually carries out intervention to support high levels of need in Reception.					
<b>Success Criteria: Increase in the % of pupils who has passed the PSC at the end of Year 1 in 2026.</b>					
<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p><b>'Relaunch' focus via RWI Development day with RWI consultant, Lianne on 12/11/2025 – create action plan.</b></p> <p>Re-focus staff training to ensure fidelity to the RWI scheme.</p> <p>Ensure new staff are fully trained on RWI scheme and have carried out regular peer observations.</p> <p>Ensure rigorous and robust training and development is in place for all staff:</p> <p>Continue to provide ongoing training and support for staff to deliver Read, Write, Inc. and Fresh Start in order to further embed the scheme across the school.</p>	<p>MC</p> <p>EB</p> <p>KB</p>	<p>2025-2026</p> <p>Reviewed half-termly</p>	<p>Training needs to be identified in RWI Development Day.</p> <p>Support new staff – peer observations.</p> <p>Weekly training led by Reading Lead.</p>	<p>RWI online portal:£255</p> <p>Ebook Library: £315</p> <p>RWI Development Days: £1950</p>	<p>Half-termly review meetings with reading lead, assessment team and SLT.</p> <p>Half-termly interrogation of data and groupings.</p> <p>Clear identification of pupils who are not on track and who require intervention.</p> <p>Monitor frequency and impact of intervention.</p>

<p>Continuous CPD to be provided – RWI Development Day and weekly practice sessions during staff meeting.</p> <p>Reading Leader to coach staff delivering RWI.</p> <p>Reading Leader to provide weekly training sessions.</p> <p>Staff to use RWI portal to access training videos and assessment materials.</p> <p>Half-termly progress meetings with SLT – ring fence.</p> <p>Ensure rigorous &amp; robust intervention in place – ring fence.</p> <p>Assessment – rigorous tracking in place – so what? Half-termly meetings.</p> <p>Host reading meetings for Y1 parents.</p>					<p>Reading Lead to be released to observe, coach and mentor staff delivering phonics to improve pedagogy.</p>
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**Evaluation**

<p><b>Key Priority 2: To further develop the pupils' fluency in number, developing rapid recall, flexibility and confidence in using number facts, particularly multiplication facts.</b></p> <p><b>To further develop teaching and learning in Mathematics by continuing to implement the Mastering Number programme, extending this into lower Key Stage 2.</b></p>					Year 25-26
Area of development: Curriculum & Teaching/Achievement			Link to school values: We are ambitious		Links to SDP: Curriculum & Teaching/Achievement KP
<p><b>CONTEXT - Brief description of starting position:</b> Although the Year 4 MTC % scoring 25/25 marks increased by 5% from 2023-2024 to 2024-2025, the school data continued to below the national average of (30% at DPS compared with 38% nationally). In the last academic year the school promoted the learning of multiplication facts, from Year 2 upwards, which overtime is hoped will have a positive impact. However, with the school data showing that the % of pupils achieving expected or higher in Mathematics is above the national average, we need to ensure that the MTC data becomes in line with this.</p>					
<b>Success Criteria:</b>					
Actions	Leader	Time-scale	Staff training needs	Resources/ Costs	Monitoring
<p><b>'Relaunch' the whole school focus on fluency in number for 2025-2026</b></p> <p>Rockstars Day Launch 24/10/25.</p> <p>Ensure that staff are consistently teaching number facts (number bonds in Year 1 to build the foundation for learning times table facts from Year 2 upwards).</p> <p>Year 4 to undertake baseline assessments for the new Year 4 cohort (8/9/25 – 12/9/25). Pupils to be identified who have gaps in their knowledge, and those pupils who have strong knowledge but need to improve their speed of recall.</p>	<p>EB</p> <p>KB</p>	<p>2025-2026</p> <p>Reviewed half-termly</p>	<p>TTRS online training – half-termly</p>	<p>TTRS subscription: £215 annual subscription</p> <p>Numbots subscription: £102 annual subscription</p>	<p>Half-termly review meetings between Year 4 teachers, Maths Lead and SLT.</p> <p>Half-termly interrogation of data and intervention groupings.</p> <p>Clear identification of pupils who are not on track and who require intervention.</p>

