



SCHOOL DEVELOPMENT PLAN 2025-2028

Archbishop Courtenay Primary School



Current Year 2026-2027

Christian Distinctiveness

- Monitoring
- Collective Worship
- New SIAMs framework
- Curriculum
- Pupil Participation
- Spirituality

Inclusion

- Neurodiverse friendly vision
- Adaptive teaching
- Environment
- Interventions - POD
- Processes
- PINS

Achievement

- Pupil Progress
- Monitoring and impact reports
- Teaching, Learning and marking policy
- Disadvantaged achievement
- Assessment



ABC SCHOOL PRIORITIES 2025-2028

Curriculum & Teaching

- Strong Foundations (Nursery, EYFS & KS1)
- Reading (Lexia, Readers Theatre)
- Writing (curriculum, spelling & handwriting)
- Maths (Mastery, fluency)
- Oracy
- AI (Olex, No More Marking)

Attendance & Behaviour

- Attendance strategy (Attend)
- OPAL
- Behaviour monitoring and trends

Personal Development

- Personal Development Provision
- PSHE & RSE (My Happy Minds)
- British Values
- Parent Engagement (Parent Kind)

Leadership & Governance

- National College & CPD
- Leadership Structure
- Nursery
- Monitoring & Impact
- Reduce workload
- Subject Leadership
- Safeguarding

Christian Distinctiveness

Refine the quality of RE and collective worship to foster a deeper understanding of diverse beliefs and promote spiritual development among pupils.

Inclusion

Develop and implement pioneering inclusion provision that effectively meets the needs of all learners, with a specific focus on improving self-regulation skills.

Achievement

Raise achievement for all pupils through effective assessment, targeted intervention and high-quality teaching, ensuring every learner makes strong progress and reaches their full potential.

Curriculum & Teaching

Deliver an ambitious, knowledge-rich curriculum through consistently high-quality teaching, effective assessment and innovative practice, enabling every pupil to achieve their full potential.

Attendance & Behaviour

Promote excellent attendance and positive behaviour by fostering a culture of high expectations, belonging & engagement, ensuring every pupil is ready to learn & thrive.

Personal Development

Enhance pupils' personal development by providing a rich, inclusive curriculum that promotes wellbeing, character, citizenship and positive partnerships with families.

Leadership & Governance

Strengthen leadership and governance through effective leadership development, robust quality assurance, effective safeguarding practices and sustainable systems that drive continuous school improvement.



ABC SCHOOL PRIORITIES 2025-2028

Inclusion

Our school is a family, we celebrate diversity and foster an inclusive environment where every pupil, regardless of background, race, ability, or identity, is valued. Guided by our faith, we treat all individuals with dignity and compassion, ensuring equal opportunities and equity for all. Our vision is to empower every child to achieve their potential in a supportive community where they can flourish together, adapting to meet the unique needs of each pupil.

Develop and Implement Pioneering Inclusion Provision

This priority aligns with the school improvement priorities by addressing the need for a comprehensive approach to support all learners, especially those with neurodiverse needs. The school has recognised the importance of enhancing inclusion to ensure that all pupils, including those with SEND and EAL, can access the curriculum effectively. The emphasis on self-regulation skills will also support the broader goal of improving attendance and reducing persistent absence, as students who feel included and understood are more likely to engage positively with their education.

2025-2026 Impact

In the first year, the focus will be on laying the groundwork for a neurodiverse-friendly provision. The success criteria will help gauge initial engagement and the effectiveness of the new inclusion vision. The anticipated outcome is a more inclusive environment where pupils feel valued and supported, leading to an increase in their participation and motivation in learning. The ongoing PINS2 project will provide a structured framework for enhancing self-regulation skills

2026-2027 Impact:

By the second year, the implementation of refined teaching strategies and adaptations to the environment should yield noticeable improvements in behaviour and attendance. Staff will be more confident in addressing the needs of neurodiverse pupils, which will reflect in academic outcomes, particularly in writing.

2027-2028 Impact

In the final year of this strategic plan, a comprehensive evaluation will assess the effectiveness of the new inclusion provision. High levels of satisfaction from the school community will indicate that the changes have been successful. Additionally, mentorship programmes will ensure that the initiatives are sustainable and continue to evolve, further improving attendance rates and overall pupil well-being.

