

School Development Plan

Soaring to Success



2026 – 2027

To ensure that every pupil, regardless of starting point or barrier to learning, experiences consistently high-quality, inclusive teaching, and exhibits positive behaviour and excellent attendance, enabling them to achieve well academically, socially and emotionally

School Development Plan Priorities 2026-27

Summary

Inclusion – reduce barriers to learning and participation and improve outcomes for vulnerable pupils	● Strengthen the identification, tracking and monitoring of vulnerable pupils in all aspects of school life ● Develop staff expertise in inclusive practice to ensure adaptive teaching and targeted interventions are consistently implemented ● Embed dedicated inclusion, nurture, regulation and sensory spaces ● Deploy teaching assistants strategically to deliver targeted interventions and precision teaching that complements high-quality classroom instruction.
Curriculum and teaching – further improve the quality of teaching and assessment, particularly for writing	● Improve the consistency of high-quality teaching through responsive teaching and consistently high classroom expectations. ● Improve the quality and impact of feedback and the effective use of formative assessment ● Establish clear, progressive non-negotiables for handwriting, spelling, sentence construction and grammar ● Ensure teachers identify and address common misconceptions in spelling, punctuation and grammar promptly
Behaviour – establish high behaviour expectations for all pupils and embed clear behaviour management systems	● Implement the new Bellbird Behaviour Policy ● Develop a consistent behaviour culture through clear expectations and defined escalation procedures ● Establish delegated behaviour support so that behaviour incidents are resolved more quickly and consistently
Attendance – improve attendance for vulnerable groups	● Identify and address attendance concerns promptly through close monitoring of vulnerable groups ● Use targeted support to remove of barriers to attendance
Leadership & governance – develop the capacity of governors and the SLT for strategic leadership	● Strengthen strategic leadership involving governors and SLT members in longer-term development planning ● Align senior leadership roles and responsibilities to the School Development Plan, increasing accountability ● Further strengthen subject leadership by establishing a clear programme of monitoring, evaluation and professional development

1. INCLUSION

Rationale and baseline

Monitoring demonstrates that adaptive practice and the implementation of reasonable adjustments are not yet consistently embedded across all classrooms. As a result, some disadvantaged pupils and pupils with SEND do not consistently access the high-quality provision intended.

Leaders recognise the need to strengthen the identification, tracking and monitoring of vulnerable pupils, including disadvantaged pupils, pupils with SEND, those known to children's social care and pupils facing barriers to learning and well-being. Further work is required to ensure that provision is consistently implemented, interventions are evaluated rigorously and all pupils are supported to attend, achieve and thrive.

Success criteria (Ofsted toolkit)

- Staff receive suitable training and support to implement adaptive provision successfully.
- Reasonable adjustments and adaptations are timely, appropriate and consistently implemented.
- Interventions are timely, well-chosen and targeted.
- Disadvantaged pupils, pupils with SEND and other vulnerable pupils make strong progress from their starting points.
- Pupils feel safe, included and able to access all aspects of school life.

