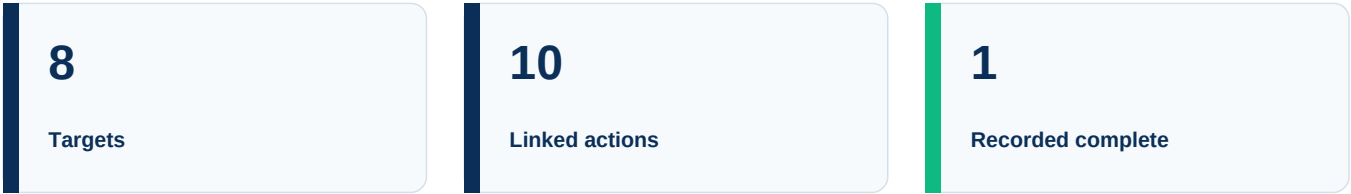


School Development Plan

Review date: 01/12/2026



Action progress



Complete: 1 | In progress: 7 | Other / open: 2

Export layout: Actions - portrait

Use the linked contents or PDF bookmarks to find each section.

Contents

SDP overview	3
How we review this plan	4
Review cycle	4
SEF areas and improvement focus	5
School context	6
Headline Evidence Dashboard	7
Headline KPIs and targets	8
Safeguarding Target 1	9
Inclusion Target 2	10
Curriculum & Teaching Target 3	12
Achievement Target 4	14
Attendance and behaviour Target 5	15
Attendance and behaviour Target 6	16
Personal development and well-being Target 7	17
Leadership and governance Target 8	18

SDP overview

From recorded priorities and targets. Intended impact is planned, not an achieved outcome.

Priority / target	Intended impact	Timescale
Whole-school priority Improve attendance and reduce persistent absence Lead: Attendance Lead	More pupils attend regularly and access learning.	2026-2027
Whole-school priority Strengthen retention of essential curriculum knowledge Lead: Deputy Headteacher	Pupils retain and apply essential knowledge across Years 7-9.	2026-2029
Whole-school priority Evaluate SEND interventions and respond to their impact Lead: SENDCo	Support is adjusted using measured pupil outcomes rather than delivery alone.	2026-2027
Safeguarding Improve safeguarding assurance reporting Lead: Designated Safeguarding Lead and Headteacher	Leaders and governors identify patterns, check that concerns are followed up and challenge outstanding actions.	Action deadline: 18/12/2026
Attendance and behaviour Make behaviour monitoring consistent and useful Lead: Assistant Headteacher and Pastoral Leaders	Pupils receive timely, proportionate support when recurring behaviour is interrupting learning.	Action deadline: 26/03/2027
Personal development and well-being Improve equitable enrichment access Lead: Personal Development Lead and SENDCo	Pupils on the SEND register can access suitable enrichment and gain meaningful wider experiences.	Action deadline: 16/07/2027
Leadership and governance Improve evaluation for governors Lead: Headteacher and Chair of Governors	Governors understand progress, remaining concerns and decisions required against the school's chosen priorities.	Action deadline: 18/12/2026

How we review this plan

Leaders review delivery and pupil outcomes separately. Action owners update the plan before each review. SLT checks the evidence and escalates delays; governors consider progress, limitations and decisions requiring oversight.

Review cycle

Review point	Expected activity	Evidence considered	Expected outcome
18 December 2026	SLT and governors review autumn implementation and the evidence available so far.	Attendance to the agreed cut-off, curriculum sample checks, intervention records and action updates.	Agree immediate follow-up and distinguish completed work from outcomes still to be evaluated.
26 March 2027	SLT reviews the impact of targeted support and checks consistency across subjects.	Comparable attendance periods, spring recall checks, intervention outcome reviews and enrichment participation.	Continue, adapt or stop support; revise actions where evidence shows limited benefit.
16 July 2027	Leaders and governors evaluate the annual plan and agree priorities for the next year.	Summer curriculum checks, year-end implementation reviews and available outcome information.	Identify sustained improvements, remaining priorities and information still awaiting validation.

