Perton First School



School Development Plan

2026 – 2027

Our Vision and Values

Our vision is to create a school that unlocks the potential of every child. Our school is a special place, where children are happy, safe, valued and nurtured. We inspire a love of learning through creativity, challenge, wonder and fun.

We dream, we believe, we achieve

Our values

Be Positive, Be Kind and Respectful, Be Proud

Our School Development Plan (SDP) is a pivotal document in the life and activities of our school. It focuses on the achievement and wellbeing of pupils through leadership and governance, attendance and behaviour, curriculum and teaching, inclusion, personal development and wellbeing and Early Years. There are many strands to what we do.

The SDP anchors those strands within a context – that of maintaining and consolidating what is successful and building upon it to generate further success for our school, our staff and our pupils. It generates a sense of purpose and direction and is used to prioritise actions in order to use staff development time effectively so that it has the most impact on our children.

All staff and Governors are involved in its creation. All share in the forward movement of our school, helping to create a positive and shared climate for improvement and achievement at Perton First School.

Headline priorities and rationale for 2026-27

	Headline objectives	Rationale
Priority 1: Curriculum & Teaching	Secure foundational excellence by driving progress through oracy, mastery maths, and Literacy precision	This strategic priority is built on the premise that academic ambition is only possible when pupils possess the foundational fluency required to access a challenging curriculum. By focusing on the core pillars of oracy, mathematical mastery, and literacy precision, we aim to systematically remove the cognitive barriers that prevent pupils from achieving their full potential.
Priority 2: Attendance & Behaviour	Promote a positive and supportive school environment that encourages excellent behaviour, positive attitudes, and high attendance for all pupils.	A positive and supportive school environment is crucial for learning. Our target champions excellent behaviour, positive attitudes, and high attendance because these foundations enable every pupil to feel secure, engaged, and ready to learn. By fostering this culture, we empower all children to thrive academically and personally.
Priority 3: Inclusion	Cultivate a culture where staff use evidence-informed adaptive strategies to remove barriers to learning, fostering an environment where inclusion is the default, not the exception	An inclusive environment is essential for every child's success. Our target ensures all pupils, including those with SEND and protected characteristics, receive tailored support. By fostering a truly inclusive school, we enable every child to feel valued, belong, and achieve their full potential, creating equitable opportunities for all.
Priority 4: Leadership & Governance	Ensure high-quality leadership that secures school improvement, rigorous safeguarding, operational compliance, and long-term strategic sustainability.	Effective leadership and governance are the bedrock of our school's success. This target ensures we drive improvement, uphold safeguarding, maintain high health and safety standards, and strategically plan for the future. Strong oversight is vital for a secure, thriving learning environment and continuous progress for all.
Priority 5: Personal Development & Wellbeing	Promote the personal development and wellbeing of all pupils and staff, fostering character, social and emotional learning, and a positive school culture.	This priority focuses on personal development and wellbeing for all pupils and staff. By fostering character, social and emotional learning, and a positive school culture, we will ensure everyone feels supported, valued, and resilient. This holistic approach is crucial for fostering a happy, healthy environment where individuals can truly flourish and achieve their best.
Priority 6: Early Years	To embed a rigorous communication rich curriculum that enables children to achieve a good level of development.	To secure foundational excellence, we prioritise oracy and language as the critical gateway to all learning, accelerating the prime areas of development to ensure children achieve a Good Level of Development (GLD).