Key development priority	Specific Actions- implementation	Resources / finance	Intended Impact	Staff owner/s	Actual Impact
1.1 Strengthen the identification, tracking and monitoring of vulnerable pupils to ensure support is timely, targeted and effective.	• Implement Insight to strengthen the tracking of SEND, disadvantaged pupils and other vulnerable groups. • Refine pupil progress meetings to include a sharper focus on vulnerable learners. • Introduce vulnerable pupil profiles/passports to ensure staff understand barriers and provision. • Review outcomes and provision termly to evaluate impact and identify next steps. • Ensure transition information is shared effectively between year groups and settings. • Monitor the participation of vulnerable groups in clubs, educational visits, music tuition, pupil leadership, enrichment activities and wider school events, identifying and addressing barriers to participation	RK release time – Create document for vulnerable profile to be populated by teachers for their respective pupils	• Leaders and teachers have a precise understanding of the needs, barriers and progress of vulnerable pupils through effective tracking and monitoring. • Support is timely, targeted and responsive, ensuring that vulnerable pupils receive the right provision at the right time. • Disadvantaged pupils, pupils with SEND and other vulnerable learners make strong progress from their starting points and are fully supported to thrive. • Vulnerable pupils participate fully in the wider life of the school.	RK	
1.2 Embed a consistent graduated approach (Assess, Plan, Do, Review) to ensure pupils' needs are identified accurately and supported effectively.	• Ensure SEND plans and pupil passports are consistently used by all staff. • Regularly review SEND provision and reasonable adjustments. • Strengthen teacher accountability for SEND and disadvantaged pupils. • Monitor implementation through learning walks, book scrutiny and pupil voice.	AL – Release time to review proposed SEND provision and check that it is	• Staff consistently implement the graduated approach, ensuring pupils' needs are identified accurately and supported effectively. • Reasonable adjustments, SEND provision and specialist recommendations are embedded across the school, enabling pupils to access learning successfully.	AL	

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2. CURRICULUM AND TEACHING

Rationale and baseline

Monitoring activities show that adaptive teaching is improving but remains inconsistent across classes. As a result, some pupils, particularly disadvantaged pupils and pupils with SEND, do not consistently receive the level of adaptation and support required to maximise progress from their starting points. While the Herts Essentials Writing Framework has established greater consistency in the teaching of writing, pupils do not always apply spelling, punctuation and grammar accurately in independent work. Leaders recognise the need to strengthen foundational writing skills, including transcription, sentence construction, grammar and editing, to improve outcomes and ensure pupils are fully prepared for the next stage of education.

Success criteria (Ofsted toolkit)

- Teachers draw on their knowledge of pupils' needs and starting points and adapt teaching effectively.
- Staff use assessment well to identify gaps and make necessary changes to teaching.
- Pupils achieve well and are prepared for the next stage of education.
- Pupils working at greater depth are consistently challenged through ambitious teaching and make strong progress from their starting points

Key development priority	Specific Actions- implementation	Resources / finance	Intended Impact	Staff Owner/s	Actual Impact
2.1 Improve the consistency of high-quality teaching through responsive teaching and consistently high classroom expectations.	• Develop a shared Bellbird model of effective teaching, identifying the non-negotiables expected in every classroom. • Ensure all lessons include clear learning intentions and success criteria that are explicitly referred to throughout learning. • Ensure teaching is routinely adapted to meet the needs of all pupils, particularly disadvantaged pupils, pupils with SEND and pupils working at greater depth. • Agree and implement whole-school expectations for presentation, participation, classroom routines and learning behaviours. • Use monitoring evidence to provide targeted feedback and professional development, ensuring consistency across all classes.	Maths and English leaders release time.	• Teaching is consistently strong across the school and reflects the Bellbird agreed approach to high-quality teaching. 100% of classrooms demonstrate Bellbird teaching non-negotiables. • Pupils clearly understand what they are learning, why it matters and what successful learning looks like. • High expectations for presentation, participation and behaviour for learning are evident in every classroom. • Lessons are calm, purposeful and highly engaging, enabling pupils to maximise learning time. • Disadvantaged pupils, pupils with SEND and GDS pupils access ambitious learning successfully because teaching is consistently adaptive. • Greater consistency in teaching leads to improved progress and higher outcomes across all subjects.	SLT Maths and English leaders release time.	
2.2 Improve the quality and impact of feedback and the effective use of formative assessment	• Use monitoring evidence to provide targeted feedback and professional development to strengthen teachers' use of formative assessment so misconceptions are identified and addressed promptly. • Deliver a programme of CPD, instructional coaching and peer observations focused on responsive teaching and effective questioning.	Maths and English leaders release time.. Book looks and Blinks	• Teachers confidently adapt learning in response to pupils' understanding and differing starting points. • Teachers use a range of questions effectively to identify and address misconceptions • Pupils' work / writing demonstrates that teacher feedback is acted upon and has a positive impact on the quality of work / writing	SLT Maths and English Leaders	