<p>Multiplication intervention groups (twice a week with Year 4 teaching assistant and once a week with Maths Lead).</p> <p>Year 4 teachers to practice times table facts daily.</p> <p>Reward systems to continue to be used – badges and certificates.</p> <p>Regular use of TTRS from Years 2-6. Heat maps to be shared with parents/carers half-termly.</p> <p><b>Continue to implement the Mastering Number Programme</b></p> <p>Launch Mastering Number Year 3 Programme – ensure staff are trained.</p> <p>Ensure Mastering Number Reception, Years 1,2,4 and 5 are being taught consistently and with fidelity to the programme.</p> <p>Assign a lead teacher per year group for the Mastering Number Programme.</p> <p>One teacher per Key Stage (EYFS/KS1, Lower KS2, Upper KS2) to attain other schools as a part of the Turing North West Maths Hub Teaching for Mastery Sustaining group for lesson studies and reflections.</p>				<p>Rewards £250</p> <p>Mastering Number Resources: £200</p>	<p>Monitor frequency and impact of interventions.</p> <p>Lesson observations and peer reflection opportunities.</p>
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<p><b>Evaluation</b></p>
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<b>Key Priority 3: To focus on the teaching of writing across the school by using the Writing Framework (2025), which outlines a common approach to teaching writing based on evidence and existing good practice, as a guide.</b>					<b>Year 25-26</b>
<b>Area of development: Curriculum &amp; Teaching/Achievement</b>			<b>Link to school values:</b> We are ambitious; we are collaborative.		<b>Links to SDP: Early Years KP 7.</b>
<b>CONTEXT - Brief description of starting position:</b> Although outcomes in writing are consistently high, we recognise that the Writing Framework contains evidence-based advice on recommended good practice. The focus on teaching spelling and handwriting in Reception is a key development.					
<b>Success Criteria:</b> Writing outcomes to remain consistently high; handwriting and spelling to be taught in Reception; evidence of 'recommended' practice in place across the school.					
<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>To use the recommended guidance in Writing Framework to focus on teaching high-quality transcription and sentence instruction, while gradually developing broader writing skills.</p> <p>To recognise that writing is complex and it must be taught in a carefully sequenced way.</p> <p>To focus on the question: 'What makes a successful writer at Davyhulme Primary School?'</p> <p>To establishing a positive writing culture by developing a well-sequenced curriculum and by ensuring that all teachers are trained to teach writing</p>	<p>LM</p> <p>R McN</p> <p>AM</p>	<p>2025-2026</p> <p>Half-termly focus</p>	<p>Staff meeting time to look at Writing Framework and to consider key messages.</p> <p>Focus on pedagogy – an evidence-based approach to recommended good practice for teaching writing focusing on oral</p>	<p>Cost of new handwriting scheme – tbc?</p> <p>Ready Steady Write:£2, 220</p>	<p>Half-termly lesson drops in to monitor teaching of writing – English leads.</p> <p>Half-termly 'book looks', focusing on progression of skills.</p> <p>Pupil voice.</p> <p>Staff voice.</p>

<p>Consider purchase of whole school writing scheme – Ready Steady Write?</p> <p>To ensure there is a whole school focus on oral composition, so that children can share their ideas confidently and articulately.</p> <p><b>Focus on the teaching of writing in Reception</b>, so that we build the foundations for writings from the very start of our pupils' educational journey. To do this, we will teach handwriting and spelling in Reception to ensure that these skills become automatic for our children (see EYFS action plan for more detail).</p> <p>To know that pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready. Quality is more important than quantity!</p> <p>To ensure early identification of those pupils who require additional support in writing.</p> <p>To relaunch handwriting scheme from Rec-Year 6.</p>			<p>composition and sharing of ideas.</p>		<p>Termly writing moderation meetings.</p> <p>Peer observations to share good practice.</p>
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**Evaluation**

