

Cam Hopton CE Primary School Development Plan 2026-27

Link to Governors' Strategic Plan: Achievement, Curriculum, Partnerships

Area of focus: Curriculum and Achievement

Focus One (overview)	Curriculum, teaching & achievement	Intended impact (success criteria)	
Leaders ensure that the curriculum is consistently taught well. Highly effective teaching and assessment is embedded across subjects and year groups. Teaching ensures that children consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.		Teachers apply agreed pedagogical strategies across the curriculum. High levels of fluency in reading supports learning across the curriculum. Children at Greater Depth maintain consistency in outcomes across each year. Children can transfer oracy skills into their wider curriculum learning. Where identified as a need, children make accelerated progress in communication and language. All children, particularly children with low prior attainment, are supported to fully participate in lessons across the curriculum.	
Issue (why?)	Key Actions (what?)	Lead (who?)	Outcome (success criteria)
Although reading outcomes are good at the end of key assessment points, there are indications that for some children entering KS2, there are gaps in fluency which contribute to lower outcomes in understanding and interpreting what they read.	2 x SM with a focus on the assessment and teaching of fluency Introduce the Fred's Teaching fluency assessments from Y3 upwards Coaching support for identified staff with a focus on scaffolding and intervention for identified children using <i>Fluency in 5</i> intervention TA training in Fred's Teaching and using assessment information	English Lead SLT Teachers & TAs	➤ There is consistent implementation of the schools' pedagogical principles in teaching reading. ➤ Children achieve well in reading. ➤ Children are better able to focus on understanding and interpreting what they read. ➤ Children can access increasingly complex texts across all subjects.



Outcomes at the end of KS2 2026 show that stretching learners to achieve greater depth has been successful. However, maintaining the progress of GD children from starting points to the end of each year is not always consistent for some learners. Teachers are not always confident in assessing/identifying outcomes at a GD level.	1 SM (September) – review outcomes for each year group from start to end of year and identify next steps 1 SM – shared moderation of writing and maths 2 x Pupil Progress Meetings (December & March)	Head teacher – External SIP The Edge Hub SLT/HT	➤ Staff have a shared understanding of Greater Depth expectations. ➤ Planning and teaching provide appropriate challenge. ➤ A greater proportion of children identified as Greater Depth (GD) at the start of the academic year/key stage maintain or exceed their progress trajectory by the end of the year/key stage.
Oracy is not explicitly embedded within the curriculum. The EEF identifies oral language approaches as one of the most effective and cost-efficient strategies for improving pupil outcomes. Children who had low levels of speech and language at the start of Reception (Sep 25) who are moving into Y1 (Sep 26) have made good progress but still have gaps in their attainment. Hub focus: Some disadvantaged children do not have equal access to the curriculum because of their gaps in oracy proficiency.	Develop a hub wide strategy for improving oracy skills Shared Hub INSET (22nd February): developing oracy skills Implementation project followed by a SM in T6 to share best practice Teacher and TA training in using strategies based around EEF Oral Language Oral language interventions EEF Create a 'Voice 21' based curriculum Voice 21 Oracy United Kingdom	The Edge Hub heads & English leads External SIP SLT Teachers	➤ Children confidently articulate their ideas and reasoning. ➤ Vocabulary, reading comprehension and writing outcomes improve as children transfer their oral language skills into their wider curriculum learning. ➤ Teachers consistently embed high-quality oracy strategies within lessons. ➤ Disadvantaged children and those with additional needs make accelerated progress in communication and language, reducing barriers to learning and participation.



Collaborative learning approaches are not always used consistently across the curriculum. Children with SEND are not always consistently included in whole class learning where an exclusive intervention is used instead of a collaborative teaching and learning lesson.	2 x Sharing Good Practice SMs amongst staff with a focus on collaborative learning approaches. Using suggestions from: Collaborative learning approaches EEF Staff approach SENCO to identify where My Plan targets can be addressed within collaborative learning rather than exclusive interventions	SLT/Teachers Teachers/TAs SENCO	➤ All children, particularly children with low prior attainment, are supported to fully participate in lessons across the curriculum. ➤ Teachers can share and demonstrate good practice in collaboration – for example modelling high-quality discussions so that collaborative activities are productive. ➤ Professional development maximises the effectiveness of approaches.
Impact statement	December 2026:		
Impact statement	March 2027:		
Impact statement	July 2027:		

Links to Governors' Strategic Plan: Well-being, Environment, Finance, Partnerships

