



**Simonside Primary School
School Development Plan
2026-2027**

Simonside Primary School Development Plan Priorities 2026-2027

ONE Trust Priorities 2026-2027

Keeping 'APACE' Aims

Our school development priorities have been identified to link and support our 'Keeping APACE' aims. Self-evaluation over a number of years has helped our schools to establish where priorities lie and identify a limited number that impact most on achieving vision.

Priority 1: Advancing Education. We offer a unique and cutting-edge education, ensuring that all children, especially the most vulnerable, can reach their potential and have carefully constructed learning experiences.

Priority 2: Purposeful Collaboration. We embrace opportunities for staff professional development and growth, providing the knowledge and resources to understand principles around how pupils best learn in order to support emotional well-being and academic progress.

Priority 3: Achievement for All. Our Trust strives to be the best that it can be. Staff and pupils have high expectations of themselves and others, working within an infrastructure that drives standards of education and improved outcomes.

Priority 4: Community Engagement. Our Trust and our schools are anchoring institutions, understanding their duty to contribute to the communities they serve and to the wider educational system as part of their public and civic duty.

Priority 5: Expert Guidance. We utilise and mobilise collective expert guidance within the trust as part of our shared purpose and values. We work together as one entity to ensure systems and use of resources are effective and efficient, meeting the needs of our schools.

ONE Trust Priority One: Advancing Education

Priority Objectives:

- Objective 1 - To strengthen foundational writing skills, including letter formation and handwriting and increase opportunities for extended writing across the curriculum.
- Objective 2 - Develop mathematical fluency and consistency of recording across school.
- Objective 3 - To facilitate the delivery of SEND provision for SEMH learners and explore best practice.
- Objective 4 - Embed high-quality oracy strategies to improve communication and vocabulary.

Objective	Actions (RAG)	Success Criteria (Impact and Outcomes)	Lead Person	Monitoring & Evaluation	Timeframe & Milestones
To strengthen foundational writing skills, including letter formation and handwriting and increase opportunities for extended writing across the curriculum.	Early writing foundations will be securely embedded through consistent teaching of letter formation.	<u>26-27 Writing Targets (EXS)</u> Y6: 79% 20 pupils Y5: 63% 26 pupils Y4: 62% 26 pupils Y3: 71% 27 pupils Y2: 63% 17 pupils Y1: 83% 30 pupils	English Lead	HTs	October 2026
	A staff meeting in Autumn Term to share updates from Ofsted's Writing Framework and how this will be reflected in our English curriculum.	Lesson visits evidence pupils given more frequent opportunities to writing creatively with differing amounts of input.	SLT	HTs	September 2026
	English Lead to work alongside Year 1 and EYFS to develop the writing curriculum to focus on strong foundations.	Monitoring evidence shows pupils becoming more independent writers, and their sentence structure develops in accordance with year group KPIs.		Termly SLT monitoring.	October 2026
	Daily handwriting/ dictation opportunities in all year groups.	Staff voice and planning scrutiny evidence shows that staff are aware of writing priorities and implement these within their planning and facilitation.	CTs	Core catchups	September 2026

		Letter formation is mostly accurate at the end of Reception, and most children form letters with accuracy at the end of Year 1. All pupils can rehearse and memorise sentences orally before writing it down. Monitoring evidence shows that staff and pupils can confidently utilise opportunities to edit writing and create opportunities for pupils to self and peer assess.		During Subject Leader Monitoring every term Pupil Book Study and pupil voice.	Autumn Term October 2026 February 2027 May 2027
Develop mathematical fluency and consistency of recording across school.	Pupils in Years 1–6 will consistently use age-appropriate mathematical recording strategies (e.g., number sentences, bar models, formal written methods and mathematical vocabulary), as evidenced through termly book scrutinies and lesson observations.	Book scrutinies show at least 90% compliance with agreed recording expectations. Pupils can explain their recorded methods using accurate mathematical language. Monitoring will evidence challenge in books appropriate to need. Monitoring of staff CPD curriculum evidence progression.	CT/SLT	Termly SLT monitoring Pupil books study Staff meeting agenda Core Catchups Maths Lead SLT	Ongoing Autumn Term Autumn Term Ongoing

		Pupil voice evidence shows that pupils can discuss the skills that they are using whilst problem solving and strategies that they have tried. Percentage of pupils attaining greater depth in their KS2 SATs be above national average.			
To facilitate the delivery of SEND provision for SEMH learners and explore best practice.	Conduct a thorough audit of current SEMH SEND provision and identify gaps. Research and collate best practice models and evidence-based strategies for SEMH SEND. Develop a personalised SEMH SEND provision framework incorporating best practice. Communicate framework and expectations to all relevant staff and provide training. Implement framework in classrooms and monitor adherence and effectiveness.	Audit report completed and shared with SLT Best practice report compiled with actionable recommendations Framework document approved by leadership team Staff training sessions completed with attendance recorded Evidence of framework use in lesson plans and observations	SENCO HT DHT SLT	Lesson observations SIP focus Pupil Book Study SEN reviews	

