



# Temple Meadow Primary School

## School Development Plan 2025-2027

### SCHOOL PROFILE

Last year (2024-25) a significant change occurred with the appointment of a new Headteacher. As an already established member of the Temple Meadow Leadership Team, this supported a smooth transition and provided an opportunity to bring a fresh perspective. The 2025-2027 SDP focuses on embedding new initiatives across the school and continuing to build on our existing strengths.

Our school prides itself on having a strong sense of community, where staff, families, and children work together to create a welcoming and supportive environment. This sense of belonging and inclusion is integral to our ethos and is reflected in the relationships we foster both inside and outside of the classroom. Over the past year, we have revisited our school vision and values, developing a values-centred approach built around: *Belong, Nurture, Thrive, Discover, and Grow*. These core values sit at the heart of everything we do and are central to all decision-making across the school. They also link directly to our PSHE and RSHE curriculum, ensuring that our children's personal development is firmly rooted in the values we believe in.

We serve a diverse community, with **higher-than-national levels of deprivation (42% v 25% National disadvantaged. 0.27 IDACI)**, which impacts the socio-economic landscape of our families. Many of our families face challenges linked to poverty, and we are committed to providing the necessary support to ensure every child has the opportunity to *Belong, Nurture, Thrive, Discover, and Grow*. We recognise the importance of addressing not just academic needs, but also the broader social and emotional development of our children.

Our school also experiences **a high level of mobility (see perspectives matrix)**, with a significant number of children joining or leaving throughout the academic year. This mobility requires us to be adaptable and responsive to new arrivals and to provide robust transition support for those entering and leaving our school community. In 2023-2024, 28 children left us mid-year to continue their education in another school setting, whilst 65 children joined us throughout the year as mid-year transfers. In 2024-25 we had 59 in year leavers and 49 in year starters; highlighting continued high level of mobility across the school. This poses significant challenges as children often join us either being new to the UK or having had gaps in their educational journey meaning they are working significantly below their age-related expectation. Furthermore, we are seeing an increasing number of families where English is an Additional Language (EAL). This growing population requires us to continuously evaluate and enhance our provision for EAL learners, ensuring that both children and families feel supported as they integrate into our school. We are committed to providing tailored language support, whilst also celebrating the rich cultural diversity that EAL families bring to our community.

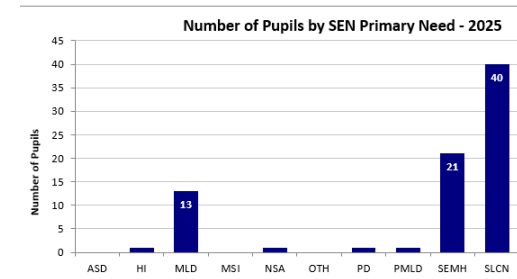
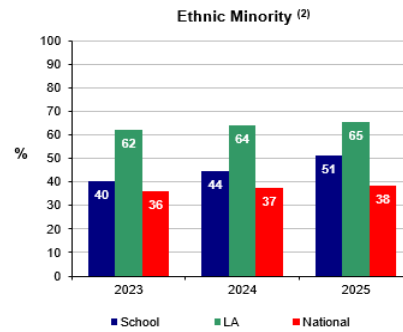
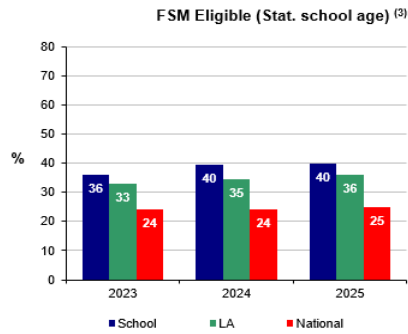
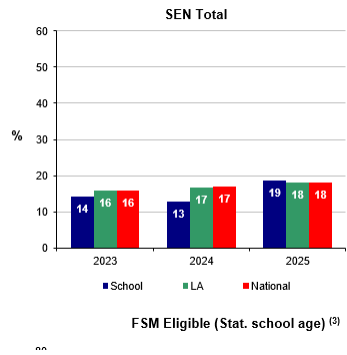
A further challenge this academic year is our financial position due to low pupil numbers in some cohorts across school. We are really pleased that by continuing to build the reputation of the school we have growing numbers as demonstrated in our reception cohorts each year. We continue to have strategies in place to address this moving forward with the aim of raising numbers across the school.