	• Monitor and evaluate the effectiveness of feedback strategies, including in-the-moment feedback and oral feedback etc., ensuring that pupils understand and act upon feedback to improve the quality of their writing.	Foundation Subject Leaders			
2.3 Evaluate and refine the school's approach to the teaching of writing to ensure it meets the needs of all pupils and secures the best possible outcomes. Outcomes at Y6 need to be 73% ARE and 13% GDS.	• Pilot <u>Pathways to Write</u> in Year 1 and targeted intervention groups. • Gather feedback from staff, pupils and leaders on the effectiveness of both approaches. • Monitor the impact on pupils' engagement, progress and writing outcomes. • Evaluate the pilot alongside <u>Herts Essential Writing</u> to inform future curriculum decisions. • Determine and implement the most effective whole-school approach to writing. • Determine which external advice will improve outcomes for learners.	Regular meetings with RK and LD autumn 1	• Leaders make an evidence-informed decision on the school's writing approach. • Staff have confidence in the agreed writing curriculum. • The chosen approach supports high-quality teaching and improved writing outcomes for all pupils.	LD and RK	
2.4 Strengthen pupils' foundational writing skills by establishing clear, progressive non-negotiables for handwriting, spelling, sentence construction, grammar and punctuation across all year groups.	• Define year group writing non-negotiables for handwriting, spelling, grammar, punctuation and sentence construction. • Produce and implement non-negotiable prompts (e.g. classroom posters or book inserts) for each year group. • Explicitly teach, model and regularly revisit the agreed non-negotiables in all writing lessons. • Monitor pupils' application of the non-negotiables through book scrutiny, learning walks and moderation. • Provide timely intervention for pupils who are not yet secure in expected foundational skills. • Consistency of approach in developing a new, whole school handwriting approach by end of spring 2027	HD, MR and LD release time	• Pupils securely master age-related writing fundamentals year on year. • Expectations for writing are consistent across the school. • Pupils routinely apply agreed non-negotiables independently in their writing. • Fewer pupils reach upper Key Stage 2 with gaps in basic writing skills, leading to improved writing outcomes.	HD, MR and LD	
2.5 Develop pupils' ability to edit, proofread and improve their own writing, ensuring errors are identified and addressed promptly	• Explicitly teach and model editing and proofreading strategies across all year groups, enabling pupils to identify and correct errors independently. • Embed regular opportunities for pupils to review, improve and redraft their writing using age-appropriate success criteria and checklists. • Ensure teachers identify and address common misconceptions in spelling, punctuation and grammar promptly through feedback, conferencing and responsive teaching.	Release time for English leaders – book looks and Blinks	• Pupils independently identify, correct and improve errors in their writing through effective editing and proofreading. • Teachers address misconceptions in spelling, punctuation and grammar promptly, leading to greater accuracy in independent writing. • Writing outcomes improve as pupils produce increasingly accurate, refined and purposeful pieces of writing.	MR, LD	

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

3. BEHAVIOUR

Rationale and baseline

Leaders recognise that greater consistency is required in the implementation of behaviour systems across the school. Significant leadership time continues to be devoted to supporting a small number of pupils with higher levels of need and dysregulation.

Succes criteria (Ofsted framework)

- Leaders establish high expectations for all pupils about behaviour, built on positive relationships and clear routines.
- Staff maintain and reinforce the same high expectations consistently across the school.
- Incidents of bullying, discrimination and derogatory behaviour are dealt with swiftly and effectively.
- Behaviour support and reasonable adjustments are timely, targeted and effective.
- Pupils develop positive attitudes, self-regulation and resilience; they behave well, follow routines and show positive attitudes towards learning.