Action plans for 2026-27 priorities

Priority 1	**Curriculum & Teaching**			
Key Focus	**Secure foundational excellence by driving progress through oracy, mastery maths, and Literacy precision**			
Objective	**Actions**	**Led by**	**Resources**	**Success criteria**
Embed a whole-school oracy culture that expands vocabulary and empowers pupil articulation.	• Implement consistent "Oracy Routines" (e.g., "Talk Partners," "Sentence Stems," "Full Sentence Answers") in every lesson. • Develop a school-wide vocabulary spine (Tier 2/3 words) mapped across the curriculum.	English Lead	Time for moderation Voice 21 EEF (Alex Quigley) National Literacy Trust	• Consistent use of established oracy routines throughout school. • Learning walks evidence increased confidence in articulating ideas using academic vocabulary. • Disadvantaged pupils make accelerated progress in maths and English.
Secure mathematical fluency and deepen maths mastery across the school.	• Establish a "Daily Fluency" 10-minute session focused exclusively on times table recall and number bonds. • Enhance use of "Concrete-Pictorial-Abstract" (CPA) sequences in all planning to ensure mastery. • Regularly review pupils' work to ensure consistent challenge and accurate feedback. • Use RADY framework tracking to monitor the progress of disadvantaged pupils.	Maths Lead	Maths Hub Mastery CPD	• 70% of Y4 pupils meet or exceed national expectations in the MTC. • Pupils' work demonstrates a clear progression from conceptual understanding to complex reasoning. • Teachers demonstrate consistent use of mastery teaching.
Automate the mechanics of writing (handwriting and spelling) to liberate creative composition.	• Maintain fidelity to Penpals handwriting scheme and Mrs MacTivity spelling scheme alongside Bug Club. • Implement "Precision Writing" sessions: daily, short-burst sessions focused on letter formation and spelling accuracy. • Apply a "No-Excuses" spelling policy for core vocabulary in all lessons. • Use RADY framework tracking to monitor the progress of disadvantaged pupils.	SLT English Lead	CPD Spelling scheme Writing grids Core vocabulary	• Pupils demonstrate improved legibility, fluency, and speed in extended witing tasks. • Spelling accuracy in independent writing increases. • Book looks show pupils using more ambitious vocabulary and structure as a result of lower cognitive load during composition. • Vocabulary mats available for all pupils.

Priority 2	**Attendance & Behaviour**			
Key Focus	**Foster a positive and supportive school environment that promotes excellent behaviour, positive attitudes, and high attendance for all pupils**			
Objective	**Actions**	**Led by**	**Resources needed**	**Success criteria**
Embed a consistent, relational approach to behaviour that prioritises regulation and respect.	• Ensure all staff consistently follow the Restorative Behaviour Policy and focus on "Relational Practice" (de-escalation, restorative conversations, and clear, predictable consequences). • Focus on specific praise for effort, kindness, and resilience.	SENCO AHT	CPD Resources for emotional regulation, ELSA trained staff	• Reduction in the number of recorded behaviour incidents. • Pupils report that they feel safe, listened to, and fairly treated. • Staff consistency in applying the behaviour policy is evident during learning walks and at lunch time.
Maintain high attendance fostering a school culture that pupils are eager to be part of.	• Continue a welcoming start to the day, ensuring that even pupils with high anxiety feel secure from the moment they arrive. • Ensure children's wellbeing needs are prioritised and emotional needs are met.	SLT All staff Lunchtime Team	EP resources VIP SLA Little Heroes resources	• Maintain positive attendance data through a culture of belonging. • Reduced "Transition Friction": A measurable decrease in the time it takes for a class to settle into their first learning activity of the day. • Enhanced Emotional Readiness: Learning walks show that pupils feel "calm and ready to learn" within the first 10 minutes of the school day.
Minimise sensory and emotional barriers to learning.	• Review the physical learning environment to ensure it is "regulation-friendly" (e.g., uncluttered displays, quiet zones, clear visual timetables). • Deliver staff CPD on trauma-informed practice and emotional regulation to ensure adult responses are consistent and calm. • Establish "Regulation Routines" in every classroom (e.g. Brain Breaks, sensory movement, check-in zones) to ensure pupils are ready to learn.	SLT All staff	CPD Good Morning Club resources Zones of Regulation resources Sensory circuit EP CPD	• Observational evidence of increased pupil engagement and ability to self-regulate. • Staff report feeling more confident in managing challenging emotional presentations. • Learning environments consistently support pupil focus and minimise distraction.