Despite these challenges, we have worked hard to maintain a nurturing and inclusive learning environment where all children are encouraged to achieve their full potential. Our strong community feel, combined with quality first teaching, adaptations and intervention support, plays a crucial role in the positive progress our children make from their starting points.

We have a stable and experienced staff team, allowing us to build on our commitment to high-quality teaching and learning through the implementation of our Metacognition and Self-regulation approach, having been supported by the Sandwell PEIA (Priority Education Investment Area) offer. We continue to work with the Sandwell schools on this journey and are hopeful that this will bring a deeper understanding of how children learn and develop effective learning behaviours, while also supporting a consistent teaching and learning approach across the school.

## PUPIL PROFILE

June 2025 census



November 2025 IDSR (Inspection Data Summary Report)

Increasing FSM percentage which is significant above the local area.  
Increasing % of children with special educational needs.

	2023	2024	2025
School number on roll	Above average 389	Above average 411	Above average 419
School % FSM6	Above average 37.33	Above average 41.33	Above average 41.87
Local area % FSM6	Above average 36.17	Above average 34.50	Above average 35.57
School % SEN support	Close to average 12.60	Below average 10.71	Close to average 16.71
Local area % SEN support	Close to average 15.87	Close to average 13.69	Close to average 13.96

School % stability	Close to average 75.25	Below average 71.34	Well below average 72.89
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Above average	Above average	Above average
School location deprivation	Well above average	Well above average	Well above average

High levels of mobility and well below average deprivation levels.

**Key priorities:**

Subject curriculum reviews for foundation subjects	Headteacher training on Adaptive teaching	Continue Instructional coaching and layer down to HLTAs	Improved CPD for the learning support team
Implementation of White Rose Science	Early Years – induction of ECT (early career teacher)	EAL Changing context	Attendance
Trauma Informed school – attachment programme	Well-being and mental health -Expansion of Forest school and Huggle Pets	Continued implementation and development of TLAC- creating local network	Maths- introduce WhiteRose Working with Maths Hub- Number Sense & Mastering Number
OPAL Outdoor play and learning programme	Assessment In house data gathering and analysis	English- roll out kinetic letters English Hub support. Induct new TLR	New Ofsted framework alignment

**Inclusion School Development Priorities**

<b>School Development Priorities:</b>		<ol style="list-style-type: none"> <li>1. Adaptive Teaching / scaffolding</li> <li>2. Trauma informed whole school approach</li> <li>3. Data</li> <li>4. Moving of Inclusion Support to a Traded Service</li> <li>5. Inclusion Lead role completing SENDCO qualification</li> </ol>	
Actions	Intended Impact	By who/ when/ linked action plan/ significant cost	Evaluation/ progress
HT attending Adaptive Teaching training	Quality of teaching and learning for all children. AFL used effectively by teachers to ensure that learning is adapted on the spot to meet needs.	HT completing Ambition Institute training 2025-26.	Ensuring that all teachers are confidently adapting lessons to ensure access for all- accessible starting points.
<p>2. Trauma informed whole school approach</p> <ul style="list-style-type: none"> <li>• Whole staff training delivered by Jenny Nock</li> <li>• Delivering Forest school offer to all children</li> <li>• Mental health focus support (Huggle Pets &amp; Relate) see PD and wellbeing.</li> </ul>	<p>High quality staff professional learning for all teams, which will underpin our positive interactions policy and approach to children’s needs and communication.</p> <p>Varied therapeutic support offer for children to address presenting needs, supporting them to engage with learning.</p>	<p>Jenny Nock training – Jan 2026 to all teams</p> <p>DSL alongside Huggle Pets (£5000 approx.) and relate (free)</p> <p>Inclusion Lead (forest school lead)</p>	<p>Online neurodivergent training for all staff</p> <p>2 x LSP staff attended challenging behaviour CPD</p> <p>INSET Jan 2026 – Jenny Nock Trauma and Attachment CPD</p>


