

Blossom Federation

Daubeney, Sebright and Lauriston



School Development Plan

2025 - 2026

School Development Plan

2025 - 2026

Contents

1. School Development planning process
2. School Development Priorities
3. School Development on a Page
4. School Development Priority (SDP1) 1 To ensure the consistency of teaching and learning
5. SDP 2 To implement whole school speech and language strategies
6. SDP 3 To further develop the whole school writing journey
7. SDP 4 To enhance Foundation subjects' assessment
8. SDP 5 To strengthen the culture of 'Belonging'

Sebright School

The School Development Plan Process 2025-2026

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. This self-review and evaluation is part of our ongoing school Development cycle and helps us to devise the 'School Development Plan' or SDP.

The SDP runs in alongside the academic year from September 2025 – July 2026. You will be familiar with the process by now, but throughout the year there will be updates about our progress on the School Development Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute, as of course are the children.

Other areas which contribute to the School Development Planning Process:

- school data and assessment indicators
- key under performing groups
- trends and suggestions from our stakeholder questionnaires
- objectives as set by Hackney Education
- issues which have arisen from our own monitoring of teaching and learning
- our own strategic direction for the school e.g. Forest Schooling etc.

The plan is then formulated using this information. The purpose of the School Development Plan is to review and evaluate the impact of the previous year's developments, identify key areas for school Development and to outline the action to be taken in key areas.

Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to Governing Body committees:

- The Curriculum and Standards Committee monitors curriculum related matters. Subject Leaders may make presentations to the committee and the termly report updates governors on the progress made in these areas. There are governors with areas of responsibility such as English, Maths and Safeguarding. These governors are asked to make a visit to the school to meet with leaders and to present a short report about their visit to the Committee.
- The Finance & Staffing Committee monitors staffing and personnel decisions. They review the links between School Development, Continuous Professional Development (CPD), Teaching and Learning and pay as part of a rigorous appraisal circle.

The Executive Head Teacher and Heads of School will meet with the Local School Committee chairs and Chair of Governors to share the planning stages of this document, their ideas and developments.

School Development Planning 2025-2026

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process & Initial discussions	Summer 1 / Summer 2	Robin Warren	HoS Meeting Senior Leadership Meetings	May/June 2025 onwards
Federation SLT Meeting to outline process and initial areas for focus	May 2025	Robin Warren	Federation SLT Meeting	Summer 2025
Children's Questionnaire circulation	May & June 2025	Jennifer Roberts Sophie Elliott / Ian Lovette Ebony Lester	SLT Meeting	June 2025
Staff Questionnaire circulation	June 2025	Robin Warren	SLT Meeting	June 2025
Parents & Carers Questionnaire circulation	June 2025	Robin Warren Heads of School	SLT Meeting	June 2025
Collating information for planning of SDP	July 2025	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2025
Analysis of EYFS, Phonics, SATS and MTC Data to inform priorities	July 2025	Assessment Leads	SLT Meetings	July 2025
Deciding priorities and aims within SDP	July 2025	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2025
Drawing up outline draft SDP action plans	July 2025	Senior Leadership Teams	Senior Leadership meetings	July 2025
Current SDP Evaluated and summary report completed	July 2025	SDP Nominated Lead	Senior Leadership Meetings	July 2025

Meet with Local School Committee chairs	July 2025	Robin Warren Heads of School Local School Committee chairs Chairs of Governors	LSC's in Autumn Term	July 2025
Other In-Year Data analyses to inform final draft	July/August 2025	Assessment Leads	Senior Leadership Meetings	August 2025
Draft Ready to inform September INSET SDP Presentation	August 2025	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2025
SDP Headlines communicated to staff, parents and Governors	September 2025	Robin Warren (Federation wide) Heads of School	SLT's	Sept 2025
SDP Objectives published in all school communal areas	September 2025	Heads of School	SLT's	19th Sept 2025
Edit from any feedback	September 2025	Nominated Member - SLT	Senior Leadership Team	29th Sept 2025
Producing and circulating written plan to staff and governors	September / October 2025	Nominated Member of SLT	Staff INSET GB Meeting	September / October 2025
Subject Leader/Team Action Plans	October 2025	Heads of School	SLT's	Half Term
SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	24th October 2025 12th February 2026 26th June 2026	Robin Warren & Nominated Member of SLT	EHT	Termly 24th October 2025 12th February 2026 26th June 2026
SDP Review	Termly	Heads of School Nominated Member of SLT		Termly

Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term
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School Improvement Indicators

