

Haydon Abbey School & Pre-School Development Plan: Overview of Priorities 2025-2026

The School Development Plan for the current academic year is strategically focused on three core areas. This plan organises specific objectives to drive improvement and ensure alignment across the whole school.

Core Strategic Themes:

- **1. Excellence in Teaching, Learning, and Achievement:** Concentrates on pedagogy (WALKTHRUs, Adaptive Teaching), curriculum delivery (CPA, Oracy), and rigorous assessment practices to maximise measurable pupil attainment.
- **2. Cultivating a Nurturing and Inclusive Ethos:** Focuses on the whole child, ensuring high expectations and targeted support for vulnerable groups (PP/SEND), promoting positive behaviour (Rewards, Attendance), and developing pupil voice Junior Leadership Team (JLT).
- **3. Securing Foundational Practice and Transitions:** Ensures high-quality provision for our youngest learners (EYFS 2-Year-Old Programme) and creates seamless, structured transitions between all key stages.

RAG Rating Key (For Termly Tracking):

- **1. Red:** Off-track, significant issues, urgent action required.
- **2. Amber:** Partially on track, some delays/minor issues, monitoring closely.
- **3. Green:** On track, milestones met, embedded/achieved.

Strategic Theme							
1. Excellence in Teaching, Learning, and Achievement							
Development Point	Key Actions (Summary)	Intended Impact	What Success Will Look Like	Aut RAG	Spr RAG	Sum RAG	End of Term Review
1.0: Embed WALKTHRU Pedagogy	Review/update T&L Policy; formally define and enforce key WALKTHRU models (Live Modelling, Signal Pause Insist); integrate implementation checks; embed peer-coaching cycle.	Consistency will result in clearer instruction, improved learning outcomes, and measurable attainment gains across all key stages.	90% of observed lessons demonstrate high-fidelity application of mandated WALKTHRU models (Live Modelling, Signal Pause Insist), confirmed by monitoring data.		-	-	Observations show that the Walk Thru's launched are now consistently seen in all classes. Staff are using the strategies regularly, which shows we have successfully moved past the initial launch phase. While there are still some 'tweaks' to be made, the focus now shifts to helping staff master the timing—ascertaining which specific strategy is the most effective for their lesson and when it will have the most impact on the children.

1.1: Embed Adaptive Teaching Approaches	SENDCo 'Train the Trainer' course; scale up adaptive teaching pilot to include KS1/KS2; focus monitoring on adaptive strategies.	Establish a consistently high standard of Adaptive Quality First Teaching (QFT), resulting in demonstrably increased learner independence.	Consistently high standard of Adaptive QFT, resulting in demonstrably increased learner independence.	-	-	-	The SENDCo has started the 'Train the Trainer' course and we have begun trialling strategies from our external support. However, these haven't had a high enough impact on the ground yet. It is clear that staff need more than just the theory—they need more practical, "hands-on" support and training to make these strategies work. This shift toward practical application will be our main focus for the Spring term to ensure we see a real difference in learner independence.
1.2: Promote Early Reading and Passion for Reading	Weekly phonics fidelity checks; enhance EYFS continuous provision; formally timetable protected daily reading time;	Phonics Screening Check results will rise; all pupils will internalise a lifelong love of reading; achieve Bronze Reading for Pleasure Award.	Phonics Screening Check results rise by 5% (or meet national average) AND the school achieves the Bronze Reading for Pleasure Award.	-	-	-	Phonics delivery is consistent in Reception, and the Reading Champion is now effectively using assessment data to run small-group interventions. While progress was hampered by staff absence toward the end of the half

	implement a 'Reading at Home' campaign.					term, 'keep-up' sessions in YR have continued as a priority to close gaps. Staff CPD and coaching cycles are underway; the focus for the Spring term is to provide more intensive, targeted support for those staff members where pupil data is not yet meeting the expected standard.
1.3: Improve Maths Fluency	Implement Mastering Number (Rec, KS1, Y3); build time into KS2 timetable for x4 weekly 15-minute maths fluency sessions.	Pupils will develop quick and accurate recall of number facts, increasing their confidence and enabling effective application across problem-solving.	Pupils develop quick and accurate recall of number facts, increasing their confidence and enabling effective application across problem-solving.	-	-	- The initial Mastering Number training has been completed, with the next phase of sessions scheduled for the Spring term. Fluency sessions are now established in the KS2 timetable as planned. While teacher feedback is already positive regarding pupil confidence and engagement, it is still too early to see this reflected in quantifiable assessment data. The focus for Spring will be on monitoring the consistency of these