Priority 3	Inclusion			
Key Focus	**Ensure an inclusive environment where all children thrive.**			
Objective	**Actions**	**Led by**	**Resources**	**Success criteria**
Enhance APDR (assess, plan, do, review) systems	• Develop the use of screening tools, interventions and learning grids to track developmental continuums.	SENCO	EPATT Numberstacks Zones of regulation Blank's Questions Tracking grids	• Staff have a clear understanding of starting points and progression of interventions for individual children. • Children know their specific learning targets. • Interventions are precisely matched to pupils' needs.
Develop quality first teaching for all	• Develop a quality first teaching checklist • Further develop evidence based strategies • Utilise practical scaffolds throughout school • Embed adaptive teaching for children with EHCPs • Embed Rosenshine's instructional principles throughout school	SENCO	CPD	• Learning walks demonstrate that the core elements outlined in the checklist are visible across all classrooms. • CPD embeds proven cognitive science strategies. • Book looks and data reflect accelerated progress. • Teachers consistently deploy concrete manipulatives, visual aids, and writing frames to reduce cognitive load. • Target outcomes and provision from EHCPs ensures adaptive scaffolding matches individual learning needs. • Assessment data and provision map tracking demonstrate that pupils with EHCPs achieve strong, measurable progress against their specific personal targets. • Lessons consistently feature core Rosenshine principles, including daily review, clear chunking of new material, guided practice, and independent application.
Ensure all voices are heard	• Co-produce ISPs with parents, children, teachers and Teaching Assistants to ensure that everyone's views are considered • Use professional advice to develop targets • Ensure targets are SMART	SENCO Teachers TAs	Time	• ISPs reflects contributions from parents, children, teachers, and Teaching Assistants. • Recommendations from external specialists are explicitly built into the target-setting process. • All ISP targets are Specific, Measurable, Achievable, Relevant, and Time-bound, enabling clear tracking of pupil outcomes

Priority 4	**Leadership & Governance**			
Key Focus	**Ensure high-quality leadership that secures school improvement, rigorous safeguarding, operational compliance, and long-term strategic sustainability.**			
Objective	**Actions**	**Led by**	**Resources**	**Success criteria**
Maintain a culture of vigilance where safeguarding is proactive, integrated, and fully compliant.	• Maintain collaborative, supportive record-keeping on MyConcern. • Regular safeguarding briefings to ensure staff are confident in recognising and reporting concerns.	DSL	Time	• Compliance in safeguarding audits. • Staff survey results indicate high levels of confidence in the school's safeguarding culture. • All safeguarding concerns are followed up, documented, and closed with clear rationale, meeting statutory guidance.
Ensure strategic governance which focuses on long term direction and accountability.	• Governors maintain a strategic approach, working with SLT to drive school improvement. • Governors complete appropriate training & attend meetings. • Governors utilise documents supplied prior to meetings to frame challenging and supportive questions.	CoG HTs	Governor Hub Time CPD	• Governors uphold a strategic approach in meetings and discussions, providing challenge and support to SLT. • Governor attendance at all governor meetings is high and all governors complete required reading and training within agreed timescales.
Maintain robust approach to health and safety.	• Utilise OPAL RAPID risk-benefit assessments. • Encourage children to report H&S concerns and discuss at school council meetings. • PTFA to create risk assessment for all events. • SLT to attend H&S training	HTs, SLT,OPAL Lead, PTFA Chair	Time	• Consistent pattern of identification and resolution of hazards. • Staff demonstrate a confident and consistent application of the OPAL RAPID framework in outdoor learning environments. • Children are supported to manage their own risks, leading to increased physical confidence and active play engagement.
Focus on succession planning	• Implement a "Leadership Roadmap" that distributes responsibility, ensuring stability and professional growth across the leadership team.	HTs	Time	• The leadership team demonstrates clear succession planning and collective ownership of school improvement priorities.