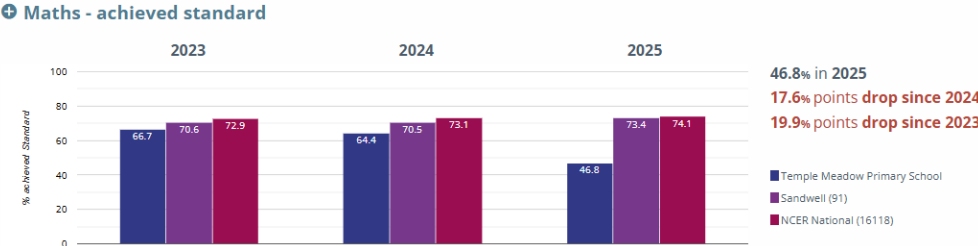
<p>3. Data</p> <ul style="list-style-type: none"> <li>Ensure that we have robust data for SEND children individually and as a group.</li> <li>Review of pupil premium strategy</li> </ul>	<p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed</p> <p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</p>	<p>Inclusion lead SLT Teachers Coaching session with SIA on PP strategy</p>	<p>Spring term 1 2026 pupil progress meeting held.</p> <p>Summer term 1 2026 pupil progress meeting held.</p>
<p>4. Traded service</p>	<p>School engages with the traded service and HT monitors the impact on the school budget.</p>	<p>Inclusion Lead HT SBM</p>	<p>Ensuring maximum impact for purchased services.</p> <p>Recommenations in place to support children with additional needs</p>
<p>5. SENDCO qualification</p>	<p>Inclusion led to have the accredited SENDCO qualification. Improved knowledge and skills_for Inclusion lead- ensuring up to date with most recent evidence-based approaches.</p>	<p>Inclusion lead</p>	<p>Ongoing – on track to achieve October 2026</p>

Link Governor roles and special areas of responsibility:

- Inclusion Governor (Sarah Gough)

### CURRICULUM AND TEACHING School Development Priorities

<p><b>School Development Priorities:</b></p>	<ol style="list-style-type: none"> <li>Metacognition and Self-Regulation <ol style="list-style-type: none"> <li><a href="#">EEF Metacognition and self-regulated learning.pdf</a></li> </ol> </li> <li>Maths curriculum Roll out</li> <li>Science Curriculum roll out <ol style="list-style-type: none"> <li><a href="#">Improving Primary Science guidance report   Education Endowment Foundation</a></li> <li><a href="#">Finding the optimum: the science subject report - GOV.UK</a></li> </ol> </li> <li>Kinetic Letters curriculum roll out</li> <li>Adaptive practice CPD</li> <li>Subject curriculum reviews.</li> </ol>			
	<p>Actions</p>	<p>Intended Impact</p>	<p>By who/ when/ linked action plan/ significant cost</p>	<p>Evaluation/ progress</p>
<p>1.</p>	<p>Implementation team to relaunch key principles of TLAC T&amp;L policy.</p> <p>We remain committed to our <i>Teach Like a Champion</i></p>	<p>Improved Attainment: By investing in staff expertise, we expect to see a direct correlation with increased performance across all subjects and key stages. Teachers equipped with the latest pedagogical knowledge and evidence-based strategies and meet the diverse needs of the children, leading to higher rates of academic progress and attainment.</p>	<p>Implementation team Staff professional development 24.9.25</p> <p>Collaboration with other schools</p>	<p>See separate metacognition action plan</p> <p>Hannah Butler SIA to complete TLAC focussed</p>