<i>School Data & Assessment</i>	<i>Teaching & Learning</i>	<i>Staffing</i>
SEND 22% with 6% EHCP – last Census information. This has increased. EYFSP 71% of children reach a Good Level of Development Phonics (Year 1) 86%, average score of 34.2%; (Year 2 retakes 38% Year 6 Results • RWM Expected 75%; GD 11% • Reading EXS 84%; GD 30% • Writing EXS 80%; GD 29% • Maths EXS 79%; GD 29% • GPS EXS 75%; GD 34%	Improve the teaching and learning for writing, including spelling, grammar and handwriting. Make writing more engaging for children from Nursery to Year 6. Continue use Revise the assessment process for the foundation subjects including science. Ensure that children are developing strong speech and language skills and that children with Developmental Speech Disorder make good progress.	Staff are committed to the school and retention is very good. We have ECT 2 who have reported how well they have been supported over the two years. We have 2 ECT 1 (Reception Class and Year 4) and 1 ECT (Year 1 Class) 10 teachers are on the UPS scale.
<i>Questionnaires</i>	<i>Other</i>	<i>School Diversity - Belonging</i>
Parents have shown their support for the school and about 70 parents filled in the OFSTED questionnaires. Parents have also completed school based questionnaires. Parents comments: • Children feel safe and cared for at Sebright. • Bullying is not tolerated and is handled well by	OFSTED – we are very proud and extremely happy with the result of our OFSTED visit on 9th & 10th July 2025 – we remain outstanding. See full report here: 100240_1.pdf	Whole school cohort is 434. We have children and families from lots of different ethnicity with these as the top percentage: • 17% Bangladeshi, • 15% English/Scottish/Welsh, • 12% mixed heritage, • 9% African,

staff. • My child loves school and going on all the trips. • Stay and Play is amazing, and my children enjoy staying after school. • The teachers and staff take care of the children and their parents.		• 9% Turkish/Kurdish/Cypriot • 4% Caribbean. Gender mix is 50% for male and female. FSM – 45% EAL – 41% We must make sure that everyone feels they belong at Sebright.
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School Development Priorities Poster

As an outstanding school, we are always looking for ways to improve to make sure everyone at Sebright develops by unlocking brilliance through creative learning.



Here is what we are focusing on this year:

1. Ensure the consistency in teaching and learning across the school.



We want to be challenged across all areas of the curriculum.

2. Implement whole school speech and language strategies.



We want to be able to understand and use interesting words.



3. Develop the whole school writing journey.



We want to be excited about our writing.

4. Enhance Foundation Subjects' assessment.

We need to know our next steps in all subjects.



5. Strengthen the culture of 'Belonging'.



We want to feel safe and know that we are cared for by everyone.



2025 - 2026

This document outlines how all leaders will work towards achieving our *School Development Priorities* and the actions to achieve them. Each of these priorities are allocated CPD/INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g.

Hackney Education SIP Process, Hackney Education SRAS Process, Internal monitoring of teaching and learning, feedback from subject leaders, cross federation development work etc.

The School Development priorities (SDP) for the academic year 2025 - 2026 are:

1. *To ensure the consistency of teaching and learning (challenge)*
2. *To implement whole school Speech and Language Strategies*
3. *To further develop the whole school writing journey*
4. *To enhance Foundation Subject Assessments*
5. *To strengthen the culture of Belonging*

School Development Priority 1

1. *To ensure the consistency of teaching and learning (challenge)*

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
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Children report in questionnaires and during discussions that they are not being challenged enough in lessons. In school data shows that the percentage of greater depth children is decreasing across Y2 – Y5. Children that are working towards expected standards are not making rapid progress to close gaps.	Some children report that they are challenged at times. Teachers use challenges in maths.	Action 1: Amend and implement the cycle of observations and support Action 2: More structured pupil voice Action 3: Challenge to be evident across all subjects – within Quality First Teaching and extension Action 4: Teachers and LSAs challenge children to extend their knowledge, understanding and skills in every lesson.
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<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
1. Change the observation & monitoring process	SLT to finalise process Observation schedule agreed Observation pairs agreed and scheduled	All teachers deliver consistently good or better lessons Children make good or better progress Teachers build on knowledge, understanding and skills so that children who are at expected or greater depth feel challenged.	
2. More structured pupil voice with subject leads	Subject Leads follow half termly template for meeting teams, including discussion regarding challenge in lessons	Debate of the week – extending pupil language; timetabled and expectations Children talk about being challenged in lessons and enjoying lessons.	
3. Define challenge – what does this look like for Sebright?	CPD to explore challenge – what is happening already and how do we make sure we have a toolkit for challenge	Challenge can be seen in children's books during observations and monitoring.	