Objective	Actions (RAG)	Success Criteria • (Impact and Outcomes)	Lead Person	Monitoring & Evaluation	Timeframe & Milestones
Embed high-quality oracy strategies to improve communication and vocabulary.	Oracy Lead to share a recap for Oracy aims this year and how this can be implemented in lessons. Pupils to build on last year's Talk Tactics: instigate, build and challenge. Then in Key Stage Two, to introduce: encourage and clarify. Staff to receive Oracy updates in autumn term to share focuses for the year and for the Oracy Lead to share new information from their Oracy CPD. All year groups to have an Oracy working wall which features Talk Guidelines and an Oracy target(s). Staff to update these regularly and use them as part of their teaching. Oracy Lead to have a half termly, low threat listening walk to check in on Oracy in the classroom and gather pupil voice. Oracy Lead to lead an Oracy working group for staff to meet termly to discuss updates and share best practice.	Pupil voice is mapped across the curriculum and highlights children's understanding of Oracy and its importance. Pupil Book Study structured conversations evidence oracy 'norms' that are increasingly embedded and sophisticated. These include sentence stems to build on ideas and offer alternative viewpoints. 100% of pupils from Y2 (related to age and phase) can explain how oracy helps them with their learning and different skills they have practised. Display/s in all classrooms evidence rolling targets within the classroom for specific oracy skills pupils are developing. Planning and resources evidence a range of oracy tasks across the curriculum to help pupils consolidate their learning and practise using subject-specific vocabulary. Lesson observations evidence oracy as a vehicle for progression in 'attempt' phase of lesson.	KF/ CTs KF/ SLT	Half-termly Oracy Listening Walks. As part of termly SLT monitoring. During Subject Leader Monitoring every term.	September 2026 Autumn 2026 November 2026

PRIORITY 2: Purposeful Collaboration

Priority Objectives:

Objective 1: To ensure high-quality CPD for all staff on how to best provide for the needs of SEMH learners.

Objective 2: To work collaboratively with secondary feeder school to improve transition for all, with a particular focus on vulnerable learners.

Objective	Actions (RAG)	Success Criteria (Impact and Outcomes)	Lead Person	Monitoring & Evaluation	Timeframe & Milestones
To ensure high-quality CPD for all staff on how to best provide for the needs of SEMH learners.	SEMH team training for support staff. HoS (NVQ in SEND) to provide training for teachers. SENDCO to provide training for teachers.	Improved SEMH support so pupils demonstrate improved behaviour, increased readiness to learn and reduced need for intensive staffing.	HoS, SENCO	Learning walks CPOMS behaviour reports Support plans	Across the year
To work collaboratively with secondary feeder school to improve transition for all, with a particular focus on vulnerable learners.	Appoint a Transition Lead in school to lead on the organisation of transition and the sharing of information, as well as to plan the strategic offer between SPS and its main feeder. To plan additional support in line with individual pupil need.	1. Operational Outcomes Transition Lead actively coordinates all transition activities and liaises with feeder school. All relevant pupil information will be shared before the start of term. Strategic transition offer implemented (e.g., visits,	SENDCO/Transition Lead/Heads	Regular meetings with year 6 teachers Parent voice	Autumn term Throughout year 6

		joint activities, orientation sessions). Additional support plans will be produced for identified pupils. Pupil Outcomes Most (85%) pupils report feeling prepared and supported for transition. Most pupils (85%) will present with reduction in anxiety and improved engagement during first term. Improved attendance and behaviour data compared to previous transition cohorts. A meeting arranged and completed within the Autumn term timeframe. Meeting notes will be recorded and shared with relevant stakeholders. An Action Plan will be agreed with at least 3 practical steps identified to		SEND /SLT monitoring Pupil voice Parent voice Regular meetings with year 6 staff and Walbottle staff.	Autumn term Summer term Autumn term 2026 Throughout year 6 Autumn Term Autumn Term Autumn Term
	Transition Lead and SENDCO to contact Callerton SENDCO/transition lead in Autumn term to arrange a professional discussion around transition – to discuss what works well and any issues identified from both primary and secondary perspectives.		SENDC/Transition Lead/Heads		

