

School Development Plan 2025-2026

Key priorities for 2025-26:

1. Curriculum:

To develop and implement an inclusive, whole school curriculum which can demonstrate a clear progression of knowledge in all core and non-core subjects across the National Curriculum.

To ensure that the curriculum has a relevant progression of skills which are taught in each subject across the school.

To establish a realistic, balanced timetable in all year groups, where the appropriate time is allocated for each curriculum area.

To develop the role of the curriculum and subject leaders including planning, monitoring and the opportunities for feedback to all stakeholders.

2. SEND Provision:

To develop a robust, efficient and effective system for creating and managing all written records relating to individual SEND pupils.

To develop the role of SENDCO and SEND support so that the school is more ready and able to deliver regular high-quality SEND provision to an increasing number of children.

To develop levels of communication between all stakeholders in relation to SEND.

To ensure that the management of the SEND budget is robust and effective.

3. Establishing 'financial security':

To engage with all stakeholders including staff, governors and the local authority to address financial concerns at Halton CC School.

To establish and develop a culture and ethos within the school, including with the children, of the importance of financial stability and how we all play a part in this.

To develop and implement a robust action plan which aims to maintain current levels of provision at Halton CC School.

To manage and empower staff who will work alongside senior leaders and governors to plan and embed financial security across the school.

These key priorities will be addressed through targets set out in this plan alongside other areas identified for development this academic year.

Long Term Aims:

To ensure that every child makes good or better progress during their time at Halton School and enjoys memorable, relevant and challenging learning experiences

To ensure that provision for every child, including those in receipt of additional funding, is planned to mitigate any barriers to learning

To keep pupil attainment & progress at least in line with County averages, and above national averages

To be able to evaluate the curriculum as outstanding and continue to encourage use of the locality and outdoor learning

To sustain the ethos of the school whilst responding to the changing educational landscape and the local need for school places

To ensure continuing school development, encouraging teachers to share good practice, reflecting on external feedback and professional learning

To manage, develop and promote Halton School as the school of choice for all catchment families including those with Pre-school pupils

To ensure that all staff have opportunities for professional development and work in a supportive and fulfilling environment.

AREA	TARGETS 2025-2026		SUCCESS CRITERIA 2025-2026	Monitoring	Budget implications
QUALITY OF EDUCATION	By July 2026 to develop and implement an inclusive, whole school curriculum which can demonstrate a clear progression of knowledge in all core and non-core subjects across the National Curriculum.		Knowledge content for all the Foundation subjects is identified with associated knowledge, skills and vocabulary clearly highlighted.	Claire Powell, Philippa Bates T&L governors	No cost for new curriculum content as Oak Academy resources are free
			Develop and embed an updated Modern Foreign Languages curriculum to incorporate new resources and to meet the needs of the school community	New subject leader T&L governors	Potential cost implication if new MFL curriculum has a subscription charge. Currently there is no cost.
			Develop and embed an updated Art curriculum to incorporate new resources, the local area and to meet the needs of each class's success criteria.	Subject leaders	Cost for resources following curriculum review
			Consolidate the offer of opportunities planned to extend the cultural capital, equality and diversity within the curriculum for all year groups.	SLT T&L governors	
			Consolidate the work achieved in previous years by embedding the school ethos and aims into the whole school curriculum.	SLT	
	By July 2026 to further develop the quality of teaching and learning in writing across the school and ensure that all pupils, including the disadvantaged & the more able, make good or better progress.		A higher percentage of children achieving Age Related Expectations at the end of the academic year. (20% for 2024/25)	P Bates (English subject leader) English governor	
			A higher percentage of children achieving Greater Depth at the end of KS2. (0% for 2024/25)	P Bates (English subject leader) English governor	
			Further opportunities developed for staff to peer moderate samples of writing throughout the year to ensure judgements are sound	P Bates (English subject leader) English governor	
			Ensure that all year groups have developed a series of writing opportunities within The Writing Journey following any changes brought about by the non-core curriculum redesign	P Bates (English subject leader)	
			Monitor and evaluate the teaching of handwriting across the school to ensure consistency and progression.	P Bates (English subject leader)	

