



BERLESDUNA
ACADEMY TRUST

School Development Plan 2026-2027

School Vision

Attend well, learn more, be safe and respect each other.

Being part of the Berlesduna Academy Trust

Good collaboration between staff within the school and across other schools is the key to success. Being part of the Berlesduna Academy Trust strengthens our opportunities to engage in collaboration and therefore improve the education and outcomes for all our children.

Context

Crays Hill Primary School is a unique school, almost all our pupils are from the Traveller community, nearly all of those from the Irish Traveller community. One child is from the local non-traveller community. Children join the school at any age between 4 and 11, with almost none having had any previous experience of formal education, regardless of age. AOE is always significantly lower than typical; baseline assessment is always well below.

OFSTED actions

The school had a positive OFSTED inspection that was carried out in September 2022. The report states that school is graded good.

OFSTED actions (September 2022)

Areas identified from the inspection that the school needs to improve further:

- In a few subjects, leaders have not set out clearly what pupils will learn. As a result, teachers take broad aims and determine what specifics to teach. How well teachers do this varies, meaning some pupils have misconceptions about vocabulary and concepts leaders want them to know. Leaders should make the necessary changes to their planned curriculum, so teachers know what to teach, and what to check pupils know, to inform their teaching.
- Not all pupils feel able or are able to take on responsibilities at the school. As a result, some pupils do not become fully engaged in the life of the school community. Leaders should review the opportunities for pupils to contribute to school life and learn about responsibility.

School review actions

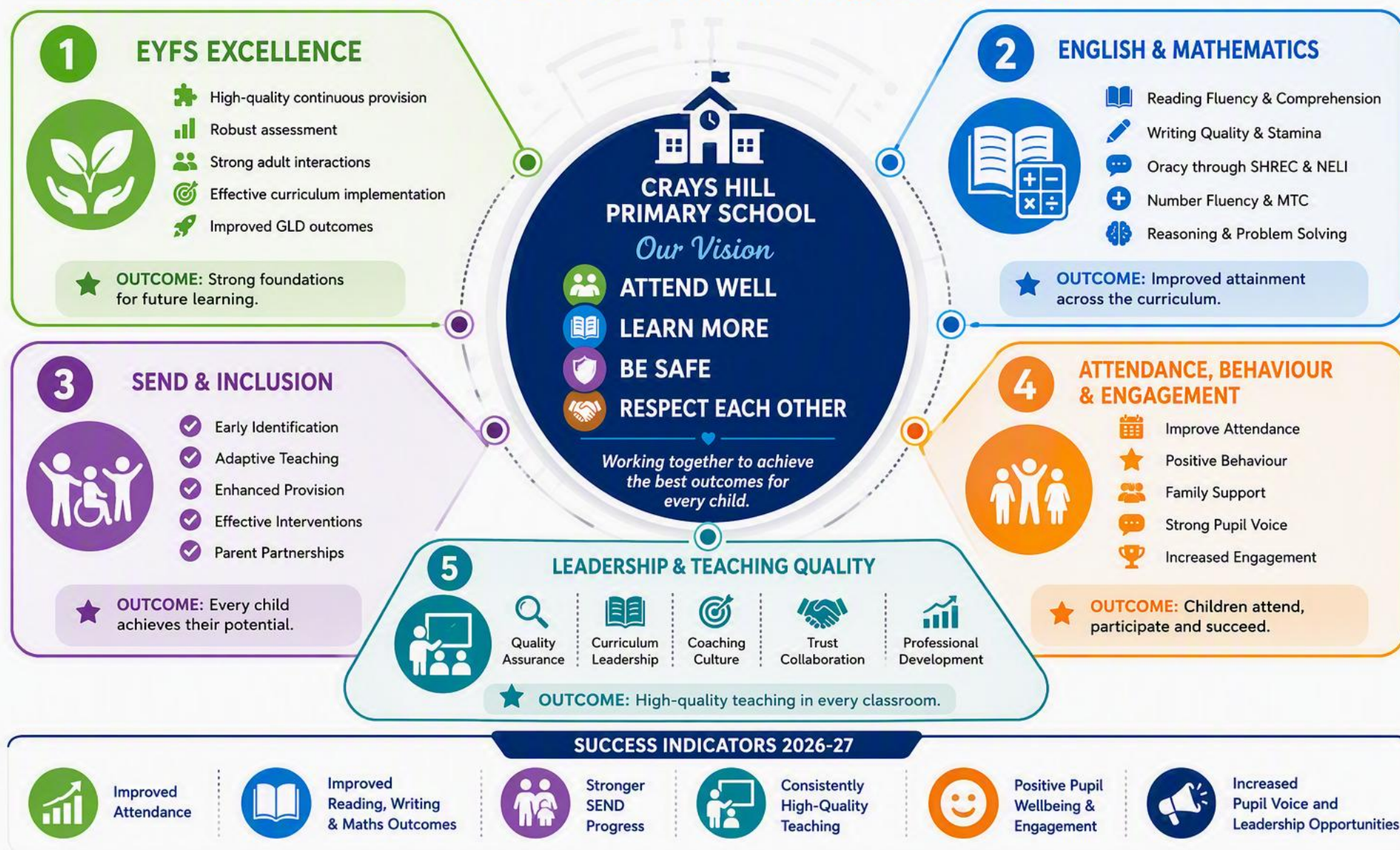
1. When completing self-evaluation, ensure that achievement and attendance is described clearly in the context of the school and demonstrates the strong practice the school has in these areas.
2. Respond to the views of some pupils about how they might engage with children with backgrounds different to their own if they joined the school so they could overcome their concerns.
3. Arrange visits to highly effective early years in other schools to support the development of the ECT.
4. To meet the needs of EAL pupils, ensure that language acquisition is promoted at every opportunity.