	Revisit 'Growth Mindset' with adults and children. Revisit AfL strategies to ensure that all children are challenged.		
4. Teachers and LSAs challenge children to extend their knowledge, understanding and skills in every lesson.	Quality First Teaching – identifying children who are EXS and could be challenged so that they achieve GD and children who are WTS achieve EXS. Teachers refer to curriculum progression documents to develop planning that challenges all children. PPM focuses on teachers knowledge of their children and on how to challenge children to make accelerated progress. Challenge and extension questions are always available for children. The language of challenge is explicitly reinforced by teachers and understood by children.	Data reflects higher % of GD in line with Hackney average, and more children move from WTS to EXS Children can talk about how they are being challenged in lessons.	

School Development Priority 2

To implement whole school Speech and Language strategies

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
A new alternative provision has opened at Sebright for Development Language Disorder (the meadow) and we would like Sebright to develop into a school for speech and language.	The Meadow (ARP) open as of September 25 Currently allocated 3 children and 1 class teacher/ SALT Daily Literacy/ Reading lessons using the ten	Action 1: Provide effective CPD for all staff to incorporate speech and language techniques in classrooms.

Therefore, we need to have effective and consistent reinforcement of speech and language teaching and learning in every class.	identified speech and language strategies. Speech and language therapist working with children to assess and develop strategies and interventions. Specialist teacher working with children and adults from across the school to support interventions.	Action 2: Shape coding is introduced and used across the school building on the existing Colourful Semantics work. Action 3: Identifying individual pupils that require specialist support Action 4: Children use language to express themselves and contribute to class discussions.
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<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Provide effective CPD for all staff to incorporate speech and language techniques in classrooms.	Moorehouse introduce the 10 S&L strategies Follow up CPD with teachers Follow up CPD with LSA Whole school learning walk/observations in class using the identified strategies A theme for the teachers' appraisal action research project.	All staff using the 10 S&L strategies consistently and effectively To ensure effective Speech and language strategies are understood and implemented across the school. Children are making progress against their targets.	
Shape coding is introduced and used across the school building on the existing Colourful Semantics work.	Training for Gabby followed by Y4, Y3, etc Visuals to be shared with all staff and adjustments to displays made. Whole school book looks show that children are using the strategy as and when needed.	All staff fully understand and are implementing shape coding All displays to reflect shape coding across the school The books and flipcharts/ planning to show the use shape coding	

Identifying individual pupils that require specialist support	Identify specific SaLT outcomes for pupils and ensure measures are in place to support the pupils needs. Regular assessment and monitoring of pupils outcomes (PPM and SEND Reviews) Provision maps are updates Regular planning meeting with external professionals	Children are taking part in specific speech and language interventions. Improvement in language structure is observed during lesson observations and children's discussions.	
Action 4: Children use language to express themselves and contribute to class discussions.	Exposure to language across the curriculum. Supporting children to speak in expanded sentences. Adults model good language use for children	Children can use subject specific language in sentence. Adults are speaking clearly in complete sentences.	

School Development Priority 3

To further develop the whole school writing journey

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
Writing outcomes are not as robust as reading outcomes. A proportion of children are disengaged during writing. Writing is a multilayered process, and children find handwriting, grammar and spelling difficult. Therefore, do not have the capacity to write fluently.	Fine and Gross motor development Handwriting Spelling Termly editing week Writing based on books during 'book fortnight'	Action 1: CPD for staff to ensure writing is engaging and staff have high expectations. Action 2: Develop and extend the use of Story Dough and Drawing Club across EYFS & Y1

Make the writing process more engaging for children so they are excited about writing.		Action 3: Interesting topics and books are used to base writing genres on. Action 4: SPaG sessions reintroduced across years Y2 - Y6 Action 4: Action 5: Publishing books for two week writing genres Action 5: Children publish books at the end of the two weeks writing cycle.
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<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: CPD for staff to ensure writing is engaging and staff have high expectations.	Staff introduction to new spelling structure and expectations Teachers following modelled flip charts provided by literacy lead Literacy lead attending CLPE training course sharing outcomes with staff Writing is based on interesting and engaging books. Weekly spelling lesson with rules explicitly taught Weekly spelling tests and termly assessments Book monitoring Whole school learning walks	All children will have made improvements in spelling from starting points in the year. Children will be aware of spelling rules to help with the spelling of words. Blossom phonics/spelling for Y1 and Y2	
Action 2: Develop and extend the use of Story Dough and Drawing Club across EYFS & Y1	Children become excited by writing. Children want to write and develop their language for writing.	Accelerated progress in writing from Nursery – Year 1.	