		Monitor the teaching of grammar in each year group to ensure an appropriate level of progression is taught and evidenced in children's writing.	P Bates (English subject leader)	
		Opportunities are planned for children to "Find their voice" during The Writing Journey.	SLT T&L committee	
		The gap between the progress and attainment of boys and girls is narrowed across the whole school data for writing.	SLT P Bates C Powell (data)	
	By March 2026 to further develop the quality of teaching and learning problem solving in maths across the school	Develop more opportunities for problem solving within the mathematics curriculum for all year groups, including opportunities for practical and creative problem solving, not necessarily inclusive to the daily maths lessons	C Powell (Maths) SLT Maths governor	
		Develop opportunities for parental support and guidance with mathematical concepts and processes	C Powell (Maths) SLT	
		The gap between the progress and attainment of boys and girls is narrowed across the whole school data for maths.	C Powell (Maths) SLT Maths governor	
	By July 2026 to further develop and embed the opportunities for outdoor learning activities across the school and in all areas of the curriculum.	Where appropriate, to continue to plan outdoor learning opportunities across the school.	Jen Lambie Colin Horsfield	PTA donations currently at £10,000. To be used for playground redevelopment – play times, Forest School and outdoor learning all to benefit.
		To continue to develop the outdoor learning environments to enable a wider variety of opportunities for all pupils throughout the year.	Jen Lambie Colin Horsfield Mike Williams (Out2Learn)	PTA donations currently at £10,000. To be used to fund project
		To embed outdoor learning as part of our strategy to address pupil well-being.	Colin Horsfield Mike Williams (Out2Learn)	Mike Williams cost £9,000 per year. Currently funded by donations from Lionel Abel Smith trust
	By March 2026 to ensure a consistent approach to the teaching of phonics has been	'Twinkl Phonics' scheme ensures that daily phonics sessions in EYFS and KS1 are well planned and skilfully executed to ensure all children make at least expected progress.	JD / JSK (Phonics leads)	Twinkl phonics subscription: £1350 per year

	maintained across the Early Years and Key Stage 1		Appropriate interventions are planned and delivered for children in Year 2 who did not achieve the required standard in the Y1 Phonics check and who have difficulty retaining or implementing their previous phonics teaching.	JD / JSK (Phonics leads)	No additional cost as interventions have no additional subscription fees
			80% of Year 1 pupils achieve the expected score in the Year 1 phonics check.	JD / JSK (Phonics leads) Y1 staff	
			In line with 'Twinkl Phonics', timely and accurate assessment of phonic knowledge and skills ensures progress in phonics can be accurately assessed in order to aid future learning.	KS1 class teachers JD / JSK (Phonics leads)	No additional cost as interventions have no additional subscription fees
			To plan and deliver phonics workshops for parents in Reception and Key Stage 1.	JD / JSK (Phonics leads)	
			To engage with children and parents to increase the number of EYFS and KS1 children regularly reading at home.	SLT Class teachers SENDCO Philippa Bates to monitor T&L governors	£500 received from Lionel Abel Smith Trust to purchase reading material for children.
	By March 2026 all subject leaders have an in-depth understanding of their new subject and the curriculum design.		Subject leaders have taken responsibility for planning and sequencing curriculum design, content and assessment within their area of responsibility.	Class teachers T&L governors	
			Regular opportunities for monitoring and evaluating the teaching and learning in each subject are planned in to the school calendar.	SLT Class teachers T&L governors	
			Core subject leaders work alongside link governors to monitor and evaluate their subjects for the Teaching & Learning committee.	SLT T&L governors	
			Foundation subject leaders work alongside Teaching & Learning committee and senior leaders to provide accurate information regarding the monitoring and evaluation of their subjects.	SLT Subject leaders T&L governors	
			Develop opportunities for pupil voice in all subjects.	Colin Horsfield Subject leaders	
	By December 2025 to ensure that effective formative assessments are consistently used to accurately identify progress and attainment in		Formative assessment opportunities are detailed within planning for all subjects and consistent across the classes within each year group.	Class teachers Claire Powell (assessment lead)	Cost of new assessment papers
			Develop adapted assessment process for SEND pupils in reading, writing and mathematics to allow for greater clarity in progress made.	SENDCO	

	all subjects, incorporating any changes to curriculum content				
	By March 2026 to consolidate the opportunities all children have to 'find their voice' within the curriculum subjects		All teachers plan for regular opportunities in class for children to develop their oracy skills	Class staff SLT Philippa Bates	
			Opportunities for drama-based activities are planned, when appropriate, across the curriculum.	Class staff SLT Philippa Bates	
			The school promotes and celebrates the importance of 'finding your voice' within the context of the curriculum.	Class staff SLT	
	Early years targets (Reception and Pre-school)		To increase opportunities for children to develop their fine motor skills across the school day	All EYFS staff	
	By July 2026:		To continue to develop and improve writing provision across the early years	All EYFS staff	
			To increase the number of children achieving the prime area of Physical Development	Reception staff	
BEHAVIOUR AND ATTITUDES	By July 2026 to continue to improve levels of attendance and punctuality across the school in line with government expectations and guidance		Whole school attendance will be at least 95% (<i>93.6% last academic year</i>)	HT Family Support Coordinator	
			School regularly communicates with all stakeholders with regards the importance of high attendance	HT Family Support Coordinator Class teachers	
			School works with families to ensure pupil attendance is in line with government expectations	HT Family Support Coordinator	
			Persistent absence is reduced. Targeted support in place for families where children have missed or are in danger of missing at least 10% of school (<i>19 children with attendance less than 90% last academic year</i>)	HT Family Support Coordinator	
			Persistent absence is addressed in line with government guidance, particularly regarding children missing 10x sessions of school or more.	HT Family Support Coordinator	
			Targeted support in place for families where children are absent from school due to conditions such as EBSA is sustained regardless of funding	SEND Family Support Coordinator	SEND to research alternative funding sources to replace