Area of focus: Personal Development and Inclusion

Focus Two (overview)	Personal Development & Inclusion	Intended impact (success criteria)	
Leaders ensure that there are rich and meaningful opportunities that support children's personal development, enabling them to become confident, respectful, responsible and active members of their communities. Teachers and leaders collaborate in their planning so that children, including those who are disadvantaged or have additional needs, are fully included in school life, participate actively in learning and wider opportunities, and achieve well from their individual starting points.		High-quality play develops skills that enhance physical, social and emotional wellbeing. Pupils' confidence, creativity and resilience transfer into the classroom. The school's vision remains relevant, meaningful and reflective and gives purpose and direction to the school's actions and strategies, enhancing provision and outcomes for children. Specialist support can be provided for children, improving teaching and learning, wellbeing and a sense of belonging. There is a consistent and effective inclusion strategy across The Edge Hub of schools which reduces barriers to learning.	
Issue (why?)	Key Actions (what?)	Lead (who?)	Outcome (success criteria)
Behaviour at Cam Hopton is good and children enjoy playtime, however their experiences could be a more meaningful part of learning, wellbeing and development, rather than simply a break between lessons. In Key Stage 2, there is a need to continue progress with enhancing social skills and positive relationships, for some children, particularly during social times and playtime games.	1 x SM session with Learning Through Landscapes Introduce 'Playtime Revolution' project to playtimes Employ Sports Coach (Proformance) to work with targeted groups of children Training for MDSAs in helping children learn to cooperate, negotiate, communicate and resolve conflicts independently	HT/ SLT/ Teachers/MDSAs HT/Sports Leader	➤ Children's physical, social and emotional wellbeing is enhanced. ➤ Children show confidence, creativity and resilience, enabling them to develop essential life skills through play experiences. ➤ Through high-quality play children develop skills that transfer into classroom learning. ➤ Children learn how to work together, support others, and communicate effectively. ➤ Expertise in teaching sports is shared and this helps staff to develop their PE teaching skills.



The school's vision and values are at the heart of our culture, decision-making, and educational provision. Revisiting these regularly ensures they remain relevant, meaningful, and reflective of the needs of our children, families, staff, and wider community. A dedicated outdoor area has been created as a reflective space for children. Ongoing improvements will help maintain its relevance, increase accessibility, provide new opportunities for reflection and learning, and ensure it continues to support the school's vision and values.	1 INSET (September) – revisit vision statement and links to biblical teaching. Identify actions and impact of our vision 2 x SM – review impact Termly pupil Worship Council Meetings 3 x Governors' Vision & Value Committee meetings Continue shaping and adding meaningful resources to Reflective Space Name the Reflective Space	Governors HLT/SLT Staff Clergy Children	➤ Our vision and values remain relevant and aspirational. ➤ They reflect the changing needs of our children and the wider community. ➤ Our vision promotes a shared understanding of the school's purpose and direction and positive outcomes for all children. ➤ The Reflective area increases opportunities for reflection, mindfulness, and spiritual development. ➤ Children develop a greater appreciation of nature and environmental responsibility. ➤ The Reflective area is a welcoming space that visibly promotes the school's vision and values.
<i>The Den</i> has been established as a valuable parallel classroom that provides specialist support however it is not intended to replace a child's connection to their mainstream class. It is important to establish an understanding of shared ownership, high expectations and collaborative working amongst all staff in the school.	1 x INSET (September) Teachers to regularly visit The Den Teachers make weekly afternoon planning available in advance for The Den staff HT and governing body regularly review and prioritise funding	Den teacher Den SEND TA SENCO Teachers SEND governor	➤ Children have personalised provision adapted to their individual needs. ➤ Children have access to a broad and ambitious curriculum. ➤ Children feel that they belong in their mainstream classrooms and school life which improves attendance for SEND & Vulnerable children. ➤ Children achieve well. ➤ The school maintains a commitment to equity, wellbeing, and positive outcomes. ➤ The financial position of The Den is secured. ➤ Children remaining in mainstream classes can learn without disruption.
Hub focus: As the needs of our school communities evolve, it is	Inclusion workshop led by Melhoria	HT/Inclusion leads	➤ There is consistent and effective inclusive practice across all Hub schools.



essential that inclusion remains a shared priority and a key driver for school improvement, therefore we will continue to develop inclusive practices across The Edge Hub of schools to support the implementation of Inclusion strategy plans.	Leadership Briefing: review and revisit inclusion practice.	Teachers/TAs SENCO	➤ Cam Hopton has a high-quality Inclusion Strategy Plan. ➤ There are strong and where necessary improved outcomes for pupils with SEND and other vulnerable groups. ➤ Staff confidence and expertise in using inclusive teaching approaches is enhanced. ➤ There is strong collaboration and sharing of best practice across the Edge Hub. ➤ There are reduced barriers to learning, participation, and achievement for children. ➤ Every pupil feels valued, supported, and included.
Impact statement	December 2026:		
Impact statement	March 2027:		
Impact statement	July 2027:		



