HCFS School Development Plan 2026-2027

Three Key Areas of Development

Pillar One

To develop and implement a clearly defined behaviour curriculum that explicitly teaches, models and reinforces expected behaviours, resulting in improved consistency, readiness to learn and positive outcomes for all pupils.

This academic year, we will design and implement a whole-school behaviour curriculum that clearly sets out the behaviours, routines and expectations required for successful learning. This will include identifying key behaviours to be explicitly taught across all year groups, ensuring consistency from EYFS through to Year 6.

Staff will receive structured CPD to support the consistent implementation of behaviour routines, including the use of shared language, modelling expectations and responding to behaviour in a calm and predictable way. Pupils will be explicitly taught behaviours through planned lessons, assemblies and ongoing reinforcement within classroom practice.

Monitoring will include learning walks, behaviour data analysis and pupil/staff voice to evaluate consistency and impact. Emphasis will be placed on ensuring that pupils with SEND, SEMH needs and other vulnerable pupils are supported to understand and meet expectations through appropriate adaptations, relational approaches and targeted intervention where appropriate.

By embedding a strong behaviour curriculum, we aim to improve learning behaviours, reduce low-level disruption and ensure all pupils are able to engage successfully in their learning.

Pillar Two

To strengthen SEND provision and inclusive practice across the school, ensuring staff are equipped to meet increasingly complex needs and that all pupils receive high-quality support and make strong progress from their starting points.

In response to increasing levels of SEND within mainstream provision, we will review and refine our SEND systems, ensuring they are robust, consistent and aligned with current guidance.

This will begin with an audit of current provision, including EHCP support, interventions and in-class adaptations. Staff will receive targeted CPD to develop confidence in inclusive teaching strategies, with a focus on adaptive teaching, scaffolding and effective deployment of support staff.

Provision mapping will be streamlined to ensure clarity and impact, with regular review cycles to monitor progress and adapt support. The role of the SENCO and wider inclusion team will be strengthened to provide coaching, guidance and oversight.

We will engage with developments from the SEND and Alternative Provision Improvement Plan (White Paper) to ensure our practice is forward-facing and aligned with national direction.

Success will be measured through improved pupil outcomes, attendance, increased staff confidence and evidence of inclusive practice across all classrooms.

Pillar Three

To successfully prepare for and transition into a Multi-Academy Trust, ensuring systems, culture and practice are aligned and that staff, pupils and the wider school community remain informed, engaged and supported throughout the process.

Building on the work of the MAT working party, we will continue the due diligence process and prepare the school for transition.

This will include reviewing key policies, systems and procedures to ensure alignment with the chosen MAT, as well as identifying areas requiring development. Leaders will work collaboratively with MAT representatives to ensure a smooth transition and clarity of expectations.

Communication with stakeholders will remain a priority, with regular updates provided to staff, governors, parents and the wider community to maintain transparency and trust.

Staff will be supported through the transition, with opportunities to understand MAT systems, collaborate with partner schools and engage in shared professional development.

Success will be measured through successful completion of due diligence, readiness for conversion and a smooth transition process with minimal disruption to pupils.

Additional Development Foci

Whole School Writing Attainment, EYFS /Year 1 Provision Development, Phonics/MTC attainment