END OF YEAR TARGETS

Subjects/Areas	Targets 2026/2027
% of pupils achieving a Good Level of Development	30
% of pupils passing in Year 1 Phonics	40
% of pupils passing check by end of Year 2 Phonics	50
KS1 % of pupils achieving the expected standard in reading	25
KS1 % of pupils achieving the expected standard in writing	25
KS1 % of pupils achieving the expected standard in maths	25
KS1 % of pupils achieving the expected standard combined	25
MTC % of pupils scoring full marks (25/25)	10
KS2 % of pupils achieving the expected standard in reading	20
KS2 % of pupils achieving the higher standard in reading	10
KS2 % of pupils achieving the expected standard in writing	20
KS2 % of pupils achieving the higher standard in writing	10
KS2 % of pupils achieving the expected standard in maths	20
KS2 % of pupils achieving the higher standard in maths	10
KS2 % of pupils achieving the expected standard in GPS	20
KS2 % of pupils achieving the higher standard in GPS	10
KS2 % of pupils achieving the expected standard combined	20
KS2 % of pupils achieving the higher standard combined	10

CRAYS HILL PRIMARY SCHOOL

SCHOOL DEVELOPMENT PRIORITIES 2026-2027



SECTION TWO: SCHOOL PRIORITIES

Priority One: Strengthen EYFS provision through high-quality continuous provision, assessment, adult interactions, and curriculum implementation.

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost	Dates / Milestones	Monthly evaluation of impact
Develop a high-quality continuous provision that promotes independence, engagement and purposeful learning across all areas of the EYFS curriculum.	Children independently access well-planned provision that reinforces taught learning. Increased engagement, independence and high-quality evidence of learning contribute to improved GLD outcomes.	• Audit and redesign indoor and outdoor learning environments. • Review provision regularly to ensure it reflects curriculum intent. • Develop provision enhancements linked to current learning. Lead: EYFS Lead, EYFS teacher, Headteacher	EYFS resources; existing budget	Autumn: Complete audit and redesign. Spring: Refine provision. Summer: Evaluate impact on outcomes.	Learning walks, environment audits, planning scrutiny, Tapestry evidence, pupil engagement observations.
Embed a robust EYFS/ Year 1 mixed curriculum and assessment system that accurately identifies children's starting points and informs next steps in learning.	Accurate assessment informs planning and intervention, resulting in accelerated progress from starting points and increased proportions of pupils achieving a Good Level of Development.	• Embed Berlesduna Trust foundational curriculum assessment materials. • Moderate assessments regularly. • Use assessment information to inform planning and intervention. Lead: EYFS Lead, EYFS teacher, Headteacher	Existing budget	Autumn: Baseline completed. Spring: Mid-year moderation. Summer: Final assessment and evaluation.	Assessment reviews, moderation, data analysis, Tapestry audits, pupil progress meetings.