SEF areas and improvement focus

Safeguarding - Met

Improve safeguarding assurance reporting

Actions: 1; complete: 0; in progress: 1; other/open: 0

Inclusion - Expected standard

Evaluate SEND interventions consistently

Actions: 2; complete: 0; in progress: 1; other/open: 1

Curriculum & Teaching - Expected standard

Strengthen retention of essential knowledge

Actions: 2; complete: 1; in progress: 1; other/open: 0

Achievement - Expected standard

Strengthen retention of essential knowledge

Actions: 1; complete: 0; in progress: 1; other/open: 0

Attendance and behaviour - Expected standard

Improve attendance and reduce persistent absence

Make behaviour monitoring consistent and useful

Actions: 2; complete: 0; in progress: 1; other/open: 1

Personal development and well-being - Expected standard

Improve equitable enrichment access

Actions: 1; complete: 0; in progress: 1; other/open: 0

Leadership and governance - Expected standard

Improve evaluation for governors

Actions: 1; complete: 0; in progress: 1; other/open: 0

School context

School context and rationale

FICTIONAL DEMONSTRATION SCHOOL. All pupils, records, results, evaluations and planned actions in this example are invented. No real school or individual is represented.

Fullscoped Test School is an 11-16 mainstream secondary school with 600 pupils across Years 7-11. There are 120 pupils in each year group. Of the current roll, 210 pupils are eligible for pupil premium, 108 are on the SEND register, including 18 with an education, health and care plan, and 66 use English as an additional language. The school has 80 staff. There is no primary, early years or post-16 provision.

This example review is dated 1 December 2026. Leaders are consolidating curriculum implementation, improving attendance and strengthening evaluation of additional support. Annual comparisons describe different cohorts; the curriculum recall checks follow a specified 60-pupil sample. Neither type of comparison establishes that a particular action caused an improvement.

The tracked 60-pupil sample was established in Years 7-9 in September 2025; these pupils are in Years 8-10 at the November 2026 review. This historical sample is distinct from the current Years 7-9 curriculum cohort.

Headline Evidence Dashboard

Measure	Current / latest evidence
Whole-school attendance	93.2% in 2025/26, compared with 91.8% in 2024/25 (+1.4 percentage points). Annual cohorts differ. Source A1.
Persistent absence	18.0% in 2025/26, compared with 22.0% in 2024/25 (-4.0 percentage points). Annual cohorts differ. Source A1.
Retention of essential knowledge - matched sample	The same 60 pupils averaged 48% in September 2025, 61% in July 2026 and 68% on 25 November 2026. Equivalent delayed-recall checks; sample evidence only. Source C1.
SEND interventions with a complete review record	9/20 in July, 16/20 on 9 October and 20/20 on 24 November 2026. The same 20 interventions; process completion is distinct from pupil outcomes. Source I1.
Pupils reporting that they feel safe	92% of 500 respondents in the July 2026 survey. Leaders are following up the remaining concerns; this is a perception measure. Source S2.
Enrichment participation	468/600 pupils (78%) attended at least one activity in 2025/26. This included 70/108 pupils on the SEND register (65%, rounded). Source P1.
Year 11 English and mathematics at grade 4 or above	70/120 pupils (58%, rounded) in 2026, compared with 64/118 (54%, rounded) in 2025. Different cohorts; this does not describe individual progress. Source T1.

Headline KPIs and targets

Measure / baseline	Target	Lead / target date
Whole-school annual attendance Baseline: 93.2% annual attendance in 2025/26	At least 94.0% annual attendance in 2026/27; analyse pupil groups and persistent absence separately	Attendance Lead 2027-07-31
Delayed recall in the tracked cohort originally sampled in Years 7-9 Baseline: 61% mean in July 2026; interim mean 68% in November 2026 for the same tracked 60 pupils	At least 70% on an equivalent July 2027 delayed-recall check; document any changes to the sample	Deputy Headteacher 2027-07-31
SEND intervention review compliance Baseline: 16/20 complete intervention review records on 9 October 2026	20/20 records by 18 December 2026, then maintain complete records; evaluate pupil outcomes separately	SENDCo 2026-12-18

Safeguarding | Target 1

Target 1

Improve safeguarding assurance reporting

Intended impact

Leaders and governors identify patterns, check that concerns are followed up and challenge outstanding actions.

Linked actions | 1 actions for this target

Action 1.1

Action

Introduce a combined termly safeguarding report using training, pupil voice and action-review information.

Owner(s): Designated Safeguarding Lead and Headteacher
Deadline: 2026-12-18
Resources / cost: Within existing staffing and planned review time.

Status: In Progress
Autumn: Amber | Spring: Not Rated | Summer: Not Rated
Review schedule: First report on 18 December 2026, then termly.

Success criteria

The December report brings together aggregate concern themes, response-time information, staff training and pupil feedback. All follow-up actions have a lead and review date. Governors record questions and decisions.

Impact / evaluation

The reporting template was agreed on 2 October. All 80 staff were in date in the September training audit. The first combined report has not yet been presented; its usefulness will be evaluated after the December meeting.

