



School Development Plan

A nurturing school of exceptional quality

2025 - 2029



Be positive

Be kind

Be curious

Be respectful

Be confident

Be resilient

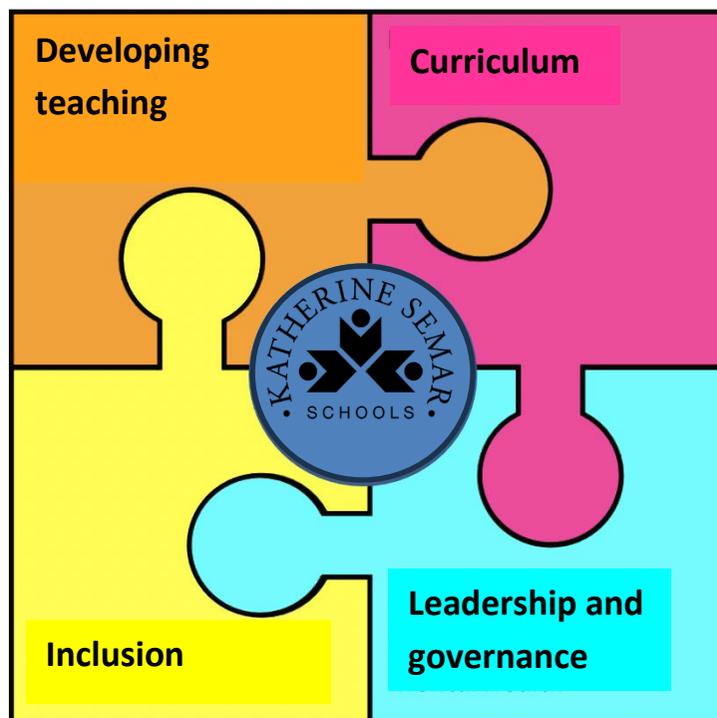


Katherine Semar School – 4 year plan

At Katherine Semar we know and see that inclusive teaching and learning can change lives and every interaction matters. Every day excellence should be the expectation for **ALL** of our pupils, staff and families in order to ensure **ALL** children attain well and no-one is destined to underachieve. This strategy will be a clear and coherent strategy for raising achievement for all pupils. We will **AUDIT** each area, **RESEARCH** opportunities and **EVALUATE** impact.

We will **develop our teaching** evolves through research-informed practice and a strong culture of professional development. Every teacher will become an expert across the curriculum, with subject specialisms developed through collaborative curriculum teams. These teams will lead innovation, share best practice and apply current research to shape high-quality teaching. All teachers will be inclusive practitioners, equipped to help every child thrive.

We will ensure **inclusion** evolves through research-informed practice and a strong culture of professional development. Every teacher will become an inclusive expert, equipped to support all learners including those with SEND, EAL and disadvantaged backgrounds. We will develop strategies that challenge and nurture every child, including those with complex needs and exceptional talents.



We will create a future-focused **curriculum** at Katherine Semar that builds on the principles of the INSPIRE curriculum and is shaped by the latest educational research and the curriculum review. Designed to prepare children for a rapidly changing world, it will foster curiosity, critical thinking, and global awareness through an enquiry-led approach that encourages pupils to ask questions, explore ideas and make meaningful connections across subjects.

We will build a new school using the latest design to replace our current building. This new environment will enhance our curriculum and be purposefully designed to better meet the needs of all learners and staff. It will support inclusive, flexible and future-ready learning, enabling innovation, collaboration and wellbeing. Through thoughtful planning and evidence-informed design, we will create a space that inspires excellence, equity and opportunity for every member of our school community.

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"Education is not the filling of a pail, but the lighting of a fire." — William Butler Yeats

At Katherine Semar, we believe that the curriculum is the heartbeat of our school - a living, evolving framework that shapes not only what our children learn, but how they think, question and grow. As we look to the future, we are committed to creating a future-focused curriculum that builds on the strong foundations of our INSPIRE curriculum, while embracing the latest educational research and insights from the ongoing curriculum review.

This new curriculum will be designed to prepare children for a rapidly changing world. It will foster:

- Curiosity – encouraging children to wonder, explore, and investigate.
- Critical thinking – equipping them with the tools to analyse, evaluate, and reflect.
- Global awareness – helping them understand their place in the world and the impact they can have.

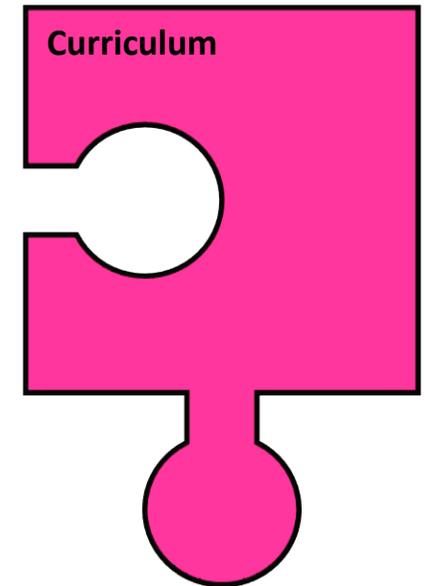
Through an enquiry-led approach, pupils will be empowered to ask meaningful questions, explore big ideas and make connections across subjects—developing both deep knowledge and transferable skills.