		improve transition processes. Responsibilities and timelines assigned for follow-up actions.			
	Conduct pupil voice in Autumn term and spring term to establish pupils' feelings/worries/hopes about transition to secondary.	85% of pupils state in pupil voice that they felt their worries/thoughts had been heard in relation to transition.	Year 6 teachers	Pupil voice	Spring Term
	Invite Secondary SLT/SENDCO to visit SPS for a learning walk to establish primary expectations and to discuss establish opportunities for curriculum areas to join up. Invite secondary SENDCO to shadow SPS SENDCO with a view to supporting secondary colleague's understanding of primary provision, particularly that of SPS.	Strengthened collaboration and shared understanding of expectations. Greater consistency in transition from primary to secondary. Improved continuity and progression across phases. Enhanced SEND transition planning and shared best practice. Concrete roadmap for ongoing joint work and	AA/Transition Lead/-Heads	SLT learning walk. Professional discussions.	Autumn and Spring Term

		improved student outcomes.			
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PRIORITY 3: Achievement for All

Priority Objectives:

Objective 1: Embed responsive teaching strategies to ensure EAL, SEND and vulnerable pupils make strong and sustained progress.

Objective 2: Close the Year 1 Phonics attainment gap between disadvantaged pupils and national averages.

Objective 3: Increase the percentage of pupils achieving the expected standard in KS2 Reading to meet or exceed national averages.

Objective 4: Improve pupil attendance to be in line with or above national averages and significantly reduce persistent absence.

Objective	Actions (RAG)	Success Criteria (Impact and Outcomes)	Lead Person	Monitoring & Evaluation	Timeframe & Milestones
Embed responsive teaching strategies to ensure SEND, EAL and vulnerable pupils make strong and sustained progress.	A robust offer of CPD will be delivered to all staff covering the following areas to ensure strategies are consistent and embedded.: • Autism • ADHD • Dyslexia • Neurological development • ACEs • Resilience The CPD offer will also be broadened to increase awareness and support staff to develop strategies in the following areas: • pathological demand avoidance • Vision impairment	SEND, PP, EAL learners will make good and sustained progress from starting points. Teacher voice will evidence that staff are confident with strategies and that teaching and learning for vulnerable groups is strong. Books and pupil book study monitoring will evidence that teachers are using agreed lesson principles to scaffold learning. Staff are observed using strategies to support co-		Termly SLT monitoring. Monitoring of pupils' books SLT Learning Walks	Half-termly throughout 2026/2027

	CPD will provide staff with the tools to successfully support pupils learning and development and to be able implement strategies and provisions that meet their needs. It will further foster and promote an inclusive environment and culture. SEMH Team to work alongside SENDCO and Class Teachers. The SENDCO to continue to hold half-termly drop ins for staff who have questions about individuals or groups. Half-termly monitoring will have a continual focus on both bottom 20% as well as progress of vulnerable groups.	regulation and de-escalation. Staff voice evidence that staff feel greater confidence when working with children with a PDA profile. Periods of dysregulated pupils will decrease, in accordance with need and in-line with EHCP provision.			
Close the Year 1 Phonics attainment gap between disadvantaged pupils and national averages.	High-quality phonics teaching: daily lessons delivered with fidelity to Little Wandle; phonics/phase lead to monitor and coach. Targeted keep-up & intervention: daily keep-up sessions and 1:1 support for PP pupils identified through tracker outcomes.	All staff deliver consistently; lesson visits show fidelity and strong practice. PP pupils make accelerated progress; gap between PP and non-PP narrowed.	SLT Phonics coordinator	Learning walks Lesson observations	Across the year Termly July 2027

	Consistent use of the Little Wandle tracker: phonics/phase lead analyses half-termly to identify PP gaps and direct support. Staff training & development: CPD and coaching in phonics delivery and keep-up sessions. Parental engagement: workshops (PACTS), home packs, and online resources aligned with Little Wandle; targeted follow-up for PP families. Homework policy in Y1 adjusted to focus on reading.	Tracker used with fidelity and informed teaching/interventions; PP pupils making accelerated progress. All staff confident and consistent in delivery; evidence of impact in pupil outcomes. PP parents engage; evidence of increased reading at home.			
Increase the percentage of pupils achieving the expected standard in KS2 Reading to meet or exceed national averages.	Years 5/6 and Year 6 are two smaller classes with 2 experienced teachers who have been involved in previous SATs assessments. This setup will enable the teachers, along with the teaching assistants, to provide targeted support to key students. Medium Term plans created with specific reading objectives for all of KS2 to ensure skills are being taught alongside written responses. Reading intervention groups will be set up across years 5 and 6 and these will take place twice weekly with targeted	Observed lessons demonstrate progress in reading. Data shows progress in reading. More children are working at the expected level or have reached greater depth Increase in parental engagement and reading at home. More reading books will be returned on a regular and consistent basis.	SLT English Lead	Pupil book study SLT Learning Walks Lesson observations	July 2027