<b>Key Priority 4: To develop the use of assistive technologies to support adaptive teaching throughout the school.</b>					<b>Year 25-26</b>
<b>Area of development: Inclusion/Curriculum &amp; Teaching/Achievement</b>			<b>Link to school values:</b> We are ambitious, we are collaborative, we are courageous, we are caring.		<b>Links to SDP: KP 5 Relational Inclusion/IQM</b>
<b>CONTEXT - Brief description of starting position:</b> We are fortunate to employ a technology expert, Mr. Parkinson, and we are keen to utilise his knowledge and skills in this area. Assistive technology is an area which are keen to develop and expand as part of commitment to inclusive education. Some TAs have been trained by LP to use specific programmes & Apps. We now wish to roll this out across the whole school.					
<b>Success Criteria:</b> Assistive technology to be used as part of everyday practice across in the school as part of our adaptive teaching focus. All staff to have attended CPD led by Mr. Parkinson. Champions of specific programmes to lead, mentor and coach colleagues.					
<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>LP to lead CPD within classrooms one afternoon per week to train staff (teachers and teaching assistants) to confidently use a range of assistive technologies to support adaptive teaching.</p> <p>LP to work alongside the SENDCO and Teaching Assistants to develop their knowledge of using assistive technologies to support specific learning needs.</p> <p>SENDCO to identify 'champions' of specific programmes to lead training and support colleagues in roll out of these programmes.</p> <p>LP to meet with Teaching Assistants to train 'champions' of various assistive technologies.</p>	<p>LP</p> <p>SB</p> <p>EB</p> <p>KB</p>	<p>2025-2026</p> <p>Half-termly focus on specific programmes.</p>	<p>Termly CPD provided by LP.</p> <p>Half-termly intensive support for teaching staff – working alongside LP in classroom (rolling programme).</p> <p>LP to meet with TAs on half termly basis to identify training needs</p>	<p>Investment in specific programmes – tbc.</p>	<p>Staff voice</p> <p>Pupil voice</p> <p>Impact of assistive technology on pupil progress and attainment.</p> <p>Learning walks</p> <p>Lesson drop-ins.</p>

<p>LP to lead termly staff meetings for all staff to develop their knowledge and confidence in using assistive technologies – all staff to attend this.</p> <p>Peer support – staff to work closely with ‘champions’ of various technologies to disseminate information and to share good practice.</p> <p>Staff to put theory into practice by utilising assistive technology classrooms independently in the classroom – teachers and TAs. Focus on specific programmes on a half termly basis.</p> <p>Impact of assistive technologies on pupil attainment and progress to be monitored and reviewed.</p>			<p>and to focus on specific programmes.</p>		
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<p><b>Evaluation</b></p>
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<b>Key Priority 5: Relational Inclusion - To continue on our journey to become a relationally inclusive school by reviewing our Behaviour Policy so that it has more of a relational focus &amp; to continue to develop our regulation spaces and ensure further development of regulation and co-regulation strategies.</b>					<b>Year 25-26</b>
<b>Area of development: Attendance &amp; Behaviour/Inclusion</b>			<b>Link to school values: We are collaborative; we are caring; we are ambitious.</b>		<b>Links to SDP: Early Years KP &amp; KP 4.</b>
<b>CONTEXT - Brief description of starting position:</b> This target follows a whole year of focus, training and development on relational inclusion. We are very much well on our way on our relational journey due to investment in staff CPD: staff buy-in is strong as they clearly understand 'our why'. We now seek to build on this firm foundation by continuing our journey to use a more relational approach to behaviour management.					
<b>Success Criteria:</b>					
<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>Continue to provide high quality, evidence-based CPD opportunities in school for all staff e.g. Paul Dix trainer, 'When the adults change, everything changes'.</p> <p>Provide staff training for practical strategies/scripts to use when dealing with behaviour incidents in a relational way: 'I need you to...'. 'Thank you.'</p> <p>Provide evidence based educational research, including recommended books for staff to read as part of their own professional development.</p> <p>Focus on the importance of reflection and self-awareness – encourage staff to be reflective practitioners.</p>	KB EB	2025-2026  Inset: 2/4/2026  Half-termly staff meetings	<p>Inset on relational practice led by Paul Dix trainer.</p> <p>Relational training to be provided for all middays.</p> <p>Follow up work on practical strategies for dealing with</p>	£2500  £500	<p>Staff voice</p> <p>Pupil voice</p> <p>Learning walks and lesson drop ins.</p> <p>CPOMs records.</p>