Priority 5	Personal Development and Well-being			
Key Focus	**Systematically enrich pupils' life experiences while sustaining a resilient, valued staff team through targeted wellbeing initiatives.**			
Objective	**Actions**	**Led by**	**Resources**	**Success criteria**
Further enhance cultural capital experiences	• Create a progressive mapping document that ties specific cultural experiences—such as theatre visits, museum trips, musical performances, and community engagements—directly to core curriculum themes so learning is deepened. • Forge active links with local libraries, historical sites, environmental groups, and businesses to ensure every child regularly interacts with the wider community and experiences diverse real-world contexts. • Expand our calendar of visiting specialists, authors, artists, and scientists to ensure all children benefit from diverse perspectives, live performances, and inspiring hands-on workshops right on site.	PSHE Lead HTs	Time PP Funding	• A completed, sequenced map clearly links planned theatre visits, museum trips, performances, and community engagements directly to core units of study across all year groups. • Book Looks and classroom practice shows that teachers effectively draw upon these cultural experiences to enrich lessons and deepen pupils' conceptual understanding. • Formalised and active partnerships are set up with a range of local organisations (e.g., libraries, historical sites, businesses) integrated into the school calendar. • Pupils participate in regular out-of-school community interactions or real-world contexts, ensuring no demographic or SEND group misses out. • A diverse annual schedule of visiting experts, authors, artists, and scientists is successfully delivered, giving every year group direct experience of live performances and workshops.
Maintain proactive approach to staff wellbeing:	• AHT continue to lead on staff wellbeing. • Distribute staff wellbeing MS Form for feedback. • Remind staff about clear, healthy boundaries across the school community and actively encourage staff to disconnect and recharge. • Continue meaningful, regular opportunities to recognise hard work, share successes, and foster a warm, appreciative school culture where every team member continues to feel valued and supported.	AHT (KJ) HTs	Time	• Feedback demonstrates a high level of staff reporting positive perceptions of their wellbeing. • Staff have support and a voice which is valued.

Priority 6	Early Years Provision			
Key focus	**Embed a rigorous communication rich curriculum that enables children to achieve a good level of development.**			
Objective	**Actions**	**Led by**	**Resources**	**Success criteria**
Embed explicit oracy and vocabulary instruction.	• Staff to model high-level vocabulary and structured talk opportunities in every session. • Utilise professional resources and guidance for relevant EYFS training and best practices. • Deepen parental partnerships to ensure that reading and C&L are optimised at home. Train parents where necessary	EY Lead	CPD Time	• Learning walks confirm that staff use elevated tier-two and tier-three vocabulary and build structured talk protocols into every lesson. • Children confidently incorporate new vocabulary into their responses and articulate their thinking using structured speech. • All Early Years staff successfully complete targeted professional development utilising current, evidence-based national guidance. • Continuous provision and adult-led interactions align with best practice, leading to stronger engagement and rapid progress. • Well-attended parent training sessions equip families with practical strategies to support learning at home.
Further develop Immersive Language & Storytelling	• Implement a core spine of rich texts, rhymes, and storytelling frameworks that drive language acquisition and deepen comprehension skills.	English Lead	Time	• Children actively use vocabulary from the core spine and can retell stories with growing comprehension, supporting accelerated progress.
Enhance Tracking of Learning and Development	• Use targeted formative assessments to monitor progress, and deploy early interventions to ensure children are on track to achieve a Good Level of Development (GLD). • Beat the word gap by using vocabulary as a driver. • Refine outdoor learning to develop skills and knowledge • Optimise play opportunities to improve learning opportunities • Ensure pen grip is taught accurately and efficiently • Ensure statutory framework 2026 is embedded. • Data moderated throughout the year by SLT.	EY Lead EY staff	Time	• Tiered vocabulary is woven into all learning, enabling children to acquire, retain, and independently use a richer lexicon. • Outdoor provision is systematically planned to deepen specific skills and knowledge across all areas of the curriculum. • High-quality, purposeful play environments and resources maximise active learning, engagement, and social development. • Early intervention and consistent modelling ensure children master an efficient, correct pencil grip for writing. • The revised statutory framework is fully understood and embedded. • Staff utilise assessment systems, supported by half-termly moderation to ensure data integrity and precision.