Strengthen the links between adult-led learning and continuous provision to ensure children consistently apply taught knowledge and skills independently.	Children regularly transfer taught skills into independent learning, demonstrating secure understanding and readiness for Year 1. Progress across all areas of learning is evident through observations and assessment.	• Map continuous provision to curriculum objectives. • Introduce prompts and enhancements linked to weekly learning. • Review planning to ensure purposeful opportunities for independent application. EYFS Lead, EYFS teacher, Headteacher	Existing resources	Autumn: Planning established. Spring: Monitor consistency. Summer: Evaluate effectiveness and transition readiness.	Planning scrutiny, learning walks, Tapestry observations, floor book reviews and pupil progress meetings.
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Priority Two: To improve outcomes in English and Mathematics by embedding a consistent, evidence-informed approach to teaching and learning, ensuring high-quality instruction in reading, writing, phonics, oracy and mathematics so that all pupils develop the knowledge, skills, fluency and confidence to achieve their full potential.					
Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost	Dates / Milestones	Monthly evaluation of impact
To continue to improve reading attainment and promote a culture of reading for pleasure through high-quality teaching of decoding, fluency, comprehension and vocabulary.	Increased attainment in reading across all year groups. Pupils demonstrate improved fluency, comprehension and confidence as readers. Reading for pleasure is embedded, with increased pupil engagement and borrowing from the school library.	• Embed whole-class reading and reading fluency strategies • Introduce Faster reading strategy (Autumn term) in year 5 and 6 with some higher ability year 4s. • Introduce Ashley Booth reading comprehension scheme to years 4-6 (Spring term) • Ensure consistent teaching of vocabulary and comprehension. • Develop and promote the school library. • Provide targeted reading interventions and monitor impact. • Complete termly lesson observations. Lead: English Lead, Headteacher, Class Teachers.	RWInc subscription, reading resources, library development, CPD.	Autumn: Baseline assessments, launch reading priorities and library improvements. Spring: Review progress and refine interventions. Summer: Evaluate impact and attainment outcomes.	Monthly learning walks, book scrutiny, pupil voice, reading data, intervention reviews and library usage.
To improve writing outcomes by	Improved writing attainment across all key stages. Pupils write with increasing accuracy,	• Fully embed the new writing framework.	Existing CPD budget,	Autumn: Writing	Book scrutiny, moderation, lesson observations,

embedding a consistent writing curriculum that develops transcription, composition, grammar, vocabulary and writing stamina.	independence and purpose. Greater consistency in teaching and assessment of writing.	• Develop sentence construction and oral rehearsal strategies. • continue to embed pathways to write and link to Johnathon Bond strategies for EYFS / KS1 • Ensure daily handwriting and spelling is consistent, high quality and effective feedback is given. • Increase opportunities for purposeful writing across the curriculum. • Moderate writing regularly across year groups. Lead: English Lead, Headteacher, Teaching Staff.	writing resources.	framework embedded. Spring: Moderation and coaching. Summer: Evaluate statutory outcomes and internal assessment.	assessment analysis and pupil progress meetings.
To develop pupils' spoken language, vocabulary and confidence by embedding high-quality oracy through SHREC, NELI and explicit teaching of communication skills across the curriculum.	Pupils communicate confidently using ambitious vocabulary, speak in full sentences, explain their thinking and engage effectively in discussion. Improved outcomes across the curriculum through stronger language development.	• Embed SHREC strategies across all classrooms. • Use agreed stem sentences and vocabulary displays. • Deliver NELI interventions where appropriate. • Provide staff CPD on effective questioning and talk. • Plan purposeful talk opportunities across the curriculum. Lead: Headteacher, Teaching Staff.	Existing CPD budget, oracy resources.	Autumn: Staff training and implementation. Spring: Monitoring and coaching. Summer: Evaluate pupil outcomes and consistency.	Learning walks, pupil voice, lesson observations, planning scrutiny, vocabulary monitoring and assessment of speaking and listening.