Inclusion

Year	2025-2026	2026-2027	2027-2028
Actions	- Design a new inclusion vision - Continue refining the curriculum to include diverse learning needs - Adapt physical environment to support neurodiverse learners - Continue PINS2 project with enhanced focus on self-regulation - Review current processes and interventions - Install sensory rooms - Improve access to technology	- Implement refined teaching strategies based on the new inclusion vision - Monitor and evaluate the impact of changes made - Introduce whole-school language for inclusion - Improve the acoustics in the hall - Introduction of SEN Provision (Pod) – create a plan and support trust in creating Inclusion Base Expectations. -Ensure that inclusion strategy is competed and barriers are addressed - Employ a SEN Teacher - Oracy (EYFS and KS1 staff) including Speech and Language interventions. -Use TES Provision Map to streamline paperwork and inform parents. -Evaluate the effectiveness of TA led interventions -SENCO to make yearly TA training overview -Introduction of Nursery SEN provision -Remove 3P interventions -Share Neurodiverse vision -Continue to implement assessments - SENia - Embed adaptive teaching practices– PINS whole School training -Use of National College. Supporting KS1 with SEN adaptations/Widgit -Introduce BALANCED system to support C&I for all learners	- Assess the effectiveness of the new provision - Provide training for staff on neurodiversity and inclusion - Gather feedback from pupils, parents, and staff on inclusion practises - Establish a sustainable model for ongoing support and development

Success Criteria	- Increased pupil engagement and participation in lessons - Positive feedback from pupils and parents regarding the new provision - Evidence of improved self-regulation skills among pupils - Enhanced curriculum accessibility for neurodiverse learners Successful completion of the PINS2 project with documented results	- Observable improvements in behaviour and attendance - Staff report feeling more equipped to support neurodiverse pupils - Measurable progress in pupils' academic outcomes, particularly in writing - children experience a more calming lunchtime and are able to self-regulate	- Comprehensive evaluation report on the inclusion provision - High levels of satisfaction from the school community regarding inclusivity - Established mentorship programmes for staff to share best practices - Continued improvement in overall school attendance rates
Monitoring and Evidence	Sensory rooms completed and timetable set up for pupils to use the rooms. Outside small areas designed to support SEN pupils whilst outside at lunchtime. Sensory Story and Intensive interaction training delivered to all TA's Intensive interaction training delivered to teachers Audit speech, language and communication needs and provision across the school BALANCED system project to be agreed with SLT. Training for all staff. Staff use agreed strategies and resources to support progression of speech, language and communication. All classrooms are neurodiverse friendly and predictable. KS2 classes have a set of IPADs each. X2 large IPADs purchased to support SEN learners.		

Curriculum and Teaching

Deliver an ambitious, knowledge-rich curriculum through consistently high-quality teaching, effective assessment and innovative practice, enabling every pupil to achieve their full potential.

This priority underpins the school's ambition to provide an exceptional quality of education for every pupil, ensuring that all learners—including disadvantaged pupils and those with SEND—can flourish academically and personally. Building on the school's recognised strengths, it focuses on strengthening curriculum implementation, developing consistently high-quality teaching and using assessment effectively to identify and address learning gaps. Through the continued development of the EYFS curriculum, alongside improvements in reading, writing and mathematics, the school will establish a coherent learning journey that develops secure knowledge, key skills and positive attitudes to learning from the earliest years. A strong emphasis on oracy, assessment and the strategic use of digital innovation, including artificial intelligence, will further enhance teaching practice, improve pupil engagement and support staff workload. This priority reflects the school's vision of nurturing confident, compassionate and successful learners within a caring, inclusive and ambitious learning community.

2025-2026 Impact

The first year will establish strong foundations through the implementation of the revised curriculum, targeted professional development and the introduction of key initiatives including Lexia, Readers' Theatre, Pathways to Write, White Rose Maths and enhanced EYFS provision. Staff confidence will increase, assessment practices will become more consistent, and pupils will demonstrate greater engagement, confidence and enthusiasm for learning across the curriculum.

2026–2027 Impact

During the second year, teaching approaches will become increasingly consistent as staff refine curriculum delivery and use assessment more precisely to inform planning and intervention. Reading fluency, writing outcomes and mathematical fluency will show measurable improvement across year groups, while the continued development of oracy and innovative teaching approaches will strengthen pupils' knowledge, confidence and independence.

2027–2028 Impact

By the final year, a fully embedded curriculum will provide consistently high-quality learning experiences from EYFS through Key Stage 2. Pupils will achieve improved outcomes across reading, writing and mathematics, with reduced attainment gaps for disadvantaged pupils and those with SEND. High-quality teaching, effective assessment and innovative practice will be embedded across the school, creating a sustainable culture of continuous improvement that prepares pupils exceptionally well for the next stage of their education.

