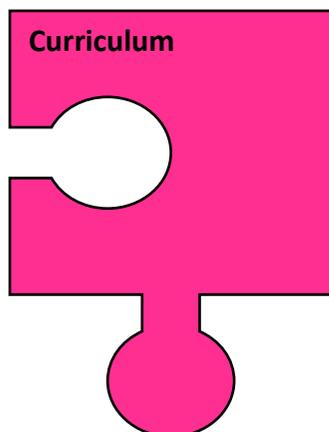




School Development Plan

2025 – 2026





Whole school Objective Curriculum



School inspection toolkit

- The curriculum is expertly designed at each stage to enable pupils to develop secure, deep and fluent knowledge. This paves the way for future learning. The curriculum, whether designed, adapted or adopted, has been expertly developed over time to ensure its continued quality, effectiveness and, where relevant, subject-specific rigour.
- The school has an expertly designed curriculum, which develops pupils' reading and writing through high-quality texts and increasingly broad vocabulary across all subjects.
- Leaders make sure that all pupils gain the knowledge and skills to prepare them well to access the full curriculum and the next stage of learning.

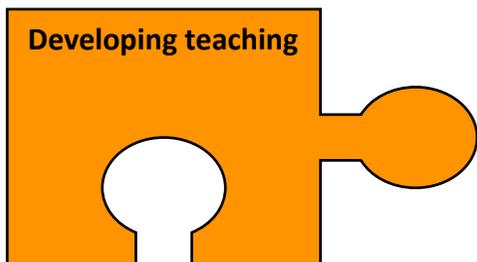
Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
English – new developments						
<ul style="list-style-type: none"> • To evaluate the long- term plans and make appropriate changes in line with new writing framework. 	CD/ EW	Autumn 2025			New long term plans	
<ul style="list-style-type: none"> • To re-launch the handwriting curriculum to improve handwriting across the school. 	CD/ EW	Autumn 2025			Handwriting across school.	
<ul style="list-style-type: none"> • To baseline each child in EYs using WELCOMM to ensure early intervention is provided. 	CD/ GB	Autumn 2025			Wellcomm records	
<ul style="list-style-type: none"> • To use the spelling programme in Y2 – Y5. 	CTs	Autumn 2025			Spelling planning	
<ul style="list-style-type: none"> • To use colourful semantics to improve writing outcomes for all children. This will be integrated into plans for all year groups particularly EYs – Y3. 	CD/ CTs	Autumn 2025			Renewed planning and improved outcomes.	
English – ongoing developments						
To conduct planning and work scrutiny of English across both schools.	CD/SLT	Termly		Supply Cover	Samples of children's work	

To complete 3 English monitoring days annually which include learning walks, 'book looks', data analysis and development plan reviews as well as a strong element of pupil voice.	English Team	Autumn 2 Spring 2 Summer 1		Supply Cover	Updated development plan	
To invite English Governors to take part in Governors' visits to monitor specific subjects or areas of subject development plan. These will usually involve watching a subject assembly, pupil interviews, lesson observation and discussion with subject leader.	CD English team	See timetable of Governors visits		Supply Cover	Governor Notes	
To monitor bug club across the school.	English Team				Records	
Monitor medium term spelling plans to check appropriateness and progression of word lists To expand the Y2, Y3 and Y4 spelling scheme and into Y5.	CD and English Team	Autumn 2025	Staff Meeting		Staff Meeting Notes Planning	
To hold termly moderation meetings across both schools and with other schools (focused on writing across the curriculum).	English Team	Termly	Staff Meeting		Moderated writing	
To embed the tiered report for supporting the priority 20 – intensive support and reading champion in KS2.	English Team	Half termly			MAPP	
To continue phonics practice for across the school and observe all infant staff including TAs.	English Team	Monthly			Meeting notes	
To implement monthly TA training on key areas e.g. phonics, partnered reading especially new TAs and reading champions.	English Team	From autumn 2025			Meeting notes/ powerpoints	
Mathematics						
To continue support members of staff with planning, resourcing and teaching mathematics mastery curriculums – new teachers to the school and teachers teaching in new year groups particularly Y2 and Y4 planning.	Maths team	Ongoing			Planning	