<p>approach, which will continue to be a key focus next academic year. There is still important work to be done in embedding this teaching and learning approach fully across our school.</p> <p>As part of this, we will continue with our instructional coaching program, providing tailored support and feedback to help teachers develop their practice with confidence and consistency. To support our progress, we will be working closely with a small group of partner schools, including St Michael's, Grace Mary, and Ferndale. Collaborating with these schools will help us share best practice, learn from each other, and strengthen our teaching strategies for the benefit of all our children.</p>	<p>Enhanced Teacher Efficacy and Morale: High-quality, sustained professional learning will empower teachers, boosting their confidence.</p> <p>A Coherent and Aligned T&amp;L delivery: Ensuring professional learning is aligned with whole-school priorities will lead to a more consistent and cohesive curriculum. Teachers across different subjects and phases will share a common understanding of pedagogical approaches and school-wide goals, resulting in a more seamless learning experience for all children.</p> <p>Culture of Collaboration and Innovation: By providing dedicated time and resources, we will encourage collaborative professional learning communities. This will enable staff to share best practices, co-plan lessons, and innovate together, creating a vibrant and dynamic learning environment for both staff and children.</p>	<p>Learning walks</p> <p>Glows and Grows</p> <p>Instructional coaching</p>	<p>learning walk scheduled for 10<sup>th</sup> Feb 2026</p> <p>Triad working within local authority- peer to peer reviews.</p> <p>Working with TLAC expert focus on greater depth strategies.</p>																
<p>2.</p> <p>Maths curriculum Roll out</p>  <p>Number Sense Mastering Number</p> <p><a href="#">Research review series: mathematics - GOV.UK</a> <a href="#">Coordinating mathematical success: the mathematics subject report - GOV.UK</a> <a href="#">EEF   Early Mathematics</a> <a href="#">Strong foundations in the first years of school - GOV.UK</a></p> <p>Top priority actions: 1. Collective vision for Maths for all (staff,</p>	<p>Research-backed mastery approach, which focuses on deep understanding through small steps and the Concrete-Pictorial-Abstract (CPA) method, ensuring all children learn at a similar pace with a strong focus on number fluency, reasoning, and problem-solving. The structured schemes of learning streamline lesson planning, and the comprehensive resources and professional development empower teachers to foster a growth mindset in students, building their confidence and long-term success in maths.</p> <p>Address staff confidence and provide professional learning with the delivery of Maths.</p> <p>Increase rates or progress and improve attainment. By 2027 we are aiming to be in line with national for Maths outcomes at the end of Key Stage 2.</p> <p><b>Maths - achieved standard</b></p>  <table border="1"> <caption>Maths - achieved standard</caption> <thead> <tr> <th>Year</th> <th>Temple Meadow Primary School</th> <th>Sandwell (91)</th> <th>NCER National (16118)</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>66.7</td> <td>70.6</td> <td>72.9</td> </tr> <tr> <td>2024</td> <td>64.4</td> <td>70.5</td> <td>73.1</td> </tr> <tr> <td>2025</td> <td>46.8</td> <td>73.4</td> <td>74.1</td> </tr> </tbody> </table> <p>46.8% in 2025 17.6% points drop since 2024 19.9% points drop since 2023</p>	Year	Temple Meadow Primary School	Sandwell (91)	NCER National (16118)	2023	66.7	70.6	72.9	2024	64.4	70.5	73.1	2025	46.8	73.4	74.1	<p>Maths Lead</p> <p>SLT</p>	<p>Maths leader engagement with the Maths Hub is ongoing.</p> <p>Maths Hub learning walks at Temple Meadow.</p> <p>Strengthened staff professional learning.</p> <p>Seeing impact in our Maths data (see internal test assessment data)</p>
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<p>families, pupils, governors)</p> <p>2. Ongoing professional learning for teachers – every teacher to be an expert in Maths</p> <p><a href="#">Primary Mastery Professional Development   NCETM</a></p> <p>3. Ongoing review, evaluation and embedding of the new curriculum roll out (White Rose)</p> <p>4. All children become ‘masters’ of maths</p> <p>5. Roll out and implementation of Mathematical fluency (number sense and mastering number)</p> <p>6. Assessment</p>	<p><a href="https://meadowsandwell.sharepoint.com/sites/staffdatadrive/Shared%20Documents/General/Curriculum%20Design%202025-2026/Mathematics/Leadership/Maths%20Mastery%20principles%20for%20SPD.docx?web=1">https://meadowsandwell.sharepoint.com/sites/staffdatadrive/Shared%20Documents/General/Curriculum%20Design%202025-2026/Mathematics/Leadership/Maths%20Mastery%20principles%20for%20SPD.docx?web=1</a></p>		
<p>3. Science Curriculum roll out</p> <p><a href="#">Finding the optimum: the science subject report - GOV.UK</a></p> <p><a href="#">Improving Primary Science   EEF</a></p> <p>1. Ensure National curriculum coverage through a coherent and progressive curriculum</p> <p>2. Increase retrieval of substantive and disciplinary knowledge</p> <p>3. Use of Scientific vocabulary in verbal and written outcomes</p> <p>4. Assessment</p>	<p>A clear, progressive curriculum designed to build deep understanding, foster scientific inquiry and support retrieval.</p> <p>Teachers focus on the most important knowledge and children become ‘masters’ of science. Professional learning provides them with the substantive and disciplinary knowledge needed to teach effective Science lessons.</p> <p>Children become secure in their year group curriculum domains, ensuring they are ready for any transitions e.g. Year 1 ready and Year 7 ready.</p> <p>Comprehensive assessment data is used to inform teaching and learning and ensure gaps in learning are closed.</p>	<p>Science TLR</p>	<p>Seeing impact in our science data (see internal test assessment data)</p> <p>Higher quality outcomes</p> <p>Positive pupil and staff feedback.</p>