<p>Provide opportunities for staff to observe good practice and to then use this to develop and refine their own practice.</p> <p>Contribute to the review of the current behaviour policy and development of a new relational based behaviour policy during staff meetings.</p> <p>Maintain a positive mindset and be willing to seek advice if needed.</p> <p>Attend Team Teach training to learn de-escalation strategies (delete if n/a).</p> <p>Staff to use restorative practices as part of their daily practice when dealing with incidents:</p> <ol style="list-style-type: none"> <li>1. Can you tell me what happened?</li> <li>2. Who was affected by it?</li> <li>3. What can we do to put it right?</li> </ol> <p>Staff to continue to develop and use strategies for regulation/co-regulation:</p> <p><b>Regulate</b> – encouraging the ADULTS to remain calm and regulate their own response first in order to make the child feel safe and not threatened. Sometimes, <b>this may need recognising that you are not always the best person to deal with an incident in that moment and that is okay. It is important to acknowledge that as adults, our own regulation sets the immediate tone for dealing with the incident and whether this is escalated or de-escalated.</b></p> <p><b>Relate</b> – this is when as adults we empathise with the child, their situation and their response.</p> <p><b>Repair</b> – this is when the child is encouraged to put things right, but recognising that they will need help and support to do this. During this time, adults must resist imposing an immediate sanction and instead <b>focus on reflective discussion.</b></p>			<p>incidents/challenges for all staff led by KB.</p> <p>Team Teach training on de-escalation strategies.</p>	<p>£3000</p>	
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<p>Share weekly blogs on relational inclusion by Anthony Benedict and encourage staff to read and reflect.</p> <p>Relational Inclusion Champions to have completed training.</p> <p>Provide training for all middays on relational inclusion so that they begin to understand our why and know some practical strategies for talking to children in a relational way and dealing with incidents using a calm, relational approach.</p>					
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**Evaluation**

<p><b>Key Priority 6: PSHE</b> - To review our Relationships, Sex, and Health Education curriculum so that it is in line with statutory DfE guidance, adhering to key principles identified in guidance.</p> <p>To prioritise wellbeing by participating in a project to become a Trafford Wellbeing Pioneer School, delivered by Teaching Times which will lead to DPS obtaining the National Wellbeing Award.</p>					Year 25-26
Area of development: Personal Development & Wellbeing			Link to school values: I am caring, I am ambitious, I am collaborative.		Links to SDP: Early Years KP
<p><b>CONTEXT - Brief description of starting position:</b> Our RSHE curriculum is delivered through the Jigsaw scheme. This is taught from Reception to Year 6. Although it covers many of the recommendations included in the DfE's statutory guidance, we wish to review our curriculum in the light of this guidance to ensure adherence to guiding principles and curriculum content and coverage.</p> <p>We do prioritise wellbeing in school (pupils and staff), however this is an area we wish to shine a greater spotlight on as it underpins everything.</p>					
<b>Success Criteria:</b>					
Actions	Leader	Time-scale	Staff training needs	Resources/ Costs	Monitoring
<p><b>Review of RSHE Curriculum:</b></p> <p><b>PSHE lead to have reviewed our RSHE curriculum to ensure that it is in line with statutory DfE guidance and to ensure that the recommended key principles are adhered to:</b></p> <ul style="list-style-type: none"> <li>• Pupil Engagement: The curriculum should be inclusive, well-structured, and shaped through meaningful input from pupils to ensure relevance and engagement.</li> <li>• Parental Involvement and Transparency: Parents should be fully informed about RSHE content and materials, with access provided. They have the right to withdraw their children from sex</li> </ul>	SO	Autumn term	<p>Ensure staff are aware of statutory DfE guidance: changes and updates.</p> <p>Share with staff how Jigsaw scheme covers recommendations in guidance and adheres to guiding principles.</p>		<p>Review of PSHE/RSHE curriculum – mapping document: content and coverage.</p> <p>Staff voice.</p> <p>Feedback from PSHE lead.</p> <p>Learning walks.</p> <p>Lesson drop-ins.</p> <p>Review of assemblies</p>