Action 3: Interesting topics and books are used to base writing genres on.	Children are writing more during sessions. Children are using more engaging language in their writing.	Children report that they enjoy writing. Children's writing improves rapidly over time.	
Action 4: SPaG sessions reintroduced across years Y2 - Y6	Year groups following given SPAG roadmap by literacy lead Year groups timetabling a 15–20-minute lesson of SPAG in a week. Grammar for writing is used when teachers are demonstrating writing. Spelling Bee introduced for children in Y3 – Y6.	Children will be familiar with grammar terminology Children will be applying grammar skills across writing in the curriculum Teachers mark and use gap analyse of the tests (Y3 – Y6) to personalise the teaching and learning for each child. Grammar scores will improve across the year. Termly spelling assessments show progress.	
Action 5: Children publish books at the end of the two weeks writing cycle.	Engaging 2 week writing cycle provided by literacy lead as guidance Introduction of a 'revision, drafting' and 'publishing stage in writing cycle Weekly editing focus in revision stage Introduction of publishing books (years 3-6)	Children's engagement and stamina for writing increases. Children's strategies for editing improve.	

School Development Priority 4

To enhance Foundation Subjects Assessments

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
The Curriculum Team identified that we need a way to allow children to express their knowledge, understanding and skills during a writing task. Currently we test knowledge and understanding more than subject specific skills. Children's learning is reflected in floor books.	Quick quizzes Check-its Trial of End of unit assessment	Action 1. Subject leads build on their understanding of assessment in Foundation Subject, including Science. Action 2: End of unit assessments are introduced across KS1 and KS2. Action 3: Evaluation of assessment process.

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1. Subject leads build on their understanding of assessment in Foundation Subjects, as well as Science.	Subject leaders investigating how other schools who use floor books assess individual children.	Plan is developed to introduce new individual assessments.	
Action 2: End of unit assessments are introduced across KS1 and KS2.	CPD for Year 1 – Year 6 teachers is delivered to embed end of unit assessments. Teachers have access to a range of assessments for individual children.	Teachers use the tasks identified to assess individual learning. Next steps are identified for each child.	
Action 3: Evaluation of assessment process.	CPD session at beginning of spring term and summer term to assess the process. Subject leads review the assessments of individual children alongside the floor books.	The process is tweaked to ensure that it meets the needs of the children. Next steps are identified for each child.	

School Development Priority 5

5. To strengthen the culture of Belonging

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
The school has a very diverse community speaking many different home languages. A high number of children have joined the school due to the closing of another local school. When children and families feel that they belong they feel safe and will engage in education.	Pupil teams have been introduced. All children are given a role or responsibility in most classes. Friends of Sebright (parent support group) has been developed and support events and raise money for the school.	Action 1: Embed Pupil Teams Action 2: Improving Pupil Voice Action 3: Incorporated events that reflect our community Action 4: Every child is encouraged to take on a role of responsibility in class.

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: Embed Pupil Teams	- Subject leads create pupil teams - Mental Health Team, Ambassadors, School Council and Peer Mediators established. - Teams meet at least once a half term.	Pupil teams deliver an assembly at least once a year. Children express that they feel safe and valued in questionnaires.	
Action 2: Improving Pupil Voice	- Amending the monitoring schedule to ensure that pupils contribute their views regarding teaching and learning. - Pupil teams feedback children's views during team meeting. - Representatives of different teams meet with the governors of the local committee.	Questionnaire created by pupil teams. Questionnaires/surveys distributed, feedback analysed and pupil team create summary of responses. Pupils feedback to subject leads/SLT. Governors meet with representatives of the different	

		teams.	
Action 3: Incorporated events that reflect our community	- Working with 'Friends of Sebright' to gain feedback from the community as to their preferences for events - Scheduling new events to incorporate the diversity within our families. - Half termly coffee mornings	Questionnaires completed by parents from all sections of our community Termly events which reflect our community and bring the different groups together. Increased number of responses from 70 parents to 100 parents. Friends of Sebright Webpage reflects the events and community.	
Action 4: Every child is encouraged to take on a role of responsibility in class.	Teachers discuss and give each child a role or responsibility in the class.	Children take responsibility for their environment. Children express that they feel valued and have a role at Sebright.	
Action 5: The Belonging Project	Staff training to support World Book Week Tasks	Children complete a number of tasks to encourage children to share their story	