	students. Daily 1 to 1 reading will also take place. Reading diaries have been purchased for each child in KS2 to promote reading at home. Parents will be encouraged to write about their child's reading and therefore create a dialogue between home and school. Class teachers will contact parents who are not regularly returning the diaries and home reading books. Reading PACTS will take place across KS2. Parents will be invited to work with their child in school on reading-based tasks. Tips will also be given from staff about how they can help their child make further progress. SATs booster sessions will be held in Spring term by UKS2 staff. Reading will be targeted in these sessions.	Increase in Year 6 children reaching the expected standard or greater depth in SATs assessments. Results match national average.			
Improve pupil attendance to be in line with or above national averages and significantly reduce persistent absence.	PSA to have timetabled allocated time to prompt families re punctuality, first day response visits and calls. Attendance CPD delivered to all staff to relaunch approach. Whole school drive.	Overall attendance will consistently reach 96% and above. Actions will be taken swiftly to counteract dips in attendance data.	SLT Attendance officer PSA Class teachers	Daily and weekly discussions regarding attendance data. Reports to Trust through	Weekly, half termly, termly By April 27/July 2027

	First Response lists used daily by all. Class Teacher's communicate with home and record on CPOMS. Attendance officer to complete first day response by 9:15am so that families can be contacted and children brought into school as soon as possible to prevent non-school attenders. Close liaison with LA Access and Inclusion officer regarding more complex attendance issues. Communication with other schools regarding sibling links so that networking to improve attendance is facilitated. Analysis of attendance data every Friday to identify key families for targeted focus the following week. Daily attendance data analysis sent to SLT and relevant class teachers regarding absences that day. Increase capacity in the school office to enable more legal monitoring and enable attendance letters to go out more efficiently i.e. following the stages as set out in the attendance policy.	Persistent absentees will be identified early and progress made to identify barriers to accessing school. Pupil Premium children, those in care and class as vulnerable will be tracked closely to ensure that attendance is satisfactory and absences are justified.		Headteacher Reports. Governor monitoring visits.	
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	Weekly year to date attendance figures to be sent to parents every Friday via Parent Mail (once Parent Mail is up and running). Attendance incentives to be launched in response to current data analysis and in anticipation of events which may affect attendance the following day e.g. football match and poor weather. Regular attendance at Trust network meetings and those led by the LA to share good practice.				
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PRIORITY 4: Community Engagement

Priority Objectives:

Objective 1: Improve pupil attendance to be in line with or above national averages and significantly reduce persistent absence.

Objective	Actions (RAG)	Success Criteria (Impact and Outcomes)	Lead Person	Monitoring & Evaluation	Timeframe & Milestones
Improve pupil attendance to be in line with or above national averages and significantly reduce persistent absence.	PSA to have timetabled allocated time 2:25hrs daily to prompt families re punctuality, first day response visits and calls. Attendance CPD delivered to all staff to relaunch approach. Whole school drive. First Response lists used daily by all. Class Teacher's communicate with home and record on CPOMS. Attendance officer to complete first day response by 9:15am so that families can be contacted and children brought into school as soon as possible to prevent non-school attenders. Close liaison with LA Access and Inclusion officer regarding more complex attendance issues. Communication with other schools regarding sibling links so that networking to improve attendance is facilitated.	Overall attendance will consistently reach 96% and above. Actions will be taken swiftly to counteract dips in attendance data. Persistent absentees will be identified early and progress made to identify barriers to accessing school. Pupil Premium children, those in care and class as vulnerable will be tracked closely to ensure that attendance is satisfactory and absences are justified.	SLT Attendance officer PSA Class teachers	Daily and weekly discussions regarding attendance data. Reports to Trust through Headteacher Reports. Governor monitoring visits.	Weekly, half termly, termly By April 27/July 2027

	Analysis of attendance data every Friday to identify key families for targeted focus the following week. Daily attendance data analysis sent to SLT and relevant class teachers regarding absences that day. Increase capacity in the school office to enable more legal monitoring and enable attendance letters to go out more efficiently i.e. following the stages as set out in the attendance policy. Weekly year to date attendance figures to be sent to parents every Friday via Parent Mail (once Parent Mail is up and running). Attendance incentives to be launched in response to current data analysis and in anticipation of events which may affect attendance the following day e.g. football match and poor weather. Regular attendance at Trust network meetings and those led by the LA to share good practice.				
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