Inclusion | Target 2

Target 2

Evaluate SEND interventions consistently

Intended impact

Additional support is continued, adapted or stopped using evidence of pupils' progress towards the intended outcome.

Linked actions | 2 actions for this target

Action 2.1

Action

Complete review records for all 20 active SEND interventions and evaluate outcomes before adapting support.

Owner(s): SENDCo and Intervention Leads
Deadline: 2027-03-26
Resources / cost: Within existing staffing and planned review time.
Related strategic priority: Evaluate SEND interventions and respond to their impact

Status: In Progress
Autumn: Amber | Spring: Not Rated | Summer: Not Rated
Review schedule: Review at each half-term; formal review at the stated deadline.

Success criteria

Maintain complete baseline, intended-outcome and review records for 20/20 interventions. By the March review, each intervention has an outcome judgement and a documented decision to continue, adapt or stop, with reasons and follow-up.

Impact / evaluation

Complete review records increased from 9/20 in July to 16/20 in October and 20/20 on 24 November. The record-completion milestone is met. The next outcome review remains outstanding; process completion is not evidence of improved pupil outcomes.

Target 2 | Evaluate SEND interventions consistently

Action 2.2

Action

Check agreed classroom adaptations across subjects and support staff where implementation is inconsistent.

Owner(s): SENDCo and Subject Leaders
Deadline: 2027-03-26
Resources / cost: Within existing staffing and planned review time.
Related strategic priority: Evaluate SEND interventions and respond to their impact

Status: Open
Autumn: Amber | Spring: Not Rated | Summer: Not Rated
Review schedule: Initial review in January; follow-up by 26 March 2027.

Success criteria

A cross-subject sample checks the adaptations in pupils' support plans, pupils' access to learning and their work. Staff receive practical feedback; a follow-up check records which gaps have been addressed.

Impact / evaluation

Initial qualitative monitoring identifies variation in how agreed adaptations are used. Follow-up sampling is planned; no quantified improvement has been recorded.

Curriculum & Teaching | Target 3

Target 3

Strengthen retention of essential knowledge

Intended impact

Pupils retain and apply essential knowledge across Years 7-9.

Linked actions | 2 actions for this target

Action 3.1

Action

Sustain retrieval routines in the six sampled subjects and repeat equivalent delayed-recall checks.

Owner(s): Deputy Headteacher and Subject Leaders	Status: In Progress
Deadline: 2027-07-31	Autumn: Amber Spring: Not Rated Summer: Not Rated
Resources / cost: Within existing staffing and planned review time.	Review schedule: Review at each half-term; formal review at the stated deadline.
Related strategic priority: Strengthen retention of essential curriculum knowledge	

Success criteria

Maintain the agreed routines in 6/6 sampled subjects. The tracked sample averages at least 70% on an equivalent July 2027 check. Record sample changes and review work showing whether retained knowledge can be applied.

Impact / evaluation

The same 60 pupils averaged 48% in September 2025, 61% in July 2026 and 68% on 25 November 2026. Routines were confirmed in all 6/6 sampled subjects on 20 November. Sustained retention and the July target remain to be evaluated; the findings are limited to the sample.

Target 3 | Strengthen retention of essential knowledge

Action 3.2

Action

Arrange a peer observation in the remaining sampled subject where retrieval routines were not yet consistent.

Owner(s): Curriculum Lead and Subject Leader
Deadline: 2026-11-30
Resources / cost: Within existing staffing and planned review time.
Related strategic priority: Strengthen retention of essential curriculum knowledge

Status: Complete
Autumn: Green | Spring: Not Rated | Summer: Not Rated
Review schedule: Completed and reviewed on 20 November 2026.

Success criteria

The peer observation takes place and the subject leader records whether the agreed routines are used consistently in a follow-up check.

Impact / evaluation

The peer observation took place on 12 November. The follow-up audit on 20 November confirmed the agreed routines in the remaining subject, bringing the sample to 6/6. The implementation criteria are met; this action alone does not establish pupil impact.

Achievement | Target 4

Target 4

Strengthen retention of essential knowledge

Intended impact

Pupils retain and apply essential knowledge across Years 7-9.

Linked actions | 1 actions for this target

Action 4.1

Action

Moderate assessment checks and pupils' work, then use the findings to address gaps in learning.

Owner(s): Assessment Lead and Subject Leaders
Deadline: 2027-07-16
Resources / cost: Within existing staffing and planned review time.
Related strategic priority: Strengthen retention of essential curriculum knowledge

Status: In Progress
Autumn: Amber | Spring: Not Rated | Summer: Not Rated
Review schedule: Moderation each term; review teaching responses at the following subject meeting.