Key development priority	Specific Actions- implementation	Resources / finance	Intended Impact	Staff owner/s	Actual Impact
3.1 Establish a consistent whole-school behaviour culture through the effective implementation of the The Bellbird Behaviour Policy, ensuring high expectations, clear routines and consistent practice that promote positive attitudes to learning, while embedding effective layers of delegated behaviour support and de-escalation to ensure timely intervention and protect SLT capacity for strategic leadership.	• Launch and embed the revised The Bellbird Behaviour Policy and behaviour curriculum with all staff and pupils. • Provide staff training and coaching on consistent routines, expectations, de-escalation and behaviour management. • Establish clear layers of behaviour support, ensuring incidents are managed at the appropriate level before escalation. • Define and communicate clear thresholds for SLT involvement, supported by an agreed behaviour response protocol. • Train designated staff to provide timely support for pupils experiencing dysregulation or more challenging behaviour. • Embed the school's CARE values through assemblies, classroom practice and daily routines. • Monitor behaviour patterns, SLT call-outs and the consistency of policy implementation, providing targeted support where required. • Evaluate the impact through behaviour data, learning walks, staff feedback and pupil voice, refining systems as necessary.	• SLT time for implementation, monitoring and review. • Staff meeting/INSET time for behaviour training and coaching.	• Behaviour expectations and routines are consistently understood and applied across the school. • Pupils demonstrate positive attitudes to learning and increasingly take responsibility for their behaviour. • Staff feel confident and supported in managing behaviour and de-escalating incidents effectively. • Pupils experiencing dysregulation receive timely and appropriate support. • Behaviour incidents are resolved more quickly and consistently, reducing disruption to learning. • SLT involvement is limited to incidents meeting agreed escalation thresholds, protecting leadership capacity for strategic school improvement. • The school provides a calm, safe and purposeful environment in which all pupils can learn and thrive.	JP	

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4. ATTENDANCE

Rationale and Baseline

Although attendance at The Bellbird remains above national averages, attendance remains lower for some vulnerable groups, including pupils with SEND, pupils with EHCPs and disadvantaged pupils. Leaders recognise the need to strengthen attendance monitoring, intervene more rapidly when attendance falls below expected levels and further reduce rates of persistent absence.

Success Criteria (Ofsted Toolkit)

- Leaders analyse attendance information closely at whole-school and group level, identifying patterns, trends and causes of absence quickly.
- Leaders intervene early and remove barriers to good attendance.
- Attendance improves for pupils who are persistently absent.
- Attendance improves for disadvantaged pupils and pupils with SEND.

Key development priority	• Specific Actions- implementation	Resources / finance	Intended Impact	Staff owner/s	Actual Impact
4.1 Strengthen attendance monitoring, analysis and early intervention so that concerns are identified and addressed promptly. Overall attendance will be 96.4% or better.	• Introduce a graduated response for pupils whose attendance falls below 95% after 1 month of school. • Establish regular attendance review meetings and analysis of attendance data with intended and completed actions evaluated with HT on a fortnightly basis (first week of each month). • Strengthen tracking of attendance patterns, including persistent absence and punctuality. • Use attendance data to identify trends and target support quickly. • Report attendance trends and impact regularly to governors.	Weekly meeting time – LK and JP	• Attendance concerns are identified and addressed at the earliest opportunity through rigorous monitoring, timely intervention and effective partnership with families, leading to improved attendance, reduced persistent absence and increased engagement in learning for all pupils.	JP and LK	
4.2 Reduce attendance gaps for vulnerable groups through targeted support and the removal of barriers to attendance.	• Monitor attendance of disadvantaged pupils, pupils with SEND, pupils with EHCPs and other vulnerable groups closely. • Develop individual attendance/ Emotionally Evidenced Based School Avoidance (EEBSA) plans where appropriate. • Work collaboratively with families and external agencies to overcome barriers. • Evaluate the impact of attendance interventions regularly. • Celebrate and promote good attendance through a positive attendance culture across the school.		• Attendance gaps between vulnerable pupils and their peers diminish over time as barriers to attendance are identified and removed through targeted support, resulting in improved attendance, greater engagement in learning and stronger outcomes for all pupils.	LK and JP	

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