<p>education (children can opt back in from three terms before they turn 16).</p> <ul style="list-style-type: none"> <li>• Positive Focus: Emphasise positive attitudes, healthy relationship norms (including sexual and mental health), and avoid language that could normalise harmful behaviour, such as gender stereotypes.</li> <li>• Sequenced Learning: Teach all statutory topics in a carefully planned order, starting early, to equip pupils with the knowledge and skills they need ahead of key life experiences</li> <li>• Relevance and Responsiveness: Curriculum should be age-appropriate, accessible, and locally tailored, ideally in collaboration with local partners</li> <li>• Skilled, Participative Teaching: Delivered by confident, knowledgeable staff (or trusted external experts), RSHE should be interactive and supportive, not alarmist. Educators must be trained in safeguarding and prepared for potential disclosures.</li> <li>• Whole-School Approach: RSHE should be integrated into the wider school culture and supported by relevant policies on wellbeing, behaviour, and safeguarding.</li> </ul> <p><b>To ensure that our RSHE curriculum includes key curriculum updates as recommended in statutory guidance:</b></p> <p><b>For All Schools:</b></p> <p>Staff must actively challenge everyday sexism, misogyny, homophobia, and stereotypes.</p> <ul style="list-style-type: none"> <li>• Pupils should be taught:</li> </ul> <p>The link between sexism/misogyny and violence against women and girls.</p> <p>How to identify and learn from positive male role models.</p>					
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<p>Ethical behaviour in relationships, extending beyond boundaries and consent.</p> <p><b>For Primary Schools:</b></p> <ul style="list-style-type: none"> <li>• Teach about respectful relationships, boundaries, and the risks of sharing images and information online.</li> <li>• Provide sex education in Years 5 and/or 6 (recommended, not mandatory).</li> <li>• Address naked image sharing or online sexual content where relevant to pupils' experiences or if they have been exposed to pornography.</li> </ul> <p><b>PSHE lead to complete audit of Jigsaw scheme to ensure that our curriculum is compliant with statutory guidance.</b></p> <p><b>Wellbeing:</b></p> <p>Two staff members have completed module training to become a Trafford Wellbeing Pioneer School, leading to DPS obtaining National Wellbeing Award.</p> <p>Staff to have undertake wellbeing CPD programme provided by Teaching Times project</p> <p>.</p>	<p>KB</p> <p>EB</p>			<p>£2, 450</p>	
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<p><b>Evaluation</b></p>
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<b>Key Priority 7: To further develop outdoor provision. To continue to develop writing in EYFS so that it links with the new Writing Framework.</b>					<b>Year 25-26</b>
<b>Area of development: EYFS/Curriculum and Teaching.</b>			<b>Link to school values: We are collaborative; we are ambitious.</b>		<b>Area of development: EYFS/Curriculum and Teaching.</b>
<b>CONTEXT - Brief description of starting position:</b> We have identified a need to enhance provision to support gross and fine motor development and wider EYFS learning.					
<b>Success Criteria:</b>					
<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<b>Broaden Outdoor Provision Across All EYFS Areas</b> <ul style="list-style-type: none"> <li>• Create small learning zones outside for: <ul style="list-style-type: none"> <li>○ <b>Role play</b> (e.g., stage, outdoor home corner)</li> <li>○ <b>Writing nook</b> (with waterproof beanbags and crates)</li> <li>○ <b>Maths trail</b> (number lines, shape hunts, counting logs)</li> </ul> </li> <li>• Enhance Communication and Language by reminding staff to use outdoor storytelling prompts (story stones, puppet logs) when enhancing learning through play.</li> <li>• Link outdoor provision to current EYFS themes and interests through seasonal enhancements (e.g. planting in Spring, den building in Winter).</li> </ul>	AM	12-18 months  January 2026  Physical Fridays to begin once all children are settled after transition.	Attend staff meetings on new Writing Framework and training provided by possible purchase of new writing scheme, Ready, Steady, Write.	RSW scheme:  £2,220	<i>Termly reviews</i> of outdoor learning provision via EYFS team meetings.  Learning Walks.  Pupil Voice.  Observations.

<p><b>Community &amp; Resource Engagement to Reduce Costs:</b></p> <ul style="list-style-type: none"> <li>• Send out Seesaw messages to all asking for donations of pallets, tyres, cable reels, plant pots etc. by January.</li> <li>• Apply for at least one local grant or garden centre donation by January.</li> </ul> <p><b>Enhance Gross Motor Development Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Re-brand our ‘Fine Motor Friday,’ sessions to, ‘Physical Friday’, sessions in order to include specifically planned activities that create clear progression from Nursery to Reception for gross motor control and fine motor control.</li> </ul> <p><b><u>Continuation Writing Development in EYFS</u></b></p> <ul style="list-style-type: none"> <li>• Fully embed ‘Squiggle While You Wiggle,’ in Nursery as regular gross motor/writing readiness activity.</li> <li>• Introduce ‘Squiggle Me a Writer,’ in Reception as a structured fine motor activity to support writing.</li> <li>• Modelled writing sessions planned weekly using RWI linked vocabulary and Squiggle strategies.</li> <li>• Continue with Fine Motor Friday/Physical Friday – making sure to focus on the children that need to develop this further.</li> <li>• Continue with staff development of understanding of Drawing Club to promote writing and oracy.</li> </ul>					<p><i>Use observational assessment/data from Insight to track children’s progress in gross/fine motor development.</i></p> <p><i>Gather pupil voice to inform next steps.</i></p>
<p><b>Evaluation</b></p>					