	5. Inclusion and SEN in Science			
4.	Kinetic Letters curriculum roll out	Clear and progressive Handwriting scheme across school to provide consistency in letter formation and pencil hold. Strong foundational skills for handwriting are embedded from Nursery. Staff professional learning ensures consistency in the teaching of handwriting.	English Lead DHT	INSET day roll out to staff. 12/11/25 review at staff meeting.
5.	Adaptive Practice	Adaptive Teaching: Train the trainer will support you to deliver high-quality professional development on adaptive teaching. It's designed to help you to develop your classroom teachers' expertise so that they can adapt their teaching to a diverse range of pupil needs and ultimately improve learning for all. Using our train-the-trainer approach, this programme will equip you with skills to contextualise your learning to deliver high-quality professional development on adaptive teaching in your setting.		
6.	<p>Curriculum subject reviews</p> <p><b>English:</b> English Hub Audit</p> <p><a href="#">The reading framework - GOV.UK</a> <a href="#">Telling the story: the English education subject report - GOV.UK</a></p> <ol style="list-style-type: none"> <li>1. Review of the writing framework</li> <li>2. <a href="#">The writing framework</a></li> <li>3. Engagement with Writing CPD project led by Pie Corbett. (see separate row below)</li> <li>4. Implementation of more rigorous reading fluency assessment and intervention programme.</li> </ol> <p><b>Geography:</b> <a href="#">Getting our bearings: geography subject report - GOV.UK</a></p> <ol style="list-style-type: none"> <li>1. Increase high quality and purposeful fieldwork</li> <li>2. Assessment</li> </ol> <p><b>History:</b> <a href="#">Rich encounters with the past: history subject report - GOV.UK</a></p> <ol style="list-style-type: none"> <li>1. Curriculum</li> <li>2. Assessment</li> <li>3. Inclusion within History</li> </ol> <p><b>RE:</b> <a href="#">Research review series: religious education - GOV.UK</a></p> <p>Curriculum Assessment</p>	The national curriculum says that by the end of year 6: ... pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Writing fluency refers to how smoothly and quickly a pupil can write down their thoughts in words. Fluent writers show automaticity in writing words, allowing them to convey their intended meaning.		<p>Pie Corbett writing CPD started 07.01.26</p> <p>FFT reading fluency assessments and Lightning squad intervention agreed 22.1.26</p> <p>Next steps: New Writing curriculum development and roll out 2026-27</p>