Reading

Year	2025-2026	2026-2027	2027-2028
Actions	- Roll out Lexia across phases - Begin CPD for Lexia for all staff - Refurbish the Library to create an inviting reading space - Continue Reading Theatre in UKS2 and launch to LKS2	- Continue CPD for Lexia, focusing on best practices - Evaluate the effectiveness of Lexia and Reading Theatre programmes - Consider Reader's Theatre KS1 and/or for KS1 oracy intervention - Monitor Readers Theatre and its impact - Create big termly readers theatre assembly for Collective Worship	- Expand Reading Theatre to EYFS and KS1? - Implement findings from the evaluation of Lexia and Reading Theatre programmes
Success Criteria	- 80% of pupils engage with Lexia regularly - Library usage increases by 50% - Staff report increased confidence in teaching reading - Positive feedback from pupils on Reading Theatre	- Improvement in reading fluency scores by 10% - Increased collaboration among staff on reading strategies	- All pupils show measurable improvement in reading assessments - Reading Theatre is a staple of the curriculum - Lexia data indicates progress for 90% of pupils
Monitoring and Evidence	-Arty Party has visited school. -Lexia training 10/9/25 -Lexia baseline has been completed by all pupils in KS2. -Reading Theatre training given to KS2 staff 1/10/25 -All KS2 classes are accessing Lexia 3x 30 minutes slots weekly. - Lexia impact report created and shared with Bedgbury.		

Writing

Year	2025-2026	2026-2027	2027-2028
Actions	- Launch & Implement Pathways to Write (KS2) - Launch Curious Quests (KS1) - Continue Drawing Club (EYFS) - Introduce a Spelling Programme - Provide Continuous Professional Development (CPD) for staff - Begin Handwriting Trial – Year 1 - Launch Olex AI LK Class and Pankhurst Class	- Monitor and evaluate the effectiveness of writing programmes - Adjust teaching strategies based on feedback and assessment data - Continue CPD focusing on writing pedagogy - Begin peer observations to share best practices - Monitor Spelling across the school, what is the impact? Is spelling improving overtime? - A and B Spelling cycles for KS2 - Reintroduce Little Wandle spelling up to Year 2 - Use of AI – Decide which AI system (if any) we would like to keep, based on impact, and create expectations. Add to monitoring overview. - Create expectations of Curious Quest and Drawing Club (KS1) and Pathways to Write (KS2)	- Conduct a comprehensive review of writing outcomes across all phases - Expand successful programmes based on evaluation - Foster pupil-led writing initiatives - Continue CPD with a focus on innovative writing techniques
Success Criteria	- Increased % of pupils meet age-related expectations in writing - Positive feedback from pupils and staff about new programmes - Increased engagement in writing activities across all phases	- Increase % of pupils meet age-related expectations in writing - Evidence of improved writing skills in assessments - Staff report increased confidence in teaching writing - Analyze writing data with NMM and Olex AI	- Increase % of pupils meet age-related expectations in writing - Consistent improvement in writing assessments - Pupil-led initiatives show increased participation and enthusiasm for writing
Monitoring and Evidence	- Visited Manor Park School 10/9/25 - Demonstrated Olex AI - Assessment tool for writing - High engagement from pupils and reduced workload for staff. Exploring a trial to support year 6 children. New year 6 teacher and this will help her knowledge and understanding of demand of year 6.		

	-OLEX AI year 6 – will this support teaching, learning and assessment? Source a trial. -Pathways to write training given to KS2 staff. -Curious Quest training shared with KS year 2 July 2025. -Olex AI to be incorporated into class learning -Frank class are now using CQ in English -SLT conducting training on CQ and DC to support next year’s provision.		
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Maths

Year	2025/26	2026/27	2027/28
Actions	- Introduce White Rose Math's Booklets across all classes. - Roll out 3P math interventions targeting identified gaps. (26-27 to be cancelled) - Monitor the use of manipulatives in lessons to enhance understanding. - Provide CPD (Continuing Professional Development) focused on Dyscalculia awareness and strategies. - Gather Pupil/Staff Voice to assess the effectiveness of implemented strategies.	- Review and evaluate the impact of White Rose Math's Booklets and 3P interventions. - Adjust teaching strategies based on monitoring and feedback. - Continue CPD sessions, introducing advanced strategies for staff. - Implement pupil-led workshops to encourage peer learning and confidence in maths. - Evaluate Calculation Policy and decide which methods we use at ABC. - Monitor and evaluate the teaching of timetables. - Monitor and evaluate Maths Lessons, including pupil fluency and use of PPTs - Embed the use of Smartgrade - Sign up and attend Leading Maths NPQ for Maths Lead - Sign up to and attend Math's hub training: Nursery and Maths Mastery for EYFS and KS1	- Conduct a comprehensive review of math teaching strategies and interventions. - Develop a sustainable plan for ongoing professional development in math. - Engage in cross-phase collaboration to share best practices. - Continue to monitor and adapt the use of manipulatives and strategies based on pupil feedback.
Success Criteria	- All pupils demonstrate improved recall of key maths facts in assessments. - Increased engagement in maths lessons as evidenced by pupil feedback. - Staff report greater confidence in teaching maths through the use of new resources and strategies. - Evidence of effective use of manipulatives in lesson observations.	- At least 75% of pupils show measurable improvement in maths assessments. - Positive feedback from pupils regarding their learning experiences. - Staff demonstrate increased knowledge and application of strategies to support pupils with SEND and other needs. - Pupil-led workshops receive positive evaluations.	- Consistent improvement in maths outcomes across all year groups. - Sustainable professional development model established for ongoing staff training. - High levels of pupil engagement and enjoyment in maths. - Clear evidence of collaboration and sharing of best practices across phases.

