



Grand Avenue Primary and Nursery School - School Development Plan Summary 2025-26

Quality of Teaching & Learning

Whole School Outcome: Provide a comprehensive educational experience via a progressive and ambitious curriculum

Why is this a priority?

- A strong curriculum is the foundation of high-quality education. It ensures that learning is coherent, cumulative, and aligned with pupils' developmental needs, while also preparing them for life beyond school.
- Strong maths skills are essential for academic success and everyday life. Deep conceptual understanding (not just procedural fluency) helps pupils become confident problem-solvers.
- Reading and writing are gateway skills. Weaknesses here impact learning across all subjects and limit future opportunities.

Targets

Further develop a progressive curriculum for foundation subjects

- Develop Key Concepts for RHE, Music, PE, MFL and review existing use of Key Concepts
- Apply for Arts mark
- Further training in task design
- Update Programme of Study for Humanities and music.
- Introduce Whole School Oracy Strategy

Deepen Pupils' Understanding in Mathematics

- Further training for staff in teaching key aspects of maths curriculum
- Review assessment procedures to ensure pupils are able to demonstrate knowledge and understanding
- Continue to promote use of computer software to support learning

Strengthen foundational English skills

- Further enhance and refine phonics practice
- Disseminate new writing framework - spelling and handwriting focus
- Disseminate new writing framework - Focus on building stamina for reading and writing - opportunities for longer, purposeful writing and opportunities for reading longer texts.

Personal Development

Whole School Outcome: Creating Responsible Individuals who Contribute Positively to their Community.

Why is this a priority?

- Encouraging children to understand and respect their own rights and those of others fosters empathy, fairness, and respect - essential qualities for healthy communities.
- Integrating sustainability builds environmental awareness and responsibility early, empowering pupils to take action on global issues.

Targets

Pupils are empowered as global citizens by embedding children's rights and sustainable practices throughout our curriculum and school culture.

- Become a Rights Respecting School – move to Silver award
- Develop sustainability practices within the school community including working towards Green Flag award

Leadership and Management

Whole School Outcome: Foster an inclusive school ethos where everyone feels valued and respected

Why is this a priority?

- Staff wellbeing directly affects teaching quality and retention. When teachers feel supported, less stressed, and valued, they perform better, innovate more and contribute positively to school culture.
- Strong partnerships with parents improve pupil attendance, behaviour, and achievement. When parents are engaged, they can reinforce learning at home and collaborate effectively with teachers.
- Safeguarding is non-negotiable; pupils' safety and wellbeing are paramount. A proactive, confident staff prevents harm and ensures early intervention when risks arise.

Targets

Prioritise and support staff well-being through targeted initiatives and resources

- Audit support and offer further adaptations in light of audit
- Review and update key policies

Enhance parental engagement to strengthen home-school partnerships

- Continue to develop effective home/school partnership
- Review use of technology platforms to communicate with parents

Embed a whole-setting safeguarding culture where all staff, leaders, governors and external partners are confident, proactive, and accountable in identifying, responding to, and preventing safeguarding risks

- Ensure safeguarding is embedded throughout the curriculum
- Enhance Staff Knowledge of Less Common Safeguarding Risks
- Implement Monitoring Systems for Technology Use

Behaviour and Attitudes

Whole School Outcome: Children to experience a strong sense of belonging within the school community

Why is this a priority?

- Unstructured times can be challenging for many pupils, especially those who struggle with emotional regulation or social interaction. Supporting children to manage emotions reduces conflict, anxiety, and behavioural incidents, creating a calmer, more positive school atmosphere.
- Teaching self-regulation is a lifelong skill that supports wellbeing and academic success.

Targets

Develop children's understanding and ability to regulate their emotions and take proactive steps to look after their own wellbeing during unstructured time.

- Improved children's understanding and ability to regulate emotions and look after their wellbeing – Zones of regulation, worry boxes, interventions, assemblies
- Launch Opal Playtime Support – Audit, staff training and working parties

Promote and build independence skills and sense of belonging particularly for vulnerable learners

- Enable Teaching Assistants (TAs) to support and foster Independence and raise confidence when supporting pupils with high needs.
- Achieve Silver Attachment Award

Promote and reinforce the importance of good attendance and punctuality

- Review monitoring systems for attendance
- Review Attendance with a focus on Pupil Premium
- Follow up any unexplained absences in nursery (New EYFS Statutory Framework 2025)

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