

Purley CE Primary School School Development Plan Academic Year 2025-26

Term	<i>Learn to Love</i>	<i>Love to Learn</i>
Autumn	Focus: Belonging	Focus: Consistency and Clarity
Spring	Focus: Courageous Advocacy	Focus: Curriculum Review & Pedagogy
Summer	Focus: Spiritual Flourishing	Focus: Academic Resilience

Key Areas of Focus/ Priority as overall success criteria	Evidence for making this a priority	Overall Lead for action planning this priority:	Governing Body Committee / Link Governor with oversight
1. Quality of Education			
To ensure pupils and staff take ownership of learning by maintaining high expectations, fostering self-reflection, and applying consistent approaches to curriculum and assessment. Learners are active participants in their education.	Learning Walks by SIA Pupil Progress Meetings Moderation exercises	Headteacher	Learning and Teaching
2. Personal Development			
To empower all staff, including those new to the school, to take ownership of their professional development and their contributions to whole-school improvement. Staff have ownership of their professional growth.	New staff appointments in EYFS and KS2 September 2025 Re-allocation of Subject Leader roles Curriculum scrutiny through Learning Walks	Headteacher	Ethos and Wellbeing
	Pupil Voice SIAMS inspection framework	Headteacher School Council (Staff) Leader	Ethos and Wellbeing

<p>To empower pupils to become leaders, advocates, and contributors—owning their impact on school life, the local community, and the wider world.</p> <p>Pupils actively engage in meaningful leadership opportunities</p>			Community/Foundation Governor
3. Behaviour and Attitudes			
<p>To promote a culture where pupils take responsibility for their actions, choices, and contributions to school life.</p> <p>Pupils take ownership of their behaviour and choices.</p>	Learning Walks	Headteacher All staff	Ethos and Wellbeing
<p>To sustain a school environment where mental health and wellbeing are valued and actively supported.</p> <p>Pupils and staff are equipped with practical strategies to enhance their mental health and wellbeing.</p>	Mental Health and Wellbeing Action Plan	Senior Mental Health Lead	Ethos and Wellbeing
4. Leadership and Management			
<p>To develop confident curriculum subject leaders.</p> <p>Staff fully own and can articulate the intent, implementation, and impact of the curriculum.</p>	Curriculum Review Curriculum Policy	Headteacher Subject Leads	Learning and Teaching
5. Quality of Early Years Education			

<p>To develop confident, independent EYFS learners who take increasing ownership of their learning and behaviour from the start.</p> <p>Pupils demonstrate and develop independent learning skills.</p>	<p>EY Baseline Assessments</p>	<p>EYFS Lead Headteacher</p>	<p>Learning and Teaching</p>
<p>6.Targeted Support (Disadvantaged/PPG)</p>			
<p>To close the reading and writing attainment gap for disadvantaged pupils (PPG)</p> <p>Pupils identified as disadvantaged make accelerated progress in order to close the attainment gap.</p>	<p>Learning Walks by SIA Pupil Progress Meetings Moderation exercises Internal and external attainment data</p>	<p>SENDCo / Pupil Premium Champion</p>	<p>Learning and Teaching PPG Governor</p>
<p>7. SIAMs</p>			
<p>To strengthen and sustain the impact of the school’s Christian vision and values. Pupils, staff, and the wider school community clearly articulate and demonstrate our vision and values</p>	<p>SIAMS Framework</p>	<p>RE and Collective Worship Lead</p>	<p>Ethos and Wellbeing Foundation Governor</p>