Monitoring and Evidence	Working with staff to discuss use of manipulatives. Manipulatives to be accessible for all pupils WR booklets purchased. P/C mixed year groups. Maths Hub and Subject lead working together for on-going CPD Learning walk with maths lead and DHT -SEN attended maths Hub training and is completing gap task. -Maths learning walk with Maths lead and Gov – with data/pupil focus. KTM Primary Teaching Assistants - Phase 2.		
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Strong Foundations (Nursery, EYFS & KS1)

Year	2025-2026	2026-2027	2027-2028
Actions	- Design Vision & Key Principles for EYFS - Develop a transition programme for T4-6 - Initiate parental engagement and communication strategies - New Safeguarding procedure, including food safety - Investigate continuous provision - Start process of TUPE nursery staff.	- Conduct training sessions for staff on the new EYFS principles - Establish a team approach to supporting children - Introduction of Buttons Pre-School into ABC (ensure vision and values are reciprocated in the building) - Continuous provision into KS1 – roll out plan with written expectations. - Work with Trust to create overviews for EYFS and support the implementation in Nursery - Monitor and evaluate the effectiveness of provision in Nursery - Formalise the transition plan for EYFS - Review the updates 'EYFS framework 2026' and communicate and implement relevant changes.	- Review and evaluate the implementation of the EYFS curriculum - Gather feedback from parents and staff - Adjust the curriculum based on evaluation outcomes
Success Criteria	- Clear Vision & Key Principles documented - Successful transition to Year 1 - Increased parental engagement evidenced by feedback	- Staff demonstrate understanding of new principles - Enhanced collaboration among staff in supporting children - Positive feedback from parents regarding the curriculum	- Comprehensive evaluation report produced - Adjustments to the curriculum made based on feedback - Improved pupil engagement and behaviour in EYFS settings
Monitoring and	- Reading new Statutory Framework - Meeting with EYFS lead to discuss vision - TUPE nursery staff over 31st Aug 2026 - Continuous provision plan for KS1 - New AHT role for 26-27		

Achievement

Achievement lies at the heart of the school's vision to enable every child to flourish academically, socially and spiritually. While high-quality teaching provides the foundation for success, leaders must ensure that all pupils make strong progress and attain well, regardless of their starting points or individual needs.

This priority focuses on developing a robust culture of assessment, evaluation and responsive teaching, enabling staff to identify strengths, address barriers to learning and provide timely intervention. Particular emphasis will be placed on improving outcomes for disadvantaged pupils and pupils with SEND, ensuring that achievement gaps continue to narrow and every learner has the opportunity to realise their full potential. Through consistent monitoring of pupil progress, effective use of assessment information and high expectations for all, leaders will ensure that school improvement is measured not only by the actions taken, but by the positive difference made to pupils' learning and achievement.

2025–2026 Impact

The first year will focus on embedding consistent assessment practices and strengthening systems for tracking pupil progress. Staff will develop confidence in using assessment information to identify gaps in learning and implement timely interventions. A clear focus on disadvantaged pupils and those with SEND will ensure support is targeted effectively, leading to improved rates of progress and greater consistency across year groups.

2026–2027 Impact

During the second year, assessment and intervention strategies will become fully embedded across the school. Leaders and teachers will use monitoring information to refine provision, ensuring teaching responds effectively to pupils' needs. Improved attainment in reading, writing and mathematics will be evident across year groups, with continued reductions in attainment gaps between disadvantaged pupils and their peers.

2027–2028 Impact

By the final year, a culture of high expectations and continuous improvement will be firmly established. Robust assessment systems, responsive teaching and effective interventions will ensure consistently strong outcomes for all groups of pupils. Achievement gaps will be significantly reduced, and pupils will leave Archbishop Courtenay Primary School well prepared for the next stage of their education, having made strong progress from their starting points.