To ensure all members of staff are using the Katherine Semar School mathematics mastery planning document and support staff to do so where required.	Maths team	Ongoing			Planning	
To conduct mathematics monitoring days where mathematics leaders can work to monitor children's progress and evaluate their action plan. <ul style="list-style-type: none"> - Learning walk of both schools - Reviewing mathematics data - Book monitoring - Planning review Discussing next steps to support mathematics teaching and learning	Maths team	Ongoing (termly)	Cover –		Monitor planning, teaching, books, data using mastery approach and write a report detailing findings.	
To invite maths Governors to take part in Governors' visits to monitor maths. These will usually involve watching a subject assembly, pupil interviews, lesson observation and discussion with subject leader.	Mathematics Leads Governor	See governor timetable			Mathematics team to lead and organise.	
To lead training on CPA approach ensuring all staff are clear on teaching sequence and how to conduct problem solving lessons.	Teaching Staff	x2 in autumn term.			TT Rockstars Assemblies Times tables club led by LSA	
To conduct mathematics parent workshops.	AH/ RA	Autumn Term			Powerpoints	
To ensure each classroom has a mathematics learning wall/ set of concrete apparatus which is positively used to affect learning.	Maths team	Ongoing			Displays	
Subject leader to team plan / teach with other teaching staff to support the development of mastery within their own classroom. Allow teachers to understand how to effectively support and deepen learning with their own children.	Maths team	Ongoing			Notes	
MM to complete mathematics mastery outreach programme.	MM	Completed this academic year.			Couse notes and evaluation	
AF to complete NVQ in maths leadership.	AF	From February 2024.			Course notes	

To evaluate success of number sense in Y2 and Y3 following success in Y1 and EYs and Y5 intervention)	MM	From autumn 2024			Planning	
To look at mastering number and whether we should use this in KS2.	Maths team	Fro autumn 2024			Course materials	
To investigate the range of interventions put into place for Y6 and use most effective to improve SAT maths results.	AH/ JP	From spring 2024			MAPP data	
To implement monthly TA training on key areas e.g. number sense.	Maths team	From autumn 2024			Meeting notes/ powerpoints	
To have mathematics observations across the school to measure impact on learning.	Maths team	Second half of autumn term			Lesson feedback, final report.	
Science						
To implement the FOCUS4TAPS training and pilot focusing on quality CPD for science lead and Y5 teacher.	JH/ AB / GB	Ongoing			Reports	
To lead this training across the Trust.	JH/ AB / GB	3/11/25			Training notes	
Other foundation subjects						
To plan joint Governor visits which look at the strengths and areas for development in each subject and include subject assemblies, leader discussion, lesson observations and pupil interviews.	RA				Visit notes	
To attend and action the subject conferences from SAT EYFS Reading Maths RE Art Geography	CDo CDo/ EW MM/ AF KW/ BA JH/ MB BA/ RW	30.9.25 22.1.26 10.2.26 3.10.26 20.10.26 21.4.26		Supply cover	Meeting minutes	
To take part in PSHE spotlight with other Trust schools to establish best practice teaching.	JHull	14.10.25				

To take part in PE spotlight with other Trust schools to establish best practice teaching.	TG/ LC	KS 28.04.26 BG 16.06.26 RAB 15.01.26 HRS 19.03.26				
To take part in best practice sharing event for music.	LF/ JS	13.11.25				



Whole school Objective Developing teaching

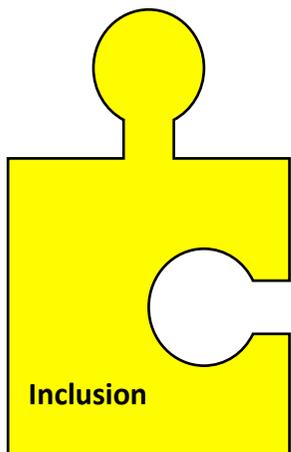
School inspection toolkit

- Leaders have a nuanced understanding of the quality of teaching across subjects, phases and year groups. Focused actions, with clear milestones and desired outcomes, drive continuous improvements in the quality of teaching.
- Leaders have developed a highly effective professional learning culture, in which staff take responsibility for their professional learning and are keen to continually improve their expertise, drawing on the practice of others and on high-quality research evidence.
- Teachers are expert at translating curriculum content into explanations and learning activities. These teaching choices are highly sensitive to, and effective in, the context of the subject or phase. Teachers are expert at checking pupils' understanding and adapting their teaching, in the moment, to meet pupils' needs.



Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
To lead and attend SAT training conference for all teachers in Trust.	JP/ AH/ CDol/ TG/ JHa	3.11.26			Evaluations	
To lead high quality training for all staff.	JP	Weekly staff meetings for teachers. Ongoing for TAs			Surveys	
All TAs to be observed and given verbal and written feedback by a member of SLT.	SLT	Spring term			Feedback	
All teachers to work in peer observations to improve teaching and learning.	JP	Autumn term			Feedback	
To provide a bespoke ECT programme which	JP	22.9.25				

goes beyond statutory requirements. This will cover courses on network meeting, behaviour for learning, reading across the curriculum, curriculum planning and an introduction into subject leadership.		25.11.25 29.1.26 16.4.26 9.6.26				
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Whole school Objective

Inclusion

School inspection toolkit

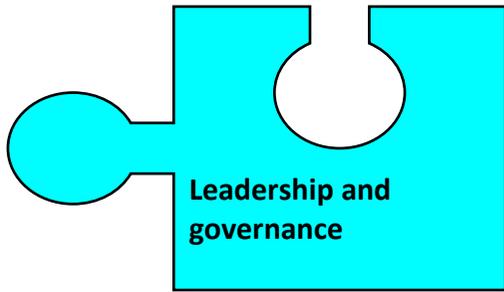
- Across the school's work, inclusive practices are strong.
- Leaders have established a culture in which all staff are highly vigilant in identifying pupils who may face barriers to their learning and/or wellbeing. Leaders have a keen understanding of the barriers that individual pupils face and tackle these

swiftly and expertly. They systematically review adaptations, adjusting them as needed, so that they make a sustained difference to pupils' learning and/or well-being.