Why We Are Doing This

- The world our children are growing into is complex, interconnected and fast-changing.
- Employers and society increasingly value creativity, adaptability and problem-solving.
- Research shows that enquiry-based learning improves engagement, retention, and independence.
- Our curriculum must reflect the diversity of our learners and the global context they live in

What We Will Do

1. Curriculum Design



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- Review and refine the INSPIRE curriculum to align with future-focused principles.
- Embed enquiry-led learning across all subjects and key stages.
- Ensure progression of knowledge and skills is clearly mapped and sequenced.

2. Professional Development

- Use research and evidence to inform planning and delivery.
- Foster subject-specific expertise through collaborative curriculum teams.

3. Pupil Voice and Engagement

- Involve pupils in shaping the curriculum through feedback and co-construction.
- Create opportunities for real-world learning, projects, and cross-curricular links.

4. Inclusion and Equity

- Ensure the curriculum reflects and celebrates diversity.
- Adapt content and delivery to meet the needs of all learners, including those with SEND, EAL, and disadvantaged backgrounds.

5. Evaluation and Impact

- Use formative and summative assessment to monitor impact.

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"What surrounds us shapes us." - Center on the Developing Child, Harvard University

At Katherine Semar, we are entering a transformative chapter in our school's history. As part of the Department for Education's School Rebuilding Programme, we are preparing to replace our current building - affected by RAAC - with a state-of-the-art, purpose-built school that reflects our educational vision and values.

This is more than a construction project. It is a once-in-a-generation opportunity to create a learning environment that enhances our curriculum, supports inclusion and inspires excellence for every member of our school community.

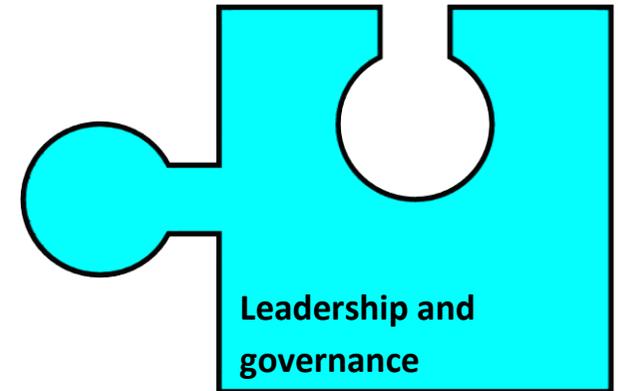
Why We Are Doing This

- Our current building, impacted by reinforced autoclaved aerated concrete (RAAC), no longer meets the standards required for modern, safe, and effective learning.
- A new school will allow us to design for the future, not just replace the past.
- The physical environment plays a critical role in wellbeing, engagement and achievement.
- We want a space that reflects our inclusive ethos, supports collaboration, and enables innovative teaching and learning.

What We Will Do

1. Complete Due Diligence

- Work closely with the DfE, local authority and technical advisors to ensure all legal, financial and site assessments are completed.



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- Engage with stakeholders to ensure the new build reflects the needs of pupils, staff and the wider community.

2. Enter an Intensive Design Phase

- Collaborate with architects, designers, and educational consultants to create a building that supports our curriculum and pedagogy.
- Prioritise flexible learning spaces, inclusive design, sustainability and wellbeing.
- Ensure the design reflects our commitment to accessibility, safety and future-readiness.

3. Deliver a High-Quality Build

- Oversee the construction process to ensure timelines, quality standards and safety protocols are met.
- Minimise disruption to learning during the build phase through careful planning and communication.
- Prepare staff and pupils for transition into the new space with training, orientation and celebration.

4. Maximise Educational Impact

- Align the new environment with our future-focused curriculum and inclusive teaching practices.
- Use the new space to enhance collaboration, creativity, and community engagement.
- Monitor and evaluate the impact of the new building on learning, wellbeing and school culture.

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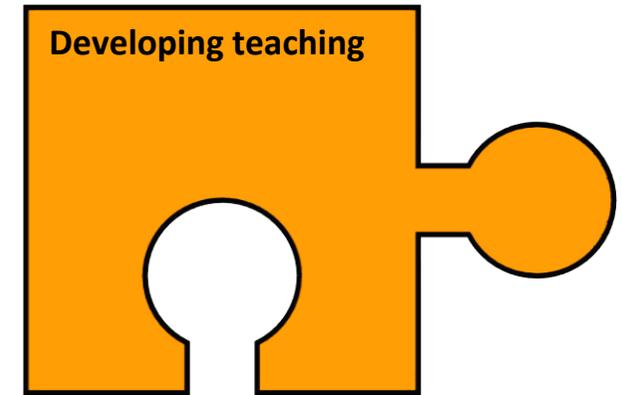
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"The quality of an education system cannot exceed the quality of its teachers." — Andreas Schleicher, OECD

At Katherine Semar, we believe that great teaching is the single most important factor in ensuring every child thrives. That is why we are committed to developing a culture where teaching continuously evolves through research-informed practice and a strong, collaborative model of professional development.