							sessions and capturing evidence of their impact on number recall.
1.4: Embed Shared Understanding of Assessment	Introduce and embed KPIs for all subjects; consistent approach to pre and post assessment in foundation subjects; introduce writing targets linked to KPIs.	All staff consistently use shared KPIs and a robust assessment cycle across all subjects, ensuring a unified approach to tracking attainment.	All staff consistently use shared KPIs and a robust assessment cycle, ensuring a unified approach to tracking attainment.	-	-	-	KPIs for Computing remain outstanding; the Assessment Lead has prioritised writing these for the start of the Spring term. Across the wider curriculum, consistency is currently the main challenge. While some year groups are confidently using data to inform their planning, others require more support to make the process meaningful. To address this, SLT phase links will work closely with their specific teams in the Spring term to ensure the assessment cycle is applied consistently and effectively across all subjects.

1.5: Rigorous Tracking of Vulnerable Groups	Review PPM agenda to focus on individual trajectory of vulnerable learners; use 6-week data to assess intervention impact; Middle Leaders report on data/gaps.	Create a responsible culture where staff use pupil data to check progress often and carefully, ensuring resources are used effectively and leading to the permanent closure of the attainment gap.	Staff use pupil data to check progress often and carefully, ensuring resources are used effectively and leading to the permanent closure of the attainment gap.	-	-	-	As planned for the Autumn term, the Assessment Lead has introduced and trialled a revised PPM format with a clear focus on the trajectory of vulnerable learners. This trial phase has established a robust model for the meetings. In line with the strategy, the focus for the Spring term will now shift to Middle Leaders taking ownership of the data. The Assessment Lead will work alongside them to develop their analysis skills and ensure the data is used effectively to drive classroom planning and interventions.
1.6: Implement Diagnostic Writing Assessment	Use 'Have a Go Task' as a diagnostic pre-assessment; use data to inform 6-week targeted intervention	Diagnostic assessment will become the primary driver for writing intervention and QFT adaptation, leading to focused teaching,	Diagnostic assessment is the primary driver for writing intervention, leading to focused teaching and accelerated progress for pupils below age-related expectations.	-	-	-	The Writing Leads are currently reviewing the research around the most effective diagnostic tools. As part of this, Years 5 and 6 are trialling a 'mid-unit' diagnostic write to see if

	groups; provide CPD on consistent assessment application.	efficient use of catch-up time, and accelerated progress for pupils below age-related expectations in writing.					this informs teaching and learning more effectively than the initial 'Have a Go' task. We are currently evaluating whether the 'Have a Go' task is the most beneficial tool for our pupils. The findings from the Y5/6 trial will determine the final assessment model to be rolled out across the rest of the school in the Spring term. Further work needs to take place with the assessment of writing-cross moderation, as teachers have moved year groups and confidence to assess is not so strong.
1.7: Integrate Oracy, Vocabulary, and Diversity	Embed V21 Oracy strategies; focused Vocabulary CPD; audit subject schemes of work for diversity.	Measurable improvement in subject-specific vocabulary application and enhanced clarity of explanation; curriculum visibly	Measurable improvement in subject-specific vocabulary application and enhanced clarity of explanation; curriculum visibly adapted in all subjects to embed core drivers.	-	-	-	Subject leaders have completed their curriculum audits. From this, we have identified Science, Art, and Design as the priority subjects for embedding our core drivers and diversity more effectively. The

		adapted in all subjects to embed core drivers.				ground-work is now in place for our Spring term focus: delivering targeted Vocabulary CPD and embedding V21 Oracy strategies to ensure pupils can explain their learning with more clarity and technical accuracy.
1.8: Robust CPD schedule on offer for staff	CPD schedules in place; termly data analysis to evaluate link between CPD and pupil attainment.	All staff will consistently apply high-leverage instructional strategies, leading to measurable improvements in the Quality of Teaching (QoT).	All staff consistently apply high-leverage instructional strategies, leading to measurable improvements in the Quality of Teaching (QoT).	-	-	- CPD schedules for the Spring term are now in place. In response to staff feedback, SLT has ensured the schedule is balanced and the focus is narrowed to prevent "initiative overload." Monitoring shows that staff are actively using the agreed instructional strategies. The focus for Spring is to move beyond compliance—ensuring staff feel confident and autonomous enough to use these tools because they are the most effective for their pupils, rather than

							just using them during formal observation windows.
1.9: Embed CPA Approach	Full audit of resources; update T&L Policy to include CPA use during Live Modelling; integrate transition through CPA into instructional coaching.	Systematic use of the CPA approach will lead to deeper conceptual understanding in maths and other subjects, resulting in enhanced pupil confidence.	Systematic use of the CPA approach leads to deeper conceptual understanding and enhanced pupil confidence.	-	-	-	Paused for the Autumn term to avoid overload with staff. CPD scheduled for staff spring 26

