

## Yerbury Primary School Development Plan 2025-6

Underpinning this document is the following ethos statement:

*'Yerbury is a richly diverse learning community which values the uniqueness of every child. We know that happy, interested and secure children learn best. We offer a caring and stimulating environment which allows children to become independent and grow. Staff, children, parents and carers work together in a culture of collaboration and mutual support. We foster the long term development and personal achievements of every child within our broad curriculum and in the immeasurable learning beyond it. We provide a challenging, relevant and creative school experience which nurtures a sense of social responsibility and inspires life-long learning'*

### Yearly overview:

	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Whole School Focus</b>	Further embedding Writing following impact of pandemic	Developing Teaching & Learning following the hiatus to regular CPD caused by the pandemic.	To further develop SEND provision with a focus on identifying needs, monitoring progress and communication with parents	To establish robust, focused and highly effective CPD pathways at all levels of the school	Continuation of Oracy (3-year plan) Develop oracy across the curriculum so as to support children to articulate ideas, develop their understanding and engage others within a range of contexts.
<b>Curriculum Focus</b>	To further develop the teaching of Computing and Digital Resilience	To focus on ensuring excellent practice and outcomes in the Early Years Foundation Stage (EYFS)	To further develop an engaging, inspiring and relevant curriculum	2-3 Year plan: Develop oracy across the curriculum so as to support children to articulate ideas, develop their understanding and engage others within a range of contexts.	Teaching & Learning, with a specific focus on Writing
<b>Leadership focus</b>	Continue focus on Revenue Generation, and ensuring Yerbury continues to be a first-choice school for families in the local area	To maintain Ofsted Preparedness ahead of a Section 5 inspection.	To support the SLT transition and the Headteacher's full return-to-work	To develop new effective Leadership Team	SEND Capital Funding Project (2 year focus)
<b>Strategic Management focus</b>	Pandemic Restoration	To support and develop the transition to new and interim leadership team	n/a	To further develop SEND provision with a particular focus on effective models of support within the school context.	SEND Capital Funding Project (2 year focus)
<b>'Our Hope for the Yerbury Child' focus</b>	'They know what it is to be <b>inclusive, feel included</b> and to have been <b>nurtured by a sense of belonging</b> '	To further develop the school's anti-racist practice by continuing to engage with the Conolly Project.	2-year plan: Nurturing the emotional development and well-being of students, and maintaining the emotional wellbeing of staff	2-year plan: Nurturing the emotional development and well-being of students, and maintaining the emotional wellbeing of staff	'To communicate well with others' – included as part of the Oracy focus

<b>Main whole school focus: Developing Oracy across the Curriculum (2-3 year project)</b>					
<b>Actions:</b>	<b>Lead person / people:</b>	<b>Outcomes/ Impact:</b>	<b>Resource implications:</b>	<b>Time frame:</b>	<b>Evaluation:</b>
Oracy lead(s) to take part in CPD throughout 25-26 led by Voice 21 in order to develop understanding of Oracy, and how to implement it at a whole-school level – <b>CPD Plan for the year likely to change based on this training and support.</b>	WH, RA	Begin to develop a culture of oracy across the school with staff becoming more confident in understanding and ‘teaching’ oracy within their classrooms.	£3,600 over two years.	Over 2-3 years	
‘Oracy Champions’ – experienced members of staff – to lead on Oracy implementation and experiment in their classrooms in order to become experts and support others	RA, RR, BJ, CD	Experienced staff become a model of best-practice and can offer advice and support to other members of staff when developing oracy approaches in their own classrooms.	Time out of class for CPD (Possibly)	25-26	
Oracy lead(s) to run CPD for staff over the course of the year with a slow build-up in line with Voice-21 guidance	WH, RA	Develop whole-school staff understanding and ensure a shared approach and vision.		Over 2-3 years	
More staff to be trained in the Let’s Think in English (LTE) approach to teaching reading		Continue to build on the training which has previously taken place and ensure less-experienced and/ or new members of staff are trained in this approach.	Cover for teachers to attend training	25-26	
Create a vision for oracy to share with the school community by the end of 25-26	WH, RA, (SLT)	To ensure the wider school community are aware of the school’s commitment to developing oracy and to create a ‘mission statement’ to aim for as a benchmark.		End of 25-26	
<b>Success Criteria:</b>	<b>Evidence: (by September 2026)</b>				
Staff understand and can articulate the vision for oracy at Yerbury.	<ul style="list-style-type: none"> <li>• Learning walks, governor visit(s), staff meetings, ‘oracy vision’ shared with the school community</li> <li>• Learning walks, staff meetings, observations, start and end of year surveys to compare impact</li> <li>• SLT / oracy can articulate the plan for CPD based on Voice 21 training</li> </ul>				

Teachers begin to become more confident and skilled in developing oracy skills across the curriculum.

A clear plan for CPD in place based on the Voice 21 approach.

