



HCFS School Development Plan 2025-2026



Three Key Areas of Development

Pillar One

To improve academic outcomes ensuring interventions are carefully selected, consistently delivered and pupil progress regularly evaluated.

This academic year, we will enhance academic outcomes by implementing carefully selected, evidence-based intervention strategies. We will begin by auditing all current interventions to assess their effectiveness and identify areas for improvement. Interventions will be chosen based on strong research evidence relevant to primary education, ensuring that every approach is grounded in best practice.

Staff will receive targeted training to support the consistent and high-quality delivery of these interventions. Clear tracking tools and data analysis will be used to monitor and evaluate impact, with termly reviews ensuring that interventions are delivered as intended and adapted where necessary. Outcomes will be reviewed with successes and further development points indicated.

Feedback from pupils, parents, and staff will be gathered and used to refine our approaches, ensuring they remain responsive and effective. All interventions used will be underpinned by robust research, with measurable progress expected in key areas such as reading and maths. This work will be embedded across key areas of school life to create a cohesive and supportive framework that drives meaningful progress for all pupils. We aim to reduce the gap between demographic groups at each assessment point resulting in at least a 5% decrease from baseline to cp3.

Pillar Two

To strengthen adaptive teaching across all classrooms, ensuring all pupils—especially those with additional needs—receive high-quality, tailored instruction that enables them to make strong progress as measured against termly attainment targets.

This academic year, we will strengthen adaptive teaching across all classrooms to ensure that every pupil—particularly those with additional needs—receives high-quality, tailored instruction that enables strong progress. We will begin by auditing current adaptive teaching practices to identify strengths and areas for development. Staff will be upskilled through targeted CPD focused on evidence-based strategies, with an emphasis on embedding consistent adaptive approaches in lesson planning and delivery.

The impact of adaptive teaching will be monitored and evaluated regularly, with pupil engagement and attainment as key indicators. Staff will be supported to confidently demonstrate adaptive strategies in their teaching, and good practice will be shared and celebrated across the school. Lesson observations and learning walks will provide evidence of implementation, and staff feedback will inform ongoing development.

This work will directly contribute to improved outcomes for pupils with SEND and other additional needs so they are working towards meeting age and development related expectations, while also enhancing inclusive practice across the school. By embedding adaptive teaching as a core element of our pedagogy, we aim to create a learning environment where all pupils can thrive.

Pillar Three

To ensure all curriculum mapping is coherently planned, sequenced progressively for all pupils and the implementation is monitored robustly to ensure quality first teaching

This academic year, we will focus on ensuring that curriculum mapping across all subjects is coherently planned, progressively sequenced, and rigorously monitored to support high-quality teaching and learning. Each curriculum area will be reviewed and structured to ensure full coverage of the National Curriculum, with lessons carefully mapped to provide engaging, inclusive experiences that meet the needs of all learners.

Lessons will be designed to build pupil confidence and progress, with a strong emphasis on enabling children to articulate their learning clearly. Subject Custodians will work collaboratively with teachers, offering coaching and support to strengthen subject knowledge and teaching confidence. Teachers will be expected to adapt learning to suit individual pupil needs, promoting greater engagement and positive behaviour in the classroom.

Leaders will provide clear direction through regular monitoring and ensure that staff have access to the resources required to deliver effective teaching. The curriculum will continue to promote cultural capital, incorporating real-world contexts that broaden pupils' understanding of diversity and ethics. Opportunities for collaboration within lessons will be embedded to support pupils' social development and enhance classroom dynamics.

Additional Development Foci

KS1 Phonics Attainment, LKS2 Multiplication Engagement and Attainment, EYFS Outdoor Classroom, Whole School Writing Attainment