Improve pupils' mathematical fluency, with a particular focus on multiplication knowledge and number sense across Key Stages 1 and 2.	• Pupils demonstrate increased fluency and automatic recall of key number facts. • Year 4 Multiplication Tables Check outcomes improve by at least 10% • Pupils apply number facts confidently to support calculation and reasoning. • Increased engagement with maths learning at school and at home.	• Embed TT Rock Stars across Years 2–6. • Continue daily Number Sense sessions in KS2 • Deliver targeted Year 4 MTC interventions. • Share resources with parents to support home learning. Lead: Maths Leader, Class Teachers.	TT Rock Stars subscription. Number Sense subscription. Intervention resources.	Autumn: Baseline assessments and launch programmes. Spring: Review progress and deliver interventions. Summer: Evaluate MTC outcomes and pupil progress.	Review TT Rock Stars usage, Number Sense assessments, MTC practice data, lesson observations and termly attainment data.
Develop consistently high-quality mathematics teaching through mastery, reasoning, problem solving and oracy.	• Teachers consistently deliver high-quality maths lessons using mastery approaches. • Pupils confidently explain and justify their mathematical thinking using appropriate mathematical vocabulary. • Improved attainment in reasoning and problem-solving across all year groups.	• Deliver CPD on reasoning, problem solving and Teaching for Mastery. • Embed maths oracy through stem sentences, sentence starters and mathematical vocabulary. • Develop high-quality maths working walls. • Share effective practice through peer observations and coaching. Lead: Maths Leader, SLT.	CPD budget. Staff meeting and INSET time. NCETM Maths Hub involvement.	Autumn: Staff training and establish expectations. Spring: Coaching and monitoring cycle. Summer: Evaluate impact through assessment and monitoring.	Learning walks, lesson observations, book scrutiny, pupil voice and staff feedback demonstrate increasing consistency.
Strengthen leadership and monitoring to ensure mathematics provision is	• Monitoring accurately identifies strengths and areas for development. • Teaching is adapted effectively to meet the needs of all learners.	• Monitor teaching, planning, books and assessment. • Analyse attainment and progress data termly. • Support staff through coaching and feedback.	Release time for monitoring. Assessment systems.	Autumn: Baseline monitoring completed.	Monthly monitoring schedule, data analysis, intervention reviews and governor reports demonstrate sustained improvement.