<p><b>Eco</b>  <a href="#">Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK</a>  Review and refine the perfect planet curriculum  Green flag – aiming for distinction  <b>Art:</b>  <a href="#">Research review series: art and design - GOV.UK</a>  Curriculum and assessment  <b>PE and Performing Arts:</b>  <b>PE</b>  <a href="#">Levelling the playing field: the physical education subject report - GOV.UK</a></p> <ol style="list-style-type: none"> <li>1. Raise attainment in the curriculum</li> <li>2. Improve health and fitness levels</li> <li>3. Inclusivity and well-being</li> </ol> <p><b>Performing Arts</b></p> <ol style="list-style-type: none"> <li>1. Embedding KS2 PA curriculum</li> <li>2. Inclusivity and enrichment for all</li> <li>3. Improve well-being and participation across school</li> </ol> <p><b>Computing</b>  <a href="#">Research review series: computing - GOV.UK</a>  Our curriculum was designed in conjunction with an expert from the local Computing Hub</p> <ol style="list-style-type: none"> <li>1. Quality and type of evidence</li> <li>2. Exploring wider use of resources through making connections with other schools</li> <li>3. Quality staff CPD</li> <li>4. STEAM events and career education</li> </ol> <p><b>MFL</b>  <a href="#">Research review series: languages - GOV.UK</a></p> <ol style="list-style-type: none"> <li>1. Ensure the curriculum is fit for purpose</li> <li>2. Consistent teaching across school</li> <li>3. Celebrate languages across the whole school, through cross curricular learning and events.</li> </ol>				
<p>Collaboration and engagement with Pie Corbett professional learning to develop writing</p> <ol style="list-style-type: none"> <li>1. Follow up staff professional learning sessions to review Pie</li> </ol>	<p>High quality series of professional learning sessions, in collaboration with 4 other Sandwell schools, to improve the quality and consistency of writing teaching across school.</p>	<p><a href="#">English Lead SLT</a></p> <p><a href="#">Spring and Summer 2026</a></p>	<p><a href="#">Pie Corbett CPD started Jan 26, due to conclude June 26.</a></p> <p><a href="#">English focus SLT meeting 22.1.26</a></p>	

	sessions and agree next steps 2. Rigorous monitoring cycle to measure the impact 3. Review the current writing curriculum and expectations and align with CPD 4. Seek further professional learning opportunities.			Staff twilight 26.1.26
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Link Governor roles and special areas of responsibility:

- Core Curriculum & Assessment Governor (*including English, Maths, Science, EYFS*)
- Wider Curriculum Governor (Sarah Lowe)
- Inclusion Governor (Sarah Gough)
- Metacognition and self-regulation (Phoebe Evans)
- Pupil Premium & Attendance Governor (Annie Stanford Vice CoG)

**Achievement School Development Priorities**

<b>School Development Priorities:</b>		1. Embedding new assessment systems and structures 2. Improve our approach to our pupil premium strategy to impact on outcomes. 3. Curriculum developments to begin to impact on outcomes (see curriculum and teaching section)		
Actions	Intended Impact	By who/ when/ linked action plan/ significant cost	Evaluation/ progress	
1. Embedding new assessment systems and structures  Pupil progress meetings with teachers	Robust assessment systems that provide detailed attainment and progress data for all subjects, with a focus on question level and groups analysis.  Higher levels of accountability to class-based staff through pupil progress meetings.	SLT	Robust internal data available.	
2. Improve our approach to our pupil premium strategy to impact on outcomes.	Improved outcomes for our pupil premium children at all assessment points.	SLT (HT, DHT, 2 x AHT and SBM) attend the Dfe webinar on pupil premium strategy (autumn term 1 2025)  HT conference (attended by HT and DHT) linked to pupil premium.	Continue to have higher focus on PP children.	

		SLT coaching with SIA linked to pupil premium strategy.	
Link Governor roles and special areas of responsibility: <ul style="list-style-type: none"> <li>• Core Curriculum &amp; Assessment Governor (<i>including English, Maths, Science, EYFS</i>) (Ben Riley)</li> <li>• Pupil Premium &amp; Attendance Governor (Annie Stanford Vice CoG)</li> </ul>			