- Leaders use a rich set of well-analysed quantitative and qualitative data to understand the needs of their disadvantaged pupils. Leaders continually monitor the progress of their pupil premium strategy and make helpful and proactive adaptations, as appropriate.
- Leaders identify and meet the needs of pupils with SEND extremely well, using adaptations that help to ensure that these pupils benefit from high expectations. They have a keen understanding of the barriers that individual pupils face and tackle these expertly. They systematically review adaptations and monitor the progress of pupils with SEND, adjusting as needed.



Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
To investigate and implement a new scheme for children with complex needs who are unable to learn through systematic synthetic phonics.	CDol/ JP	Autumn 2025			Reading assessments for these children	
To create an engagement curriculum: personalised and tailored to the needs of each child with a EHCP who cannot access the ordinarily available even with targeted support. This will include bespoke OT sessions, gardening and cookery sessions.	KM/ JP	Ongoing from Autumn 2025			Engagement assessments, one plans	
To take part in a inclusion review to review best practice and evaluate current practice in schools.	KM/JP	KS 20.11.25 BG 10.3.26 RAB 21.5.26 HRS 20.1.26			Inclusion review reports.	



Whole school Objective

Leadership and governance



School inspection toolkit 2025

- Leaders' astute understanding of the school's context, strengths and weaknesses informs and underpins their evolving response to priorities. They adjust and adapt actions as part of a responsive and continuous improvement culture. Highly effective leadership leads to consistently high standards, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). These standards are sustained over time. Improvements in any areas of weakness are rapid and sustained.
- Leaders build and sustain strong, long-term partnerships with parents and carers and the local community. This has a strong, positive impact on pupils' achievement and well-being.
- Leaders make sure that all staff feel highly valued, are supported to do their jobs effectively, and are well protected from bullying and harassment. Consequently, staff morale and retention are high.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Schools rebuilding project						
<p>To complete all stages of schools rebuilding project including</p> <p>Pre-feasibility The pre-feasibility phase is led by DfE employees who are part of the Project Team. During this time, the Project Director or Manager will hold an introductory meeting with the Responsible Body (RB) and/or school or college as well as undertaking a site visit if possible.</p> <p>The Project Team creates a brief which informs the feasibility study and control option that is developed during the next stage of project delivery known as the</p>	<p>Project Director (PD) a DfE employee who has overall responsibility for your project, reporting to a Regional Head, and supporting the Project Manager in escalating and resolving issues.</p> <p>Project Manager (PM) a DfE employee who is responsible for managing all aspects of your project and</p>	Completed by 2028			Monitoring reports for Trust Board and LGB	