Our vision is for every teacher to become an expert across the curriculum, with deep subject knowledge and the pedagogical skill to bring learning to life for all pupils. Through collaborative curriculum teams, we will foster a culture of innovation, shared expertise, and reflective practice - ensuring that our teaching is not only high-quality, but also inclusive, adaptive and future-ready.



Why We Are Doing This

- Research shows that high-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged learners.
- The education landscape is evolving, and teachers need to be equipped with the latest evidence-based strategies.
- A strong professional culture improves staff retention, morale and collective efficacy.
- Inclusive teaching ensures that every child, regardless of background or need, can succeed.

What We Will Do

1. Build Collaborative Curriculum Teams

- Establish subject teams to lead curriculum development and innovation.
- Facilitate regular opportunities for teachers to plan, reflect and share best practice.
- Promote distributed leadership and shared accountability for curriculum quality.

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2. Embed Research-Informed Practice

- Use the latest educational research and the curriculum review to inform teaching strategies and decision-making.
- Engage with evidence from sources such as the EEF, Ofsted research reviews and cognitive science.
- Encourage a culture of enquiry, experimentation and reflective practice.

3. Develop Inclusive Expertise

- Train all staff in inclusive pedagogy, adaptive teaching, and universal design for learning.
- Ensure teachers are confident in supporting pupils with SEND, EAL, and those who are disadvantaged or high-attaining.
- Promote equity through high expectations and targeted support.

4. Invest in Professional Development

- Provide high-quality CPD aligned with school priorities and individual needs.
- Support career progression through coaching, mentoring and leadership development.
- Create time and space for professional learning within the school day.

5. Evaluate and Improve

- Use lesson study, peer observation and coaching to refine practice.
- Monitor impact through pupil outcomes, engagement and staff feedback.
- Continuously adapt our approach based on what works.

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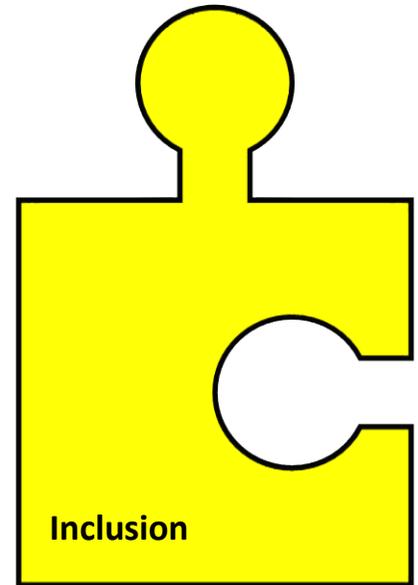
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"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need to succeed." — Rick Riordan

At Katherine Semar, we are committed to being a truly inclusive school - one where every child, regardless of background, need, or ability, is supported to thrive. Inclusion is not a bolt-on; it is a mindset, a practice, and a promise. We will ensure that inclusion evolves through research-informed practice and a strong culture of professional development, so that every teacher becomes an inclusive expert. Our goal is to develop and embed strategies that challenge and nurture every learner - from those with complex SEND needs to pupils with English as an Additional Language (EAL), from disadvantaged children to those with exceptional gifts and talents.



Why We Are Doing This

- Inclusion is a moral imperative- every child deserves to feel seen, valued, and supported.
- Research shows that inclusive teaching benefits all learners, not just those with identified needs.
- The diversity of our school community is a strength, and our curriculum and pedagogy must reflect that.
- Teachers need the knowledge, tools and confidence to meet a wide range of needs in the classroom.

What We Will Do

1. Develop Inclusive Expertise

- Provide high-quality CPD on adaptive teaching, universal design for learning and trauma-perceptive practice.

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- Ensure all staff understand the graduated approach and how to implement effective support strategies.
- Build confidence in using scaffolding, differentiation and assistive technologies.

2. **Strengthen Collaborative Practice**

- Use curriculum teams to co-develop inclusive planning and resources.
- Share best practice through peer observation, coaching and case studies.
- Involve SENCo, EAL lead, and pastoral staff in curriculum and teaching discussions.

3. **Personalise Learning**

- Identify and respond to individual needs through high-quality assessment and responsive teaching.
- Create challenge and stretch for high-attaining pupils, including those with gifts and talents.
- Use pupil voice to shape provision and ensure learners feel ownership of their journey.

4. **Embed Equity in the Curriculum**

- Ensure representation and diversity are reflected in texts, topics, and teaching approaches.
- Promote cultural competence and global awareness across all subjects.
- Address barriers to learning through targeted interventions and inclusive classroom practices.

5. **Monitor and Evaluate Impact**

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- Track progress and engagement of key groups, including SEND, EAL and disadvantaged pupils.
- Use data, feedback, and research to refine strategies and improve outcomes.
- Celebrate inclusive success stories and share learning across the school.

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