consistently effective and improves outcomes for all pupils, including those with SEND.	• Assessment information informs planning, intervention and curriculum development. • Improved attainment and progress across all pupil groups.	• Ensure adaptive teaching strategies are evident in all classrooms. • Evaluate the impact of interventions and professional development. Lead: Maths Leader, Headteacher and SLT.		Spring: Mid-year evaluation and actions implemented. Summer: Final evaluation and priorities identified for 2027–28.	
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Priority Three: Specific Objective: Develop inclusive practice through early identification of SEND, adaptive teaching and robust assessment. Success Outcome: Improved progress for vulnerable pupils.					
Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost	Dates / Milestones	Monthly evaluation of impact
1. To ensure High Quality Teaching and adaptive practice enable all pupils with SEND to access the curriculum and make sustained progress.	• High Quality Teaching is consistently evident across the school. • Teachers effectively implement adaptive teaching, reasonable adjustments and appropriate scaffolds. • Pupils with SEND make at least expected progress from their starting points, taking account of attendance. • Essex Ordinarily Available and Targeted Support guidance is embedded across classrooms.	CW/HD to deliver staff training on High Quality Teaching, adaptive teaching, Essex Ordinarily Available guidance and the Sensory Toolkit. Monitor classroom practice through learning walks, planning scrutiny and drop-ins. Support teachers to implement effective adjustments. Teachers to embed adaptive teaching and record evidence of impact.	CPD budget Teaching resources	Autumn: Staff training and baseline monitoring. Spring: Review implementation and provide coaching. Summer: Evaluate impact through pupil outcomes and monitoring.	Monthly learning walks, planning reviews, book scrutiny, pupil voice and SEND progress data.
2. To further develop the Enhanced Provision Hub so that pupils with complex SEND receive high-quality	• Enhanced Provision consistently meets the needs of pupils with SLD. • Communication strategies (including Makaton and visual supports) are embedded.	Continue development of the Enhanced Provision in line with the Inclusion Action Plan and ESSET advice. Embed communication strategies and structured routines.	SEND budget Specialist resources Training	Autumn: Provision review and baseline assessments. Spring: Mid-year evaluation of provision.	Weekly provision reviews, half-termly assessment analysis, attendance monitoring and pupil progress meetings.

personalised support and make strong progress.	• Personalised planning and specialist assessment inform next steps. • Pupils develop greater independence, communication and engagement.	Use Cherry Garden, BPVS III, WellComm and Six Core Strengths assessments to monitor progress. Review provision weekly and adapt where necessary. Lead: C. Winch with Enhanced Provision staff.		Summer: Evaluate pupil outcomes and provision effectiveness.	
3. To strengthen robust assessment, intervention monitoring and partnership with parents to improve outcomes for pupils with SEND.	• Interventions are accurately recorded, monitored and evaluated for impact. • One Plans reflect meaningful pupil and parent voice • Assessment information informs timely intervention and provision changes • Leaders have a clear overview of SEND outcomes across the school.	Monitor Blue SEND Folders, Insight Provision Mapping and intervention records. Review One Plans termly with pupils and parents. Track attendance, attainment and progress of pupils with SEND. Provide regular updates and training for staff. Report findings to SLT and Governors. Lead: C. Winch.	Release time Assessment systems	Autumn: Baseline data and provision mapping complete. Spring: Mid-year review with governors. Summer: Annual evaluation and priorities identified.	Monthly review of intervention records, One Plans, attendance, parent voice, pupil voice and SEND progress data.

Priority four : Specific Objective: Strengthen attendance, behaviour and engagement through pupil voice, proactive monitoring and collaborative family support. Success Outcome: Reduced persistent absence, improved behaviour outcomes, and positive pupil feedback reflecting higher levels of engagement in school life.					
Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost	Dates / Milestones	Monthly evaluation of impact
To establish a culture of excellent attendance through consistent implementation of the Berlesduna Trust Attendance Non-Negotiables.	Whole-school attendance improves and meets or exceeds the Trust target. Attendance is prioritised by staff, pupils and families, resulting in increased learning time and improved pupil progress.	• Relaunch attendance expectations with staff, pupils and parents. • Ensure accurate registers and robust first-day response procedures. • Display Trust attendance visuals around the school. • Weekly attendance review by SLT. Lead: Headteacher, Attendance Lead, Office Team.	Existing budget	Autumn 1: Expectations relaunched and systems embedded. Throughout year: Weekly monitoring.	Weekly attendance reports, register audits, Trust attendance reviews and governor monitoring.
To implement early identification and intervention for pupils whose attendance falls below 95%, preventing persistent absence.	Pupils below 95% are identified quickly and receive timely support. Attendance improves before pupils become persistently absent, reducing the number of pupils below national expectations.	• Weekly attendance analysis. • Immediate parental contact. • Identify and record barriers. • Agree early support strategies. • Monitor impact of interventions. Lead: Attendance Lead, Class Teachers, Headteacher.	Existing staffing	Weekly identification of pupils below 95%. Half-termly review of impact.	Attendance tracking, intervention records, parent meeting logs and pupil attendance data.
To reduce Persistent Absence and Severe Absence	Persistent Absence reduces significantly. Every pupil below 90% attendance has a named adult, personalised attendance	• Allocate named adult for every PA pupil • Produce individual attendance plans.	Existing budget; external	Autumn: Attendance plans in place.	PA tracker, attendance plans, case reviews, external agency

