

## Purley CE Primary 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
<b>1. Quality of Education</b>			
<p>To ensure pupils and staff take ownership of learning by maintaining high expectations, fostering self-reflection, and applying consistent approaches to curriculum and assessment.</p> <p><b>Learners are active participants in their education.</b></p>	<p>Learning Walks by SIA Pupil Progress Meetings Moderation exercises</p>	<p>Headteacher</p>	<p>Learning and Teaching</p>
<b>2. Personal Development</b>			
<p>To empower all staff, including those new to the school, to take ownership of their professional development and their contributions to whole-school improvement.</p>	<p>New staff appointments in EYFS and KS2 September 2025</p> <p>Re-allocation of Subject Leader roles Curriculum scrutiny through Learning Walks</p>	<p>Headteacher</p>	<p>Ethos and Wellbeing</p>

<p><b>Staff have ownership of their professional growth.</b></p>			
<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><b>Pupils actively engage in meaningful leadership opportunities</b></p>	<p>Pupil Voice SIAMS inspection framework</p>	<p>Headteacher School Council (Staff) Leader</p>	<p>Ethos and Wellbeing Community/Foundation Governor</p>
<p><b>3. Behaviour and Attitudes</b></p>			
<p>To promote a culture where pupils take responsibility for their actions, choices, and contributions to school life.</p> <p><b>Pupils take ownership of their behaviour and choices.</b></p>	<p>Learning Walks</p>	<p>Headteacher All staff</p>	<p>Ethos and Wellbeing</p>
<p>To sustain a school environment where mental health and wellbeing are valued and actively supported.</p> <p><b>Pupils and staff are equipped with practical strategies to enhance their mental health and wellbeing.</b></p>	<p>Mental Health and Wellbeing Action Plan</p>	<p>Senior Mental Health Lead</p>	<p>Ethos and Wellbeing</p>
<p><b>4. Leadership and Management</b></p>			
<p>To develop confident curriculum subject leaders.</p>	<p>Curriculum Review</p>	<p>Headteacher</p>	<p>Learning and Teaching</p>

<b>Staff fully own and can articulate the intent, implementation, and impact of the curriculum.</b>	Curriculum Policy	Subject Leads	
<b>5. Quality of Early Years Education</b>			
<p>To develop confident, independent EYFS learners who take increasing ownership of their learning and behaviour from the start.</p> <p><b>Pupils demonstrate and develop independent learning skills</b></p>	EY Baseline Assessments	EYFS Lead Headteacher	Learning and Teaching
<b>6. Targeted Support (Disadvantaged/PPG)</b>			
<p>To close the reading and writing attainment gap for disadvantaged pupils (PPG)</p> <p><b>Pupils identified as disadvantaged make accelerated progress in order to close the attainment gap</b></p>	Learning Walks by SIA Pupil Progress Meetings Moderation exercises Internal and external attainment data	SENDCo / Pupil Premium Champion	Learning and Teaching PPG Governor
<b>7. SIAMs</b>			

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**

SIAMS Framework

RE and Collective Worship Lead

Ethos and Wellbeing  
Foundation Governor