Success criteria

Subject teams moderate the spring and summer checks, agree how responses are judged and identify misconceptions. Subsequent teaching and sampled pupils' work show how identified gaps have been addressed. Record limits to comparability.

Impact / evaluation

The autumn review identified the need for more consistent checks of application as well as recall. The moderation programme is agreed. Its effect on assessment reliability and subsequent learning is still to be reviewed.

Attendance and behaviour | Target 5

Target 5

Improve attendance and reduce persistent absence

Intended impact

More pupils attend regularly and access learning.

Linked actions | 1 actions for this target

Action 5.1

Action

Continue weekly attendance review and targeted family support, evaluating results over comparable periods.

Owner(s): Attendance Lead and Assistant Headteacher
Deadline: 2027-07-31
Resources / cost: Within existing staffing and planned review time.
Related strategic priority: Improve attendance and reduce persistent absence

Status: In Progress
Autumn: Amber | Spring: Not Rated | Summer: Not Rated
Review schedule: Weekly operational review; half-termly evaluation with SLT.

Success criteria

Whole-school attendance reaches at least 94.0% in 2026/27. Leaders review persistent absence and pupil groups separately. Targeted support plans record barriers, agreed steps, a lead and review date; evaluations compare equivalent periods.

Impact / evaluation

Annual attendance increased from 91.8% to 93.2% and persistent absence fell from 22.0% to 18.0% between 2024/25 and 2025/26. Annual cohorts differ. Weekly reviews and family-support meetings are underway; comparable full-term autumn outcomes are not yet available.

Attendance and behaviour | Target 6

Target 6

Make behaviour monitoring consistent and useful

Intended impact

Pupils receive timely, proportionate support when recurring behaviour is interrupting learning.

Linked actions | 1 actions for this target

Action 6.1

Action

Agree consistent behaviour-recording definitions and review recurring patterns with pastoral teams.

Owner(s): Assistant Headteacher and Pastoral Leaders

Deadline: 2027-03-26

Resources / cost: Within existing staffing and planned review time.

Status: Open

Autumn: Amber | Spring: Not Rated | Summer: Not Rated

Review schedule: Definitions agreed in January; follow-up review by 26 March 2027.

Success criteria

Staff use the agreed definitions in a checked sample of records. Half-termly analysis identifies recurring patterns and leads to reviewed support actions. Leaders report any coding changes before comparing periods.

Impact / evaluation

Initial checks identify inconsistent categorisation. Common definitions and staff guidance are being prepared. No numerical reduction in incidents has been claimed.

Personal development and well-being | Target 7

Target 7

Improve equitable enrichment access

Intended impact

Pupils on the SEND register can access suitable enrichment and gain meaningful wider experiences.

Linked actions | 1 actions for this target

Action 7.1

Action

Agree access adjustments with pupils and families, then review enrichment participation and experience.

Owner(s): Personal Development Lead and SENDCo
Deadline: 2027-07-16
Resources / cost: Within existing staffing and planned review time.

Status: In Progress
Autumn: Amber | Spring: Not Rated | Summer: Not Rated
Review schedule: Access plans reviewed each half-term; annual participation review in July.

Success criteria

Review barriers with pupils who are not participating and record agreed adjustments. Compare the next participation return with the baseline, stating cohort changes. Pupil feedback and activity reviews identify what pupils gained and what further support is needed.

Impact / evaluation

The 2025/26 baseline is 468/600 pupils overall (78%) and 70/108 pupils on the SEND register (65%, rounded). Leaders have identified an access gap and are agreeing adjustments. No new comparable participation return or evaluated pupil outcome is yet available.

Leadership and governance | Target 8

Target 8

Improve evaluation for governors

Intended impact

Governors understand progress, remaining concerns and decisions required against the school's chosen priorities.

Linked actions | 1 actions for this target

Action 8.1

Action

Present a combined termly report on the three priorities, distinguishing completed work from pupil outcomes.

Owner(s): Headteacher and Chair of Governors
Deadline: 2026-12-18
Resources / cost: Within existing staffing and planned review time.

Status: In Progress
Autumn: Amber | Spring: Not Rated | Summer: Not Rated
Review schedule: First report in December; subsequent termly review and follow-up.

Success criteria

The report identifies review dates, baselines, current evidence, limits and next steps for each priority. Governors record challenge and decisions. Action owners provide follow-up evidence at the next meeting.

Impact / evaluation

The first combined report is scheduled for 18 December. Curriculum sample checks and intervention-record audits are available; full autumn attendance and longer-term intervention outcomes remain outstanding. The reporting process has not yet been evaluated.