through personalised attendance planning, targeted support and effective multi-agency working.	plan and receives appropriate support, leading to improved attendance, engagement and attainment.	• Review plans every 3 weeks. • Engage external agencies where appropriate. • Escalate in line with Trust procedures. Lead: Headteacher, Attendance Lead, Inclusion Lead.	agency support	Spring: Review and refine support. Summer: Evaluate reduction in PA and SA.	feedback and attendance data.
To strengthen leadership accountability for attendance through rigorous monitoring, evaluation and strategic oversight.	Attendance is monitored consistently at all levels. Leaders and governors evaluate impact effectively, ensuring attendance remains a whole-school priority and improvements are sustained.	• Weekly attendance case review meetings. • Half-termly reports to governors and Trust. • Monitor attendance of vulnerable groups. • Evaluate interventions using attendance and attainment data. • Review punctuality and implement follow-up actions. Lead: Headteacher, Attendance Lead, Governors.	Existing budget	Weekly: SLT case reviews. Half-termly: Governor reporting. Termly: Trust review.	Governor minutes, attendance dashboards, Trust reviews, punctuality reports and evaluation against school targets.
Sustain high standards of behaviour through consistent implementation of the Behaviour Policy and school routines, while providing targeted support for pupils with	• Consistent behaviour expectations evident across the school. • Reduction in behaviour incidents and repeat incidents for identified pupils. • Improved engagement, self-regulation and attendance for targeted pupils. • Positive pupil voice regarding behaviour, safety and support. • Increased learning time	• Half-termly behaviour monitoring and learning walks (HT/SLT). • Refresher training on TPP, de-escalation and adaptive behaviour strategies for all staff (HT/SENDCo). • Reinforce routines and expectations through assemblies and classroom practice (SLT/Teachers). • Implement and review	Staff training (including TPP refresh) Intervention resources	Autumn: Relaunch Behaviour Policy and routines; deliver TPP refresher training; identify target pupils and establish support plans. Spring: Review	• Behaviour data analysis. • Attendance and engagement monitoring of targeted pupils. • Learning walk evidence of consistent routines and TPP-informed practice. • Review intervention impact and support plans.

additional behavioural, social and emotional needs.	leading to improved attainment and progress.	targeted support plans and interventions for identified pupils (SENDCo/Inclusion Lead). • Engage parents through regular review meetings and shared support strategies (Teachers/SENDCo). • Collect and analyse pupil voice termly to evaluate school culture and support (SLT).	External support Monitoring/ release time.	behaviour data, intervention impact and pupil voice; provide further coaching where needed. Summer: Evaluate whole-school impact and plan next steps.	• Pupil voice feedback. • Monthly RAG rating and next steps recorded by SLT.
To strengthen pupil voice across the school by ensuring all pupils have regular opportunities to contribute to school improvement, curriculum development and wellbeing initiatives, with feedback informing decision-making and resulting in increased engagement, belonging and participation in learning.	• Pupils can confidently express their views and know they are listened to. • Pupil voice is evidenced in school improvement decisions and developments. • Increased pupil engagement, motivation and participation in learning. • Improved pupil wellbeing, attendance and behaviour. • Positive outcomes from pupil surveys, learning walks and stakeholder feedback. • Enhanced attainment and progress through greater pupil ownership of learning.	• Conduct termly pupil voice surveys and focus groups across all year groups (SLT). • Establish and maintain a Headteacher's Pupil Voice Board representing all key groups, meeting at least half-termly to discuss school improvement priorities and provide feedback directly to leaders (HT). • Introduce and monitor worry boxes in every classroom, ensuring pupils have a safe and accessible way to share concerns, suggestions and requests for support (Class Teachers). • Strengthen the role of the School Council and pupil leadership groups (Council Lead). • Include pupil voice in curriculum reviews, behaviour reviews and	Survey resources and materials Worry boxes and communication resources Release time for pupil interviews and analysis Leadership training/resources	Autumn: Establish pupil voice calendar; launch Headteacher's Pupil Voice Board; introduce classroom worry boxes; complete baseline survey; review School Council structure. Spring: Conduct mid-year surveys and focus groups; review worry box themes and actions; implement identified improvements.	• Analysis of pupil survey results and participation rates. • Review of concerns and suggestions raised through worry boxes and actions taken. • Minutes and actions from Headteacher's Pupil Voice Board meetings. • Evidence of pupil feedback informing school decisions. • Monitoring of attendance, behaviour and engagement data. • Review of School Council impact and pupil leadership opportunities. • Learning walk evidence of pupil engagement. • Monthly RAG rating