<b>Curriculum focus: Focus on Teaching and Learning, with a specific focus on Writing</b>					
<b>Actions:</b>	<b>Lead person / people:</b>	<b>Outcomes/ Impact:</b>	<b>Resource implications:</b>	<b>Time frame:</b>	<b>Evaluation:</b>
Review of English core texts across KS1 and 2.	Tony and Olivia	Units that have become 'stagnant' will be removed or refreshed to account for the movement in production of alternative high-quality texts	English leadership time	End of Autumn term	
Whole school focus on learning environments and maximizing their use for all learners	Tony	There is a coherent blend of work that children are proud of being published alongside purposeful working walls that ensure displays become a focal part of the learning process.	September INSET, Autumn and Spring term staff CPD sessions	25-26	
Specific work on working walls in English	Tony	With writing being a key focus, specific work on the quality and timely implementation of English working walls that focus on vocabulary, sentence structure, grammatical devices and tone of voiced accelerates the writing progress of all learners.	September INSET, Autumn and Spring term staff CPD sessions	25-26	
Continual refining of practice on how best to deliver feedback in core subjects	Tony	Children are clear through developing a culture of reflection and clear communication from the teacher about how they have been successful in the previous lesson alongside what they need to do to improve and how they can be challenged further if they have been successful.	Ongoing	Ongoing	
Review of guided reading practice across KS1 and 2	Tony	A more coherent and structured approach to guided reading that sits alongside a well-established love of	25-26 (Spring and Summer term focus)	Spring and Summer 2026	

		reading for pleasure across the school will benefit the progress of writing,			
Continued focus on practical activities, investigations, and explorative learning in maths.	Piers and Tony	A continued focus on 'bringing the maths curriculum to life' will supplement the well-established NCETM approach and increase enthusiasm and engagement in the subject	Maths leadership time	25-26	
<b>Success Criteria:</b>	<b>Evidence: (by September 2026)</b>				
<b>Writing outcomes, especially for children working towards age related expectations will accelerate and show tangible improvements seen in whole school data.</b>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Sharing of best practice from learning walks</li> <li>• Team teaching with DHT</li> <li>• Bringing of best practice in both staff CPD sessions and targeted phase meetings</li> </ul>				
<b>A wider range of learning taking place in maths</b>	<ul style="list-style-type: none"> <li>• Book Looks</li> <li>• Learning walks (maths lead and DHT)</li> <li>• Lesson observations</li> </ul>				
<b>Learning environments demonstrate high quality practice that blend ongoing learning with work that children take pride in.</b>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Sharing of best practice from learning walks</li> <li>• Team teaching with DHT</li> <li>• Bringing of best practice in both staff CPD sessions and targeted phase meetings</li> </ul>				

**Leadership Focus: 2-year focus on SEND Capital Funding Programme** – future-proofing Yerbury’s ability to support the learning, development and inclusion of children with SEND.

Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Meet with SLT and key staff to revise needs following LBI dismissal of Back Building project	Cassie	Ensure the space within the school is used most effectively for the SEND needs	Time	First two weeks of term	
SBM to cost/ get quotes for all projects	Lorraine/ Cassie	Our request is realistic, and we can offer to project manage the works in-house, there-by using money more effectively	Time	First two weeks of term	
HT to rank in order of highest impact on the children	Cassie	Ensure that money received has the highest impact	Time	First two weeks of term	
Update Proposal Document and share final with LBI	Cassie	Ensure we receive as much money as possible towards the much-needed projects	Time	By 12 <sup>th</sup> September	
Work with the borough Capital Team following the outcome of feasibility stage of the whole borough-wide programme to start the works	Cassie/ Lorraine	See success criteria below	Time Project Management Capacity	Autumn 2025 onwards	
<i>Further actions will be added termly following the outcome and spending allocation. The programme and time-scales of next steps keep changing</i>					
<b>Success Criteria:</b>	<b>Evidence: (by September 2027)</b>				
Children have their SEMH, SEND and learning needs met	<p>We have additional dedicated and purposeful spaces throughout the school so that a comprehensive timetable of flexible interventions across the school can help children to <i>keep up</i>, rather than get to a place where they need to <i>catch up</i>. They are also valuable, fully equipped spaces for the provision for children with EHCPs to be met, and those SEND children requiring individual or group interventions.</p> <p>The older children have an appropriate space to have pastoral support and interventions. This impacts the children’s mental well-being and self-regulation, which in turn impacts their social/ friendship skills and positively impact their behaviour, mental health and academic learning. SEND children often struggle more with friendships, and this space can be used to support them with that, especially as they get older and start becoming more aware</p>				

	<p>of their differences. Friendship issues, along with anxiety and becoming overwhelmed are more prevalent in the older children with SEND, hence it being a top floor space</p> <p>Intervention cycles take place regularly and effectively</p>
<p>Children learn self-regulation through access to various appropriate spaces – sensory, calming, alerting and learning spaces</p>	<p>Children with SEND &amp; SEMH needs who are either escalating, in a heightened state, or need to spend some time alerting', are able to use the spaces available to help them self-regulate their emotions, reduce anxiety, and engage in calming/ alerting sensory stimulation to bring themselves back to a place where they are able to return to class and engage in learning again.</p> <p>A drop in suspensions, fewer 'behaviour' incidents, better outcomes for children with SEMH</p>