



**Leadership & Governance,
Attendance, Safeguarding
Collaborating through
partnerships**

Includes EYFS

**Behaviour & Attitude, Personal
Development & Wellbeing,
Attendance, Inclusion
Spaces & Systems**

Includes EYFS

**Curriculum, Developing Teaching,
Achievement
Stretching Every Learner**

Includes EYFS

Safeguarding: There is an exemplary safeguarding culture at Cam Hopton and this underpins all our development priorities. Leaders and governors make safeguarding principals and practice central to their work. Staff are trained well and know the appropriate actions to take if they are concerned about a child or adult. Stringent procedures are in place for prospective employees and the school environment is safe and secure. We have strong relationships with our families and other agencies to offer and sign-post support and improve outcomes for children.



SCHOOL DEVELOPMENT PRIORITIES 2025-26

L&G, Attendance, Safeguarding

1. Continue hub collaboration to benefit from sharing expertise and leadership development.
2. Introduce Study Bugs to refine the monitoring and evaluation of attendance and time management.
3. ELSA, FSW & TEAA to work in collaboration, so that the school is able to offer a wide range of pastoral support.
4. EYFS/SENCO to collaborate with Pre-school Manager so that the needs of transitioning children are recognised and communicated.
5. Revisit and review the Curriculum Maestro planning tool for quality, coverage and value for money.
6. Use technology and physically active learning to adapt lessons in any subject, so that children show good engagement and outcomes.
7. A member of staff train as ECT mentor/Induction Tutor so that the ECT is well supported in their progression as a teacher.
8. Identify governance structures and a school policy for using AI safely in strategy, teaching and learning.

B&H, PD & W, Attendance, Inclusion

1. Pastoral team to target support for children who are anxious about school attendance so that they have an increased sense of safety and belonging.
2. ELSA to run Luminova Club so that children's anxiety reduces.
3. Refine systems of referral to school ELSA and FSW so that children are more able and ready to learn.
4. Begin working with Young Minds Matter so that children's mental health and engagement with school improves.
5. Continue to embed Zones of Regulation so that children are able to self-regulate more effectively.
6. Start to use and continue to develop the Outdoor Learning area so that learning, play and personal development are an integral part of engaged learning.
7. Create a spiritual/reflection space in the school grounds which positively impacts on mental well-being.
8. Increase responsibilities within school e.g. captains & vice-captains, YR & Y6 Buddy link to open up opportunities for personal development and accountability.
9. Convert the Purple Room into a Resource Base for children to create a safe space for children who are dysregulated.

Curriculum, Developing Teaching, Achievement

1. Create a developmental opportunity for a member of staff to take on the role of Outdoor Learning Leader to enable wider opportunities for structured outdoor provision across the school.
2. Staff member to start NPQ for Leading Literacy so that reading and writing development in school is underpinned by evidence informed approaches and children's skills develop at deeper levels.
3. Move wider curricular assessments to one platform so that assessments are more easily accessed and can inform strategies to stretch learners.
4. SLT and Literacy lead create opportunities for children to share recommended reads in whole school forum e.g. assembly time/through school council etc. So that children can inspire each other to try different and challenging books.
5. Introduce the new Gloucestershire RE Syllabus and staff training which aims to broaden children's understanding about world views.
6. Introduce Early Talk Boost and investigate the possibility of employing a speech and language therapist so that children are not disadvantaged in their learning.
7. Develop strategies in Retrieval Practice (Katie Jones CPD) enabling children to recall learning and build on it.

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