### Attendance and Behaviour School Development Priorities

<b>School Development Priorities:</b>		<ol style="list-style-type: none"> <li>1. Continue to promote the responsibility of good attendance as a collective responsibility across school, working closely with families to break down barriers.</li> <li>2. Improve our whole school attendance to be in line with national.</li> <li>3. OPAL lunch time provision to support with behaviour and positive interactions during unstructured times.</li> <li>4. Trauma informed whole school approach (see Inclusion section)</li> </ol>	
Actions	Intended Impact	By who/ when/ linked action plan/ significant cost	Evaluation/ progress
<ol style="list-style-type: none"> <li>1. Continue to promote the responsibility of good attendance as a collective responsibility across school, working closely with families to break down barriers.             <ul style="list-style-type: none"> <li>• Professional learning for staff regarding attendance.</li> <li>• Sharing attendance data with staff to raise awareness.</li> </ul> </li> </ol>	<p>Improved attendance for all groups.</p> <p>Deeper knowledge and understanding of attendance for all teachers and a whole school approach to attendance improvement.</p>	Attendance team and lead	Engagement in attendance Hubs, strategic review of practice.
<ol style="list-style-type: none"> <li>2. Improve our whole school attendance to be in line with national.             <ul style="list-style-type: none"> <li>• Work with Local Authority SASOs to improve attendance</li> <li>• Attendance forum engagement</li> <li>• Inclusive attendance Sandwell project</li> </ul> </li> </ol>	<p>Overall attendance data closer to National.</p> <p>Positive impact on statutory outcomes due to improved engagement with learning.</p> <p>Continued support and professional learning for attendance team from Local Authority.</p>	Attendance team and lead	HT Conference attended – Inclusive attendance workshop and subsequent Sandwell offer

3. OPAL Linked OPAL Governor	Improve the overall play experience for children. Initially during lunchtime. Reduce the number of negative interactions between children during this less structured period.	All staff  £10,000  INSET day- November 2025. Ongoing programme of support	• Ongoing development and improvements seen
4. ARC (attachment research community) Trauma aware informed	Following our vision and values event we are further developing staff knowledge and understanding on trauma and strategies to support the growing need across the school.	All staff  Funded by Virtual school	INSET day Jan 26 – Jenny Nock Attachment and Trauma
Link Governor roles and special areas of responsibility: <ul style="list-style-type: none"> <li>• Pupil Premium &amp; Attendance Governor (Annie Stanford Vice CoG)</li> <li>• Inclusion (Sarah Gough)</li> </ul>			

### Personal Development and Wellbeing School Development Priorities

School Development Priorities:		1. OPAL 2. ARC	
Actions	Intended Impact	By who/ when/ linked action plan/ significant cost	Evaluation/ progress
<ul style="list-style-type: none"> <li>• Introduce and achieve OPAL status.</li> <li>• See full OPAL action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Physical and Mental Well-being: OPAL aims to increase physical activity and combat childhood inactivity. It is intended to help children grow stronger and healthier, and research has shown that OPAL schools report happier and less stressed children.</li> <li>• Enhanced Learning and Development: Play is considered a child's "laboratory for learning." The program's goal is to help children develop critical skills such as problem-solving, creativity, imagination, cooperation, resilience, and risk-assessment.</li> <li>• Better Social Skills: By encouraging unstructured play, OPAL promotes social interaction and collaboration. This helps children practice and develop relationship skills and build friendships.</li> <li>• Greater Enjoyment of School: The program is designed to make playtimes more engaging and joyful, leading to increased overall happiness and a more positive attitude towards school. Potentially leading to improved attendance.</li> <li>• Inclusion: OPAL's approach is to make play better for every child, regardless of gender, ability, or interest. This ensures that non-</li> </ul>	See full OPAL action plan  INSET day for all staff November	<ul style="list-style-type: none"> <li>• Ongoing development and improvements seen</li> </ul>

	<p>sporty children, girls, and children with special educational needs are also active and engaged during playtimes.</p>		
<ul style="list-style-type: none"> <li>• Jenny Nock Trauma aware training</li> <li>• ARC audit</li> </ul>	<p>All staff teams receive professional learning on trauma to inform our approach to interactions and positive interactions policy moving forward.</p> <p>Improved educational experience for all children that takes account of their lived experiences.</p>	DHT and DSL	<ul style="list-style-type: none"> <li>• Suspension rates (IDSR) reduced considerably since 2022/23</li> </ul>
<p>Link Governor roles and special areas of responsibility:</p> <ul style="list-style-type: none"> <li>• Wider Curriculum Governor (Sarah Lowe)</li> <li>• Safeguarding Governor (Claire Lamb)</li> </ul>			