					HNBF as Exceptional Funding is so difficult to apply for
			Concerns regarding attendance or punctuality are effectively managed between school and parents, including for school refusal, Pupil Premium and SEND.	HT SENDCO Family Support Coordinator	
			High attendance is regularly celebrated with all stakeholders	HT Parent Forum	
	By July 2026 children have a greater understanding of 'misinformation' and 'disinformation' and the impact of these within our community and in the wider world		Children are taught specifically about the risks of misinformation and how to act in situations where misinformation is evident.	SLT PSHE lead	
			Regular internet safety information shared with pupils and parents in relation to the dangers of misinformation.	HT	
	By March 2026 to ensure that there is a robust implementation of the school's behaviour management system by all members of staff		New behaviour lead monitors the strategy for behaviour across the school.	HT	
			All staff and volunteers are supported to ensure the behaviour management system is consistently applied by all teams within the school so that lessons are not disturbed by disruptive behaviour.	HT SLT	
			Robust systems in place to effectively tackle and report incidents between pupils online.	HT SLT	
			Robust systems in place to effectively tackle and report incidents between pupils involving bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline.	HT SLT	
			There is a consistent approach to communicating with parents regarding incidents of poor behaviour.	HT SLT	
			There is a clearly identifiable system in place to support Breakfast and After School Club staff in their role.	HT JF (KK Manager)	
	By March 2026 the system for rewarding positive behaviour is clear and robust		Headteacher regularly communicates with parents regarding their child's progress, attainment or specific incidents of praise.	HT	
			The use of Dojo points is reviewed to ensure the system still holds value amongst the school community.	SLT School Council Parent Forum	

			Embed the use of 'kindness labels' in celebration of kindness and tolerance	All staff	
	By March 2026 to have further developed the House System to help instil peer support across the school		There are a range of clearly identifiable systems in place to allow younger children in the school to be supported by older pupils from within their house	HT Y6 staff	
PERSONAL DEVELOPMENT	By March 2026 more pupils have the opportunity to engage in roles of pupil responsibility		Development of Lead Student roles as ambassadors for the school to engage in wider school initiatives and contribute towards pupil voice.	SLT	
			House Captains and Vice Captains engage in wider school initiatives.	SLT	
			School Council roles developed to incorporate a teaching and learning focus as well as well-being and fundraising.	JD, CA	
	By July 2026 Forest School opportunities are developed for all pupils		Outdoor learning environment developed to deliver weekly Forest School sessions	CH JL	
			All classes access regular Forest School sessions with activities linked to their own curriculum.	CH JL	
	By July 2026 all children have regular opportunities to work collaboratively with other children outside of their own year group		All classes regularly take part in activities with their 'buddy class'	SLT	
			Pupil responsibility incorporates opportunities to work beyond own year group	SLT	
	By July 2026 further activities are planned to model and facilitate the school ethos of 'finding your voice' through performance		More opportunities planned within the school year to enable the children to perform to an audience (e.g. choir concerts and rehearsed plays)	SLT	
	By December 2025 the opportunities for pupil voice have been designed and clearly communicated to all stakeholders		Pupil questionnaires are age appropriate and the feedback is acted upon	JD, CA School Council	
			School Council act as ambassadors for pupil voice and regularly meet with the Headteacher and SLT	JD, CA	

	By March 2026 all pupils have a greater awareness of how to behave appropriately and how keep themselves safe online		PSHE and Teach Computing curriculum provide opportunities to teach important messages regarding online safety.	SG, PB	
			Regular safety messages are given in Headteacher communication to parents to ensure safe practice at home.	HT	
			Regular safety messages are given in assemblies to all pupils regarding keeping safe online.	HT SLT	
			Children are explicitly taught about the risks of misinformation and what to do in circumstances where they are concerned	SLT PSHE lead	
			Internet safety website page redesigned to reflect current issues	HT	
	By July 2026 to make progress towards gaining accreditation for the Healthy Schools initiative		Our school can evidence the contribution we make to supporting pupils' health and wellbeing.	SG SLT	Full enrolment costs TBC. Initial £260 sign up fee.
			Our school is able to evidence how well we promote healthy eating and physical activity through completion of the associated self-assessment tool.	SG SLT	
			Our school is able to identify further actions to take to continue to improve our healthy living policies.	SG SLT	
	By July 2026 the provision for all service children is proactive and bespoke to individual needs		Transition package redesigned and embedded for all service pupils.	HT FSC	
			To review and develop staff roles with regards to service pupils	HT FSC	
			To improve communication between school and service families regarding the school offer and how service premium is used.	HT FSC Service governor	
			To identify opportunities to celebrate the impact of service children via local and national initiatives.	HT FSC Service governor	
			To develop the role of Service Governor	FGB	
			To develop opportunities for collaborative work between the service children in school	HT FSC Service governor	
	By December 2025 the school has identified two local		Plans in place to organise events to raise money for chosen charities	SLT	