		wellbeing initiatives (Subject Leaders/SLT). • Gather pupil feedback during learning walks and book looks (SLT/Subject Leaders). • Share outcomes and actions from pupil voice through assemblies and newsletters (HT/SLT). • Ensure vulnerable, disadvantaged and SEND pupils are represented in pupil voice activities (SENDCo/Class Teachers).		Summer: Evaluate impact; share outcomes with governors and stakeholders; identify next steps.	and actions recorded by SLT.
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Priority Five : Specific Objective: Strengthen monitoring, coaching and curriculum leadership through book scrutinies, lesson visits, planning reviews and assessment moderation.
Success Outcome: Consistently high-quality teaching.

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost	Dates / Milestones	Monthly evaluation of impact
Strengthen leadership, monitoring and quality assurance to ensure consistently high-quality teaching across the school and across all subjects.	Consistently strong teaching leading to improved pupil progress and greater consistency across all classes. Leaders confidently evaluate standards and drive improvement.	• Half-termly book scrutiny • Lesson observations and coaching. • Planning scrutiny • Subject leader monitoring • Assessment moderation. Staff CPD linked to SDP priorities. Lead: Headteacher, SLT, Subject Leaders	Existing CPD budget	Monitoring cycle completed each half term.	QA calendar completed; monitoring reports; governor updates; staff feedback; improvement in assessment outcomes.
To develop a sustainable coaching culture that strengthens leadership, enhances teaching practice and improves outcomes for all pupils through high-quality professional development.	• The Headteacher successfully engages in trust-led instructional coaching, demonstrating reflective leadership and continuous improvement. • A whole-school coaching model is established and embedded, supporting all staff to refine their practice through regular coaching conversations. • Staff report increased confidence, professional knowledge and consistency in teaching and leadership. • Monitoring demonstrates	• Headteacher to participate in the Trust's leadership coaching programme and implement agreed actions. • Develop a whole-school coaching framework, including coaching expectations, schedules and resources. • Train SLT and middle leaders as instructional coaches. • Introduce regular coaching cycles for teaching and support staff, linked to school priorities (e.g. adaptive teaching, oracy, reading,	Trust coaching programme. Release time for coaching and professional development.	Autumn 1: Headteacher coaching begins; coaching framework developed. Autumn 2: SLT and middle leaders trained; pilot coaching cycles launched. Spring: Whole-school coaching model embedded	Monthly review of coaching logs, staff feedback, learning walks, lesson observations and pupil outcomes. Evaluate implementation, staff engagement and impact on teaching quality and school improvement priorities.

	improved quality of teaching and learning, resulting in stronger pupil engagement, progress and attainment.	mathematics and behaviour). • Use lesson visits, coaching conversations and reflective practice to support continual improvement. • Evaluate the impact of coaching through staff feedback, monitoring activities and pupil outcomes. Lead: Headteacher, Trust Improvement Partner, SLT and Middle Leaders.		across all staff. Summer: Evaluate impact and refine coaching model for the following academic year.	