Achievement			
Year	2025-2026	2026-2027	2027-2028
Actions	-Create new Teaching, Learning and Feedback policy and share with staff -Create data analysis, monitoring and feedback document -Evaluate Pupil Progress minutes -Smartgrade -No More Marking -Trust wide moderation	-Begin to use the New Teaching, Learning and Feedback policy September 2026 -Create monitoring overview for key subjects -Implement new Pupil Progress minutes and structure -Continue with termly data analysis, monitoring and feedback document -Continue to use Smartgrade -Focus Booklets to support with Teacher Assessment -Foundation Subject assessment -New Pupil Premium criteria and categories in place.	-Embed the Teaching, Learning and Feedback Policy -Embed monitoring practice, subject leaders starting to take more ownership of data analysis -Embed foundation subject assessment
Success Criteria	-100% of teaching is good or better -Pupils make at least good progress -Teachers feel supported when teacher assessing. -Subject leaders are more accountable for subject based progress and impact measures.	-100% of teaching is good or better -Pupils make at least good or better progress -Teachers feel confidence when teacher assessing. - Consistent approach to foundation assessment -Gap between PP and non-PP starts to narrow.	-100% of teaching is good or better -Pupils make accelerated progress -Teachers feel confident when teacher assessing. - Effective use of foundation assessment
Monitoring and Evidence	-Year 1 to Year 6 using NMM -New teaching, learning and feedback policy created and shared with staff ready for Sept 2026. -Smartgrade used for half the year, staff using it to support teacher assessment. Subject Leader using it to support gaps in maths. Teachers using gap analysis to inform interventions. -All teachers have attended trust wide moderation. -Pupil progress minutes have been adapted to make pupil tracking easier. Forms teachers create from Bromcom changed and easier, reducing workload. -New data analysis and monitoring form using all year, has made subject leaders more accountable, it has made actions clear and feedback/impact recorded quicker.		

Attendance and Behaviour

High levels of attendance and positive behaviour are fundamental to ensuring that every child can flourish academically, socially and spiritually. Regular attendance enables pupils to access the full breadth of the curriculum, build strong relationships and achieve their potential. Positive behaviour rooted in respect, responsibility and strong values creates a safe, inclusive and supportive environment where all pupils are able to learn successfully.

This priority focuses on developing a consistent whole-school approach to attendance and behaviour, ensuring that expectations are clear, understood and embedded by pupils, staff, families and governors. Leaders will strengthen systems for monitoring attendance, identifying barriers and providing timely support to improve attendance outcomes for all groups of pupils, with particular focus on persistent absence and vulnerable pupils.

Alongside this, leaders will continue to develop a positive behaviour culture built on high expectations, restorative approaches and recognition of pupils' achievements. Staff will be supported to apply behaviour systems consistently, enabling pupils to develop self-regulation, resilience and respect for others. Through effective monitoring, strong relationships with families and a shared commitment to inclusion, leaders will ensure that attendance and behaviour contribute positively to pupils' learning, wellbeing and personal development.

2025–2026 Impact

The first year will focus on strengthening attendance and behaviour systems, ensuring consistency across the school. Staff will develop confidence in applying agreed approaches, while leaders will use accurate attendance and behaviour information to identify trends, address barriers and provide targeted support. Improved communication with families and early intervention strategies will lead to increased attendance rates, reduced persistent absence and greater consistency in behaviour expectations across all year groups.

2026–2027 Impact

During the second year, attendance and behaviour strategies will become fully embedded across the school community. Leaders and staff will use monitoring information effectively to refine provision and ensure that support is targeted where it has the greatest impact. Pupils will demonstrate increased ownership of their behaviour, improved attitudes to learning and greater engagement with school life. Attendance will continue to improve, with a sustained reduction in persistent absence and improved outcomes for vulnerable groups.

2027–2028 Impact

By the final year, a strong culture of excellent attendance, positive behaviour and mutual respect will be firmly established at Archbishop Courtenay Primary School. Pupils will understand the importance of attending regularly, behaving responsibly and contributing positively to the school community. Robust systems, effective partnerships with families and consistently applied expectations will ensure that attendance and behaviour support strong academic progress, personal development and the successful transition of all pupils to the next stage of their education.