Strategic Theme

2. Cultivating a Nurturing and Inclusive Ethos

Development Point	Key Actions (Summary)	Intended Impact	What Success Will Look Like	Aut RAG	Spr RAG	Sum RAG	End of Term Review
2.0: Pupil Premium Strategy & Attainment Gap	Review PP strategy and spending; analysis of school data to identify barriers; prioritise funding for EEF-recommended approaches; develop Mental Health Lead role.	Accelerate the progress of disadvantaged pupils to effectively close the attainment gap against non-disadvantaged peers.	Accelerated progress of disadvantaged pupils to effectively close the attainment gap against non-disadvantaged peers.		-	-	Strategy reviewed
2.1: Refine Targeted Interventions (SEND)	Audit current interventions; publish internal document detailing intervention criteria; ensure all staff delivering interventions	Demonstrable and sustained acceleration of academic progress for pupils on the SEND register, significantly narrowing the attainment gap.	Demonstrable and sustained acceleration of academic progress for pupils on the SEND register, significantly narrowing the attainment gap.	-	-	-	Language link, handwriting intervention, 5 minute box intervention taking place but this is not consistent due to staff being redeployed to cover and support high needs.

	receive high-quality training; 6-weekly review cycle.						
2.2: Maintain High Standards for Pupil Premium Pupils	Teachers to be aware of PP pupils in Class Pages; ensure equitable allocation of club/breakfast spaces.	Ensure high expectations are consistently maintained for all PP pupils, leading to improved outcomes and consistent attainment from their starting points.	High expectations are consistently maintained for all PP pupils, leading to improved outcomes and consistent attainment.	-	-	-	Class pages created. Achievement lead monitoring the support PP pupils receive.

2.3: Formalise Learning Lounge Dual-Model Provision	Establish two distinct operating protocols (KS1 core/KS2 re-entry); utilise 180 Charity supervision to train mentors on EBSNA; optimise deployment of Learning Mentors.	Formalised dual model will deliver proactive therapeutic containment, resulting in a measurable reduction in exclusions and improved emotional regulation.	Measurable reduction (e.g., 20%) in fixed-term exclusions attributed to EBSNA/anxiety, and 100% of Learning Lounge pupils successfully reintegrated to mainstream for core sessions.	-	-	-	Draft protocols to be finalised and agreed Spring and shared with all. Hive group making progress from their starting points. Fixed term suspensions reduced with only 1 for Autumn 25.
2.4: Reduce Persistent Absence (PA)	Implement rigorous, tiered intervention system; formalise 3-weekly review meetings for root cause analysis; implement highly visible weekly reward system	Proactive, early intervention strategies will secure high levels of attendance, ensuring maximum time in school for vulnerable groups.	Persistent Absence (PA) rate reduced to below 10% across all groups, with measurable uplift in attendance for all Tier 2/3 pupils.	-	-	-	3 week review is in place. HA has joined the DfE Attendance and Behaviour Regional Hub

	for near-perfect attendance.					
2.5: Enhance Rewards System	Implement individual, personalised House Point Cards for manual tracking; establish clear formal reward thresholds (certificates/badges).	Introduction of personalised tracking will reinforce positive behaviour and character traits, leading to increased individual pupil motivation.	Personalised tracking reinforces positive behaviour and character traits, leading to increased individual pupil motivation.	-	-	Paused to avoid overload and focus on the adaptive teaching

2.6: To build British Values into assemblies alongside our values.	Initial assembly to explain Democracy; successive assemblies to teach each British Value, its importance, and impact on community/society that they live in.	All Haydon Abbey pupils will know the four main British Values and understand their role and responsibility towards showing each.	All Haydon Abbey pupils know the four main British Values and understand their role and responsibility towards showing each.	-	-	-	British Values Assembly schedule in place for Autumn and Spring. This has also been followed up in class assemblies too to help consolidate knowledge and understanding.
2.7: Formalise Junior Leadership Team (JLT)	Formalise JLT constitution and roles; deliver CPD on advanced Oracy and project management; mandate JLT to execute one measurable termly project.	Pupil agency will be enhanced, providing students with genuine opportunities to influence the strategic direction and culture of the school.	Pupil agency is enhanced, providing students with genuine opportunities to influence the strategic direction and culture of the school.	-	-	-	JLT meetings have increased Spring term with roles clarified and new members introduced. Pupils are confident to share their ideas on school improvement.