### Early Years School Development Priorities

<b>School Development Priorities:</b>		<ol style="list-style-type: none"> <li>1. Improved transition from Reception to Year 1, including a review of the Year 1 Autumn 1 provision</li> <li>2. Engagement with the Sandwell Best Practice project as a mechanism to reflect on and review our curriculum, environment and approaches</li> <li>3. Instructional coaching in Early Years</li> <li>4. Support and development of the ECT in Reception</li> </ol>	
Actions	Intended Impact	By who/ when/ linked action plan/ significant cost	Evaluation/ progress
<ol style="list-style-type: none"> <li>1. Improved transition from Reception to Year 1, including a review of the Year 1 Autumn 1 provision</li> </ol> <ul style="list-style-type: none"> <li>• Review Summer 2 Reception provision to support being Year 1 ready.</li> <li>• Review Year 1 Autumn 1 provision to support with the transition to more formal learning.</li> <li>• Teacher handover to be more rigorous and robust.</li> </ul>	<p>Smoother transition from Reception style of learning to support transition so children in year 1 are settled quickly and no lost learning time.</p>	<p>EY Lead KS1 AHT</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

2. Engagement with the Sandwell Best Practice project as a mechanism to reflect on and review our curriculum, environment and approaches	Reflection and review of our current curriculum, environment and approaches based on evidence and shared good practice from other Sandwell schools.  Further professional learning for Reception team and EY Lead to impact on staff knowledge and skills.	EY Lead Reception teachers  Ongoing throughout the year	• Positive changes to professional mindset
3. Instructional coaching in Early Years	Professional learning for Early Years teachers resulting in improved teaching and learning in Nursery and Reception.	Coaches	•
4. Support and development of the ECT in Reception  Ongoing induction, mentoring and coaching	ECT is successful in her first year, delivering high quality teaching and learning resulting in positive EYs outcomes for her class.	ECT tutor ECT mentor  SLT	•

Link Governor roles and special areas of responsibility:

- Claire Lamb

### Leadership and Governance School Development Priorities

<b>School Development Priorities:</b>	<ol style="list-style-type: none"> <li>1. Research informed practice</li> <li>2. Development of leadership qualities (Coaching)</li> <li>3. Development of assessment systems and structures and the impact of these</li> <li>4. Professional learning offer for all staff and building connections with other schools</li> </ol>		
Actions	Intended Impact	By who/ when/ linked action plan/ significant cost	Evaluation/ progress
<p>1. Research informed practice</p> <ul style="list-style-type: none"> <li>• All subject leaders and SLT are familiar with the most up to date subject research</li> <li>• SLT keep up to date with research and disseminate this across teams as appropriate</li> <li>• Ongoing development of TLAC teaching and learning approach (see curriculum and teaching section).</li> </ul>	<p>Our curriculum design is research informed, and therefore changes are intentional and evidence based. Professional learning is continuous, through engagement with the most recently published researched across all areas.</p> <p>Our school pedagogy is research and evidence informed and therefore staff understand why we are doing it and how to implement it effectively.</p>	SLT	<p>Curriculum conversations Aut 1 with all subject leaders focused on latest research.</p> <p>Revisited Summer term 1.</p> <p>Good progress made with curriculum development and progression. See curriculum sections on website.</p>

<p>2. Development of leadership qualities (Coaching)</p> <ul style="list-style-type: none"> <li>• Senior leadership group coaching</li> <li>• Individual leaders (including TLR and Inclusion lead) coaching.</li> </ul>	<p>Professional learning and development for school leaders will improve their leadership qualities and skills.</p>	<p>SLT</p> <p>SLT coaching afternoon with Jane Tailby focused on PP</p> <p>Ongoing 1:1 external coaching for AHTS, IL and Maths TLR</p>	
<p>3. Development of assessment systems and structures and the impact of these (See achievement section)</p>	<p>Robust assessment systems that provide detailed attainment and progress data for all subjects, with a focus on question level and groups analysis.</p> <p>Higher levels of accountability to class-based staff through pupil