Attendance and Behaviour

Year	2025-2026	2026-2027	2027-2028
Actions	- Share expectations with pupils regarding play activities. - Monitor playtime interactions and behaviour. - Design and create a woodland walk for exploration and play. - Add sand/water and role play areas. - Find an attendance software to support monitoring.	- Implement Continuous Professional Development (CPD) sessions for staff focused on play facilitation. - Evaluate the impact of the OPAL play on pupil engagement and social skills. - Adjust play strategies based on monitoring feedback. - Trust-wide Safeguarding categories in place - Continue to use Attend from the start of the year, ensuring early intervention and clear communication. - AHT to monitor behaviour weekly (watching for trends and to ensure things are logged accurately) - Continue with OPAL subscription? - Embed use of Attend and support other trust schools	- Continue CPD for staff with a focus on inclusive play practices. - Develop a sustainable play offer incorporating feedback from staff and pupils. - Assess overall play experiences and their integration into the curriculum.
Success Criteria	- Increased pupil engagement during playtime. - Positive feedback from pupils on play experiences. - Reduction in behaviour issues during playtime. - Increased attendance - Reduction in behaviour incidents	- Staff demonstrate improved skills in facilitating play. - Enhanced social skills observed among pupils. - Positive impact of the woodland walk reflected in pupil interactions. - Attendance % increases inline or above national - Reduction of PA pupils - Increase in suspensions	- All pupils report improved play experiences. - Sustained reduction in behaviour issues. - Play experiences effectively integrated into the curriculum, benefiting all pupils.

	-Outside music set up -Editing of rota to ensure children have a range of activities. -Established role play area – changing each term -TAs had an OPAL related objective in their appraisals and are taking responsibility for their areas. -Music Hub delivered – awaiting instruments. -Animal and Lego tables set up -Arts and crafts area established. -Woodland walk proposal put together – plan completed – awaiting quote – using up to £2500 of PTFA money to fund clearing the area. -Gravel pit resources (sources/ordered) -Fortnightly OPAL collective worships -Play rangers set up – arranging first fundraiser for some equipment. Chasing quotes for pond fencing to support forest school area. - OPAL Platinum award graded July 2026 -introduced Attend – have started using it to support school attendance.		
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Personal Development

This priority aligns closely with the school's improvement priorities, particularly in enhancing the quality of education provided to all pupils, including those with SEND and EAL needs. By focusing on pupil well-being and understanding brain function, we aim to create an environment that fosters resilience, compassion, and respect—core values of our school. Additionally, this strategic plan addresses OFSTED comments regarding the need for improved attendance and support for neurodiverse pupils. Implementing a Mental Health & Well-Being Lead and the My Happy Minds programme will provide essential support and strategies to improve overall pupil engagement and attendance.

2025-2026 Impact

In the first year, we expect to see a foundational understanding of mental health concepts among pupils and staff. The introduction of the My Happy Minds programme and the appointment of a dedicated Lead will create a supportive framework. Initial engagement metrics will show a positive trend, and staff will report improved confidence in addressing mental health issues.

2026-2027 Impact

The second year will focus on evaluating the effectiveness of the My Happy Minds programme and introducing AI tools. By this point, we anticipate an observable improvement in pupil attendance and well-being indicators. Workshops will empower pupils with knowledge about brain function, leading to enhanced emotional regulation and resilience.

2027-2028 Impact

By the final year of this plan, we aim for sustained improvements in both attendance and pupil engagement. The adaptations made to the My Happy Minds programme based on feedback will ensure that it meets the diverse needs of our pupils. Increased parental involvement will further enrich the school community, contributing to a culture of well-being and support for all pupils, particularly those with SEND and EAL needs.

Personal Development

Year	2025-2026	2026-2027	2027-2028
Actions	- Begin My Happy Minds programme - Appoint a Mental Health & Well-Being Lead	- Evaluate the impact of My Happy Minds - Introduce AI tools to support mental health initiatives - Organise workshops for pupils on understanding brain function - Evaluate the use of supervision – how can improvements be made? - Reduce the size of the wellbeing team to ensure it runs more efficiently – 4 members - Reintroduce 10 minute teach to support oracy - Research other ways to increase parent engagement (Parent Kind) - Review our Personal development offer – ensuring coverage of British Values throughout the year; 10 things to do before...	- Review and adapt My Happy Minds programme based on feedback - Implement targeted interventions for pupils with identified needs - Increase parental engagement through mental health workshops
Success Criteria	- Increased pupil engagement in well-being activities - Positive feedback from pupils and staff regarding the new Lead - Initial data on pupil well-being indicators show improvement	- Evidence of improved mental health outcomes in pupils - Increased attendance rates, particularly among previously persistent absentees - Positive feedback from workshops indicating increased understanding of mental health	- Sustained improvement in attendance and engagement - Increased parental involvement in mental health initiatives - Comprehensive report on the effectiveness of interventions and adaptations made

Monitoring and Evidence	-ABC has successfully embedded the My Happy Minds (MHM) programme, with all classes completing key units across Terms 1–4 and positive pupil feedback received. -LC has completed Mental Health Lead training and is leading the development of a bespoke PSHE and RSE curriculum, including updated policies and two-year curriculum planning for September 2026. -The school achieved MHM Bronze Accreditation, with evidence collected and progress monitored through collaboration with MHM. -Staff, pupils, parents and Governors have been engaged through assemblies, training, updates and promotion of the MHM Parent App. -Ongoing work includes staff training, curriculum refinement, Year 6 transition support, and gathering parent feedback to further strengthen PSHE and RSE provision.		
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Leadership and Governance

Strong leadership and effective governance are central to the school's vision of enabling every child to flourish academically, socially and spiritually. Leaders and governors must provide clear strategic direction, ensure accountability and create the conditions in which pupils and staff can thrive. Effective leadership is not only measured by the decisions made, but by the sustained impact those decisions have on the quality of education, pupil outcomes and the wider school community.