2.8: Establish Bespoke Curriculum for Complex SEN	Deliver practical CPD on core adaptive strategies; introduce specific half-termly monitoring focus on LSA deployment effectiveness (promoting independence).	Ensure that gains made in EYFS/SRP are sustained and built upon in the mainstream classroom, leading to measurably accelerated progress for complex SEN pupils.	Gains made in EYFS/SRP are sustained and built upon, leading to measurably accelerated progress for complex SEN pupils.	-	-	-	Learning for Life curriculum-controlling emotions. Additional lessons in PSED, money, life skills etc Starting Jan. Wrote and investigated etc autumn ready to introduce spring. Zones regulation. Spring 2.
--	--	---	---	---	---	---	--

Strategic Theme							
3. Securing Foundational Practice and Transitions							
Development Point	Key Actions (Summary)	Intended Impact	What Success Will Look Like	Aut RAG	Spr RAG	Sum RAG	End of Term Review

3.1: Formalise and Implement 2-Year-Old Nursery Curriculum	Map curriculum (focusing on Prime Areas); conduct internal progression audit to ensure alignment with 3-4 Preschool provision; targeted C&L CPD for staff.	The 2-Year-Old curriculum will secure prime foundational skills, particularly in C&L, ensuring a smooth, coherent, and highly effective progression pathway.	The 2-Year-Old curriculum secures prime foundational skills, particularly in C&L, ensuring a smooth, coherent, and highly effective progression pathway.	-	-	-	
3.2: To embed a culture of high-quality, responsive interactions across EYFS, specifically targeting vulnerable pupils and those with EAL, to close attainment gaps in Communication	Deliver bespoke training on Adult-Led Interaction Strategies, specifically focusing on the Strive for Five technique and conversational turns. Revisit and audit the application of the SHREC approach to	Pupils develop a richer Tier 2 vocabulary as adults consistently model and expand on child-initiated speech. Targeted pupils show measurable progress in C&L and PSED strands, narrowing the disparity between them and their peers.	Vulnerable pupils show increased Involvement levels (Leuven Scale) due to adults skillfully scaffolding their play. Staff consistently achieve the Strive for Five (five conversational turns) during interactions with vulnerable and EAL pupils.	-	-	-	Introduced Spring 26

and Language (C&L).	ensure it is used consistently during child-initiated play. Audit and enhance C&L continuous provision to ensure communication rich moments with vulnerable learners.					
3.3: Embed Firm 'Behaviour for Learning' Expectations (EYFS)	Design and deliver mandatory whole-EYFS team CPD on defining and delivering firm, consistent expectations; CPD on Emotion Coaching.	Consistent application of firm 'Behaviour for Learning' expectations by all staff will create a calm, orderly, and secure environment, maximising focused learning time.	Consistent application of firm 'Behaviour for Learning' expectations creates a calm, orderly, and secure environment, maximising focused learning time.	-	-	- LH parent session to discuss Behaviour for Learning in YR and Y1

3.4: Secure High-Quality Bespoke Provision (Complex SEN EYFS)	Access LA advice; use the Language Link programme in Reception and Language Steps in Pre-School; practical CPD on evidence-based strategies (e.g., PECS); implement specific data tracking on non-attainment areas.	Secure consistent, high-quality, non-specialist provision for complex SEN pupils, preventing regression and accelerating critical developmental skills.	All complex SEN pupils demonstrate measurable progress against bespoke Provision Map targets (evidenced by the new Small Steps data tracking system) and NELI Programme fidelity is confirmed.	-	-	-	
3.5: Create Structured Transition Model (Whole School)	Planned observation opportunities for Y1/Reception staff; timetabled teaching opportunities; organise visits; consistent expectations for	Improved communication between staff; pupils more familiarised with routines with a reduction in behavioural challenges; stronger parental engagement.	Improved communication between staff; pupils more familiarised with routines with a reduction in behavioural challenges; stronger parental engagement.	-	-	-	Paused as staffing capacity has been limited and other areas have been prioritised.

	home learning across KS2.						
--	------------------------------	--	--	--	--	--	--