	charities to support this academic year.				
SEND	Targets created by Lucy Barker (SENDSCO)		To ensure the sustainability of support in regard to personnel providing support in class, interventions, SALT Link, nurture groups and EBSA practices.	LB, CB CH SEND governor	
			To improve SEN attendance data and persistent lates.	LB CH, FSC	
			To continue to develop understanding of the SENDSCO role in line with national training package	LB CH	
			To develop the format and process for writing individual SSPs.	LB SEND governor	
			To ensure that the management of the SEND budget is robust and that the reporting of expenditure is accurate.	LB JM	
LEADERSHIP AND MANAGEMENT	By December 2025 the Senior Leadership Team have established their roles and are working effectively together		Headteacher and Deputy Headteacher have regular planned opportunities to meet for strategic management	CH, JD	
			All school policies and risk assessments are up to date and have been approved by relevant governing body personnel:	CH Chair of governors	
	By December 2025 communication in school remains effective and manageable		Robust system in place to allow all staff to locate any required information, e.g. policies, guides and procedures	HT	
			Separate meetings for teaching assistants and support staff are planned to allow for regular communication between staff and SLT.	CH, JD	
			Headteacher has established a robust system for regular communication with the new Pre-school manager	CH, VB	
			Induction pack for new employees is reviewed and embedded.	SLT	
	By July 2026 to ensure that the school is working towards financial stability in line with the needs of the school and local authority expectations		Finance Manager continues to complete relevant training when necessary	JM Chair of Finance	
			Deficit Action Plan completed alongside Local Authority which aims to reduce deficit forecast	CH JM Chair of Finance	
			Staffing structure allows for maintained support whilst addressing budget deficit	SLT Personnel govs	
			Opportunities for additional funding and grants are explored thoroughly and actioned where appropriate	CH JM	

		Staffing costs are in line with government expectations	CH, JM Finance govs	
		Number of classroom support hours are in line with government and local authority expectations	SLT	
		A robust system for budget monitoring and benchmarking is developed between HT and FM and the governing board, utilising recommended monitoring software as appropriate.	CH, JM Finance govs	
	By July 2026 staff attendance for particular groups has improved	Number of days of absence have reduced for MDS and TA's in comparison to 2024/2025.	CH, FSC	
		System for monitoring and recording staff absence is reviewed and developed to increase accuracy.	CH, LR, KV	
	By March 2026 performance management is consistent and effective in the development of all staff	<u>All</u> staff have opportunities to identify their own development needs.	CH, SLT	
		Regular opportunities are developed to share good practice between teaching staff and teaching assistants.	SLT	
		Opportunities available for all staff to access CPD relevant to role and personal targets.	SLT	
	By July 2026 to ensure the workload associated with teaching is effectively distributed throughout each term in order for teachers to feel less overloaded by their role.	Opportunities maximised for teachers to complete specific additional tasks within staff meetings or school time.	SLT	
		Regular opportunities to address staff well-being are planned and delivered.	CH	
		Staff surveys regarding well-being are distributed each academic year.	CH	
	By March 2026 the school has robust systems in place to manage all requirements for Health & Safety	Relevant school staff have completed Health & Safety training relevant to their role	CH PHS committee	
		New governor appointed with responsibility for Health & Safety	FGB	
		Caretaker roles and responsibilities are carried out by a newly appointed caretaker or other staff in school	CH PHS committee	
		A robust log is maintained of all Health & Safety requirements of the school including any checks, training logs and meeting minutes.	CH PHS committee	
		Site security has been reviewed and improved where necessary.	CH PHS committee	

	By July 2026 the SLT have a greater understanding for the potential uses of A.I.as a tool for working		• Senior leaders investigate the potential uses for A.I. in school in relation to teaching and learning	CH SG (Computing) Richard Ablitt	
			• Senior leaders and school staff have a greater awareness of the risks linked to A.I.	SLT	
	By December 2025 the school has fulfilled government expectations for sustainability planning		• A sustainability lead has been appointed from within the staff team.	CH	
			• In line with expectations, the school has created a Climate Action Plan (CAP)	CH	
Governors	Targets for Governing Board for this academic year as agreed in FGB September 2025				

Subject specific targets can be found in subject leader files. These to be reviewed on a termly basis.