<b>Key Priority 8: To carry out thorough and robust monitoring and evaluation of teaching and learning across the school, focusing on consistency, high expectations and pedagogy.</b>					<b>Year 25-26</b>
<b>Area of development: Leadership &amp; Governance/Achievement/Curriculum &amp; Teaching</b>			<b>Link to school values: We are ambitious; we are collaborative; we are courageous.</b>		<b>Links to SDP: KP 4 &amp; 7</b>
<b>CONTEXT - Brief description of starting position:</b> Monitoring of teaching and learning was not a key priority on SDP last year, and we feel that due to staff changes, there may be some inconsistencies creeping in which we need to address. We are keen to ensure consistent practice and expectations across the school to maintain our high standards and great outcomes.					
<b>Success Criteria:</b>					
<b>Actions</b>	<b>Leader</b>	<b>Time-scale</b>	<b>Staff training needs</b>	<b>Resources/ Costs</b>	<b>Monitoring</b>
<p>To carry out regular &amp; robust monitoring of teaching and learning through learning walks, lesson drop-ins, book looks and pupil voice interviews.</p> <p>Focus on consistency and high expectations</p> <p>To ensure that the quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children's needs.</p> <p>To recognise that teacher quality is a crucial factor in raising pupil attainment. EEF, <i>'the best available evidence indicates that great teaching is the most important level schools have to improve pupil attainment.'</i></p>	<p>KB</p> <p>EB</p> <p>LM</p> <p>AM</p> <p>SB</p>	<p>2025-2026</p> <p>Half-termly focus.</p>	<p>What makes great teaching?</p> <p>Pedagogy – mentoring and coaching systems in place.</p> <p>Peer observations/peer support.</p>		<p>Evidence through:</p> <p>Book and planning monitoring</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Pupil progress data</p> <p>Peer observations</p> <p>Staff coaching</p>

<p>All teachers have <u>high expectations</u> of all pupils.</p> <p>Where appropriate, teachers plan adapted learning to enable all pupils to learn exceptionally well, including use of adaptive technology.</p> <p>Pupils' learning styles taken into account. Growth mindset culture established.</p> <p>Teachers systematically and effectively check pupils' understanding during direct learning activities and act to deepen and extend learning, along with clarifying any misconceptions.</p> <p>Focus on knowledge recall and review of prior learning to ensure that teaching and learning is sequential, building on what has come before.</p> <p>Focus on questioning and independent learning.</p> <p>Peer observations to share good practice.</p> <p>Coaching to develop pedagogy and improve practice – encourage teachers to be reflective practitioners.</p> <p>Utilise the strengths and skills of all staff to lead and develop others.</p> <p>High quality CPD for teachers, closely aligned to main priorities in SDP.</p> <p>Signpost teachers to relevant courses and training opportunities.</p> <p>Close monitoring of the quality of teaching by Senior Leaders - action taken quickly where the quality is not being met.</p> <p>Support networks in place.</p> <p><b>High Expectations &amp; consistency:</b></p> <p>To ensure that all staff have consistently <b>high expectations</b>.</p>					
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<p>To ensure that all staff are <b>ambitious</b> for all pupils, particularly disadvantaged pupils.</p> <p>Focus specifically on:</p> <p>Pupil behaviour</p> <p>Presentation of work</p> <p>Attainment and progress</p> <p><i>'The culture in school is vital in developing and maintaining high standards. Frequent coaching conversations with staff and students are vital in ensuring that long-term, sustainable improvements can be achieved...'</i>Teacher Toolkit</p> <p>Ensure our vision/culture of high expectations (linked to our mission statement of Reaching for the Stars) is firmly embedded across the school.</p> <p>Encourage all pupils and staff to 'live' our core values – we are <b>AMBITIOUS</b>.</p> <p>Set consistently high expectations for attainment and progress.</p> <p>Consistently high standards for behaviour across the school.</p> <p>SLT challenge if expectations for pupil behaviour fall short. Focus in particular on transitions and movement around the school.</p> <p>Ensure staff all follow behaviour policy consistently – revisit frequently.</p> <p>Close attention to detail.</p> <p>All staff to be familiar, and to follow, our Presentation Policy.</p> <p>Staff to insist on high standards of presentation – ensure regular handwriting practice is taking place and all staff to be consistent with expectations e.g. how work is to be set out.</p>					<p>Learning walks.</p> <p>Lesson drop-ins.</p> <p>Monitoring of corridors during transitions.</p> <p>Coaching – ask pertinent questions: How can we ensure we consistently have high expectations?</p> <p>What does 'we are ambitious' mean to you and your teaching?</p>
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Daily monitoring of pupil behaviour by SLT – walk bys, lesson-drop ins, transitions.					
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**Evaluation**