This priority focuses on strengthening leadership capacity, ensuring that leaders at all levels have the knowledge, skills and confidence to drive continuous improvement. Leaders and governors will work collaboratively to evaluate the effectiveness of provision, use accurate information to inform decision-making and ensure that school improvement priorities remain focused on improving outcomes for all pupils.

Particular emphasis will be placed on developing a strong culture of accountability, professional development and reflective practice. Governors will continue to provide effective challenge and support, ensuring they have a clear understanding of the school's strengths, priorities and impact. Through robust self-evaluation, effective monitoring and strategic planning, leaders will ensure that improvement is sustainable and that every pupil benefits from high-quality provision and ambitious expectations.

2025–2026 Impact

The first year will focus on strengthening leadership systems, clarifying roles and responsibilities and embedding consistent approaches to monitoring and evaluation. Leaders and governors will develop a shared understanding of school priorities and use reliable evidence to assess progress and identify areas for improvement. Leadership capacity will be enhanced through professional development, collaboration and effective delegation, ensuring that improvement work is purposeful and focused on improving outcomes for pupils.

2026–2027 Impact

During the second year, leadership and governance structures will be fully embedded, with leaders at all levels confidently driving improvement within their areas of responsibility. Monitoring and evaluation processes will provide clear evidence of impact, enabling leaders to adapt strategies and secure further improvements. Governors will continue to provide effective challenge and support, ensuring strategic decisions are informed by accurate information and aligned with the school's vision and priorities.

2027–2028 Impact

By the final year, a strong culture of distributed leadership, accountability and continuous improvement will be firmly established across Archbishop Courtenay Primary School. Leaders and governors will work in partnership to sustain high standards, evaluate impact effectively and ensure that all aspects of school improvement lead to positive outcomes for pupils. The school will demonstrate strong leadership capacity, effective governance and a shared commitment to ensuring every child achieves their full potential.

Leadership & Governance			
Year	2025-2026	2026-2027	2027-2028
Actions	- Conduct staff training through National College for CPD -Develop new staffing structure to support the addition of the new nursery. -Evaluate the effectiveness of computing, Spanish, art, DT, history and Geography -Introduce a monitoring and data analysis template for subject leaders. -Start the process of taking on the Nursery	-Develop monitoring overview for the year. -Implement new foundation subjects through Kapow. -Evaluate CPD impact and refine provision – ensure clear approach to staff meetings. -Review and refine leadership roles. -Successfully integrate the new nursery and its staff -Redistribute governor responsibilities and outline monitoring – matched with subject lead timetable. -Follow up after each subject lead monitoring. -Evaluate safeguarding practice (with support from Judicium) including updated EYFS procedures.	- Embed a culture of continuous professional learning. -Sustain leadership capacity and succession planning. -Strengthen collaboration across Nursery and Primary. -Embed evidence-informed subject leadership. -Use assessment to drive curriculum improvement.
Success Criteria	-Staff have engaged in high-quality CPD that positively impacts classroom practice; a new staffing structure is successfully implemented to support nursery expansion; subject leaders have completed robust evaluations of computing, Spanish, art, DT, history and geography; and all subject leaders consistently use the new monitoring and data analysis template to inform improvement planning and raise standards.	A clear annual monitoring programme is implemented; Kapow is embedded across foundation subjects; CPD is evaluated and refined to improve practice; leadership roles are clearly defined and effective; the new nursery is fully integrated into the school; subject leaders use monitoring and assessment information confidently to drive improvement; assessment is consistent across foundation subjects; and governors have clearly allocated responsibilities that strengthen strategic oversight.	A culture of continuous professional learning is embedded across the school; leadership capacity is sustained through effective succession planning; Nursery and Primary staff collaborate effectively to provide a coherent educational experience; subject leaders use evidence to inform improvement planning; and assessment is used strategically to refine the curriculum and raise standards for all pupils.