Links to Governors' Strategic Plan: Staff Development, Partnerships, Finance

Area of focus: Leadership and Governance

Focus Three (overview)	Leadership and Governance	Intended impact (success criteria)	
Leaders are developing staff, building capacity and ensuring the long-term sustainability of school improvement. There is strength in distributed leadership and succession planning by developing the leadership capacity of experienced staff, ensuring sustainable school improvement and future leadership readiness. Governors provide both strategic support and robust challenge, holding leaders to account while ensuring the school's vision, values and resources are focused on improving outcomes for children.		There is a structured succession planning strategy. The expertise of experienced staff builds leadership capacity across the school and ensures sustainable school improvement. The school is prepared for future staffing changes. A collaborative approach between schools in The Edge Hub, provides continuous school improvement. Governors have a clear understanding of OFSTED expectations. Governors can strategically monitor the SDP and SEF.	
Issue (why?)	Key Actions (what?)	Lead (who?)	Outcome (success criteria)
The school benefits from strong leadership, governance and a highly experienced staff team. With many teachers on the Upper Pay Scale, there is a valuable opportunity to further develop leadership capacity by harnessing staff expertise to support coaching, mentoring and school improvement.	1 x appraisal meeting in September to clarify expectations regarding wider professional responsibilities 1 x review meeting in March to monitor and evaluate the impact of distributed leadership 3 x progress meetings Identify and develop coaching and mentoring roles for experienced staff Leadership Briefing: (Ofsted Focus)	HT/SLT UP teachers Melhoria	➤ Leadership responsibilities are clearly distributed across the school. ➤ Upper Pay Scale teachers fulfil wider professional responsibilities. ➤ Leadership capacity is increased. ➤ School improvement priorities show measurable impact.
The school has an established succession plan; however, to ensure long-term sustainability and preparedness for future staffing	1 x appraisal meeting: Audit the skills, expertise and leadership aspirations of Upper Pay Scale teachers. (Internal Talent & Succession Map)	HT Governors SLT/UP teachers	➤ A clear succession planning framework is established.



changes, it will be important to have a more detailed and structured record and approach.	Create succession plans for key leadership and curriculum responsibilities CPD opportunities linked to school priorities		➤ Teachers on the Upper Pay Scale understand and demonstrate their areas of wider school responsibility and impact. ➤ Leadership opportunities are distributed across the school through subject leadership, project leadership, coaching and mentoring. ➤ Leadership capacity is strengthened, ensuring continuity during staff changes and future leadership transitions
Headteachers within The Edge Hub have engaged in peer review that has strengthened collaboration and professional dialogue. The next stage is to extend and embed this approach to include senior and middle leadership teams.	HT Peer reviews SLT/MLT peer reviews 12 x Hub Head meetings	Melhoria HTs SLT/MLT	➤ Support and challenge develop leadership practice. ➤ Leaders show consistency in practice. ➤ Leaders can evaluate impact. ➤ Leaders demonstrate collective accountability. ➤ This collaborative approach promotes continuous improvement across the Hub. ➤ Outcomes for pupils are enhanced.
Hub focus: The school benefits from strong governance that provides effective support and challenge. By strengthening understanding and oversight of SIAMS priorities, governors will be able to provide effective support and challenge while promoting opportunities for all members of the school community to flourish.	Safeguarding Updates Ofsted Briefing Understanding SEF/SDP 3 x V&V Committee Meetings 6 x FGB Meetings Link Governor visits to school (individually arranged with staff)	Melhoria/GCC/NGA Governors HT Staff Glos Dioc	➤ Governors are confident in their understanding of the OFSTED framework. ➤ Governors build confidence in monitoring activities. ➤ Governors understand the SEF and SDP process. ➤ Governors benefit by networking with other governors across the hub.
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Key to abbreviations:

SM	Staff Meeting
SLT	Senior Leadership Team
MLT	Middle Leadership Team
HT	Headteacher
EEF	Education Endowment Foundation
TA	Teaching Assistant
SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Coordinator
SIP	School Improvement Partner
MDSA	Midday Supervisory Assistant
CPD	Continuing Professional Development
Glos Dioc	Gloucestershire Diocese
GD	Greater Depth
SDP	School Development Plan
SEF	Self-Evaluation Form
UP	Upper Pay Scale
V&V	Vision & Values
FGB	Full Governing Body
SIAMS	Statutory Inspection of Anglican & Methodist Schools