<p>feasibility phase.</p> <p>Feasibility stage The feasibility stage is where DfE investigate and assess all options available to address the condition need at the school. Surveys will be undertaken during this time, and factors such as location, adjacencies, potential disruption, planning, ground conditions and cost are considered and assessed during this time. In some cases, we may undertake the surveys in advance of the formal start of the feasibility stage.</p> <p>At the end of the feasibility stage we ask the RB to sign a Memorandum of Understanding which sets out how we will work with each other during the project</p> <p>Procurement Projects will usually be delivered via the DfE's own frameworks. Contractors on the frameworks are pre-selected on the basis of their capability, competency and track record in delivering quality buildings. RBs and schools or colleges do not have a direct role in the selection process, but the DfE will consider whether the contractor has successfully responded to the school or college requirements as set out in the School-Specific Brief (SSB). The time taken to take projects from procurement to contract award varies. Approximate timescales will be confirmed by your Project Manager at the end of the feasibility stage.</p> <p>Design Development, Planning Consent & Contract Award The selected contractor will work closely with the RB and/or school or college, DfE Project Team, the Technical Advisor (TA) and</p>	<p>ensuring it is delivered. Also, your day-to-day contact.</p> <p>Technical Advisor (TA) a lead TA with a supporting team of technical experts, appointed to oversee surveys, scrutinise designs, quality and cost. TAs work for specialist companies contracted to work on behalf of DfE.)</p> <p>Technical and Cost Advisor (TCA) a DfE employee that is responsible for providing assurance in terms of design, cost and value for money throughout the project life cycle. The TCA will provide approval at key points in the process.</p> <p>Design advisor (DA) a DfE employee who is a qualified architect or engineer with expertise in the education sector. DAs have oversight of and support the development of design solutions ensuring they meet DfE standards and</p>					
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<p>planning authority to develop the proposals set out in the control option and agree the final design solution for the school or college.</p> <p>During this time, the RB and/or school or college will be asked to attend a series of meetings to help inform the contractor’s proposals and associated technical designs.</p> <p>The Project Manager will agree the schedule of meetings and explain the purpose of each meeting nearer the time. The contractor will suggest cost appropriate solutions that meet your wishes as far as possible whilst complying with the DfE’s requirements and other statutory and regulatory requirements.</p> <p>The contractor is responsible for developing the detailed design and securing planning permission. The planning process is overseen by the DfE team and the TA . Some input will be required from the RB and/or school or college on matters such as a travel plans, community use and ongoing maintenance.</p> <p>Whilst planning permission is being secured the RB will be asked to sign a ‘Back to Back’ letter with the Secretary of State for Education which confirms the RB’s agreement to co-operate during the construction phase. Upon receipt of planning permission, the contract will be finalised and both DfE and contractor will sign it. On a typical project, the contractor will have fully mobilised on site 4 weeks after contract signing to commence the works.</p> <p>Construction At the start of the construction process, there will be a Pre-Start meeting with the school or college team, the DfE Project</p>	<p>specifications.</p> <p>ICT Advisor (IA) a DfE employee who is an ICT expert. The IA will assist in the review of your existing ICT equipment and ensure that appropriate and reliable broadband, Wi-Fi, power and data is provided.</p> <p>Planning advisor (PA) a DfE employee who is the link between the department and the contractor on planning matters. They provide the contractor with any background to the relevant Local Planning Authority and advise on how national policy and guidance may inform the proposal.</p> <p>Contractor selected from one of the DfE’s frameworks the contractor will be a skilled builder of schools or similar schemes. They will have their own Project Manager, site manager, design manager, planning advisor, architect and other experts.</p>					
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<p>Director and Manager and the TA. The school or college will be briefed on the upcoming programme of activities, how the contract will be administered and how the contractor will ensure the safety of school or college staff and pupils during construction.</p> <p>Throughout construction there will be scheduled, regular, progress meetings led by the contractor and involving the DfE team, the TA and the school team. Day to day contacts will be confirmed at the outset (usually the site manager and the school or college facilities manager and/or business manager) and details exchanged.</p> <p>Work on site may be delivered in phases such as construction/ demolition/ external works.</p> <p>Health, safety and security is of utmost priority and the works will always be separated from teaching and recreational areas. Noisy works during construction will be planned to avoid examination periods. Sometimes it is necessary for staff and pupils to be moved to temporary accommodation in advance of works starting, but we try to avoid this if at all possible.</p> <p>Decant Decant is the process by which we move the school into its new buildings. This can be complex and is usually managed around holidays to minimise disruption to the school or college. Plans are developed and agreed in advance with all parties, with detailed planning starting at least 6 months prior to the move taking place.</p> <p>The contractor will provide training and an Operation & Maintenance (O&M) handbook.</p>	<p>They will manage the build from the design and planning stage and throughout construction to handover and beyond.</p> <p>Case Worker / Assistant Project Manager (APM) A DfE employee who will be your primary point of contact until the SRP project starts.</p>					
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<p>The contractor may produce a recording of the training too, so that schools or colleges can refer to it if necessary and assist with the training of new staff in the future.</p> <p>Handover Handover is an important milestone as it is when the school or college takes possession of the new/refurbished building(s) from the contractor.</p> <p>The school or college is then responsible for insuring and securing the building(s). Your Project Manager will provide advice and guidance prior to the handover to ensure that you are prepared. This includes ensuring that you have received information about how the building works and are aware of the department's Good Estate Management guidance and self assessment Good estate management for schools - Guidance - GOV.UK (www.gov.uk)</p> <p>The TA will compile a list of any snags. It is usually possible to address and sign off the snags before handover. Anything that cannot be addressed will be recorded as a defect and resolved soon after handover and within 12 months of the handover date.</p> <p>On handover day the TA will check and confirm that all requirements have been met, that the building(s) are safe and fit for purpose, that Health and Safety (H&S) and O&M manuals are in place, keys are available and appropriate training has been delivered.</p> <p>The building(s) are then for the RB/school/college to manage. If the project is a phased project the contractor may have further works to undertake following the</p>						
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handover of the new/refurbished buildings including, for example, demolition of redundant buildings and external works						
New Ofsted framework						
Complete the new SDP and SEF/ HT report using the finalised framework.	JP	As available				
Train all staff and governors in new framework.	JP	As available				