Monitoring and Evidence	Kapow has been purchased for Geography, Art, DTR, Computing and Spanish. This is to ensure consistency and support for assessment. New staff structure created and shared with staff – introduction of AHT. All staff have and use National College.		
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Christian Distinctiveness

Refine the Quality of RE and Collective Worship

This priority aligns with the school improvement priorities by focusing on fostering a more inclusive, engaging, and spiritually enriching collective worship experience. The inspection comments highlight the need for a robust approach to collective worship that promotes understanding of diverse beliefs, which directly supports the school's vision of nurturing a community guided by compassion, respect, and aspiration. By enhancing the quality of religious education (RE) and collective worship, the school can better address the spiritual development of its pupils, including those from diverse backgrounds, thereby supporting the overall well-being of all pupils.

2025-2026 Impact

By the end of the first year, the implementation of the new Worship Framework will establish a structured approach to collective worship, ensuring that all pupils are engaged and have opportunities to participate. Monitoring processes will provide valuable insights into the effectiveness of worship, fostering a sense of belonging and community among pupils.

2026-2027 Impact

In the second year, the evaluation of the Worship Framework will allow the school to identify areas for improvement based on feedback from pupils and staff. This will enhance the quality of worship experiences and ensure that diverse beliefs are integrated into the curriculum, promoting a deeper understanding of spirituality among pupils.

2027-2028 Impact

By the end of the third year, the refinements made to the Worship Framework will lead to a more inclusive and responsive approach to RE and collective worship. Staff will feel equipped to deliver high-quality lessons that cater to the diverse needs of pupils, while partnerships with local faith communities will enrich the curriculum, ensuring that all pupils have access to a well-rounded spiritual education.

Christian Distinctiveness

Year	2025-2026	2026-2027	2027-2028
Actions	- Implement a new Worship Framework - Establish monitoring processes for RE and worship - Increase pupil participation in planning and leading worship - Refine and adapt the Worship Framework based on feedback - establish church links for CW - Create music focus for CW - Evaluate CW for those pupils who do not participate – how can they be included in whole school teachings?	- Evaluate the effectiveness of the new Worship Framework, Big books (hard copies again) and prayer and reflection areas - Gather feedback from pupils and staff on the worship experiences - Set up monitoring for CW and RE lessons. - Create timetable for Church links - Embed spirituality across the school – inline with <i>Positive faith. Worldview, and Spirituality Oracy</i> - Evaluate school against new SIAMs inspection framework. - Move RE to a Monday again to ensure its priority in the timetable - Monitor and evaluate CW, pupil participation and use of oracy. - Create Termly Music focus for CW - Work with new Reverend Lindsay and Youth Pastor Jen - Continue to develop CW for those children who do not participate. - Implement Christian Distinctiveness Vision/Values into new nursery	- Foster partnerships with local faith communities
Success Criteria	- New Worship Framework is in place and operational - Regular monitoring reports indicate improved engagement in worship - Increased pupil participation in worship activities	- Positive feedback from pupils and staff about the worship experiences - Evidence of diverse beliefs included in the curriculum - Increased pupil understanding of different faiths	- Adaptations to the Worship Framework led to improved spiritual development - Staff demonstrate confidence in delivering diverse RE lessons - Stronger community partnerships enhance the curriculum
Monitoring and Evidence	- New links with Maidstone churches established and weekly collective worships are being led by these. - Subject lead attending training and developing confidence - Digital floor books introduced and being used - Introduction of class led CW		

Monitoring 2026-2027

Subject Leaders please indicate below when you have monitored your subject or when a governor has visited placing the date in the relevant month.

LW = Learning Walk

TG = Training

G= Governor Visit

PV = Pupil Voice

SLM = Subject Leader Monitoring

Subject	Responsible	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SIA Visit				PPM – JAJ 11 th Feb			
Reading	Mel	LW	PV Daily reader SLM	Reading W/ pupils PV Governor Visit		LW	
Writing	Mel	LW Governor Visit	Planning SLM	LW Governor Visit			LW Governor Visit
Handwriting	Mel				SLM / LW		
Spelling	Mel		LW			SLM/LW	
Maths	Helen	LW PV Governor Visit	SEN LW Data	Timetable SLM Intervention SLM Mastery LW	LW Data Governor Visit	LW with Aaron PV	LW Data
Phonics	Kim	LW with English Hub Governor Visit	Intervention SLM Data	LW Data Governor Visit	Data	LW	PSC
RE & CW	Dani	Prayer Station LW Big Book SLM	RE LW Governor Visit	Big Book & Prayer Station SLM Governor Visit	RE LW		RE LW Big Book & Prayer Station SLM Governor Visit
OPAL	Courtney			Governor Visit			Governor Visit
Foundation Subjects							
Safeguarding	DSL's / Sue	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly
Attendance	Tracy/ SLT	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly
SEN (weekly meeting)	Debbie Je	Paperwork Hubs	Maths Paperwork	Writing Boxall	Whole School SEN Paperwork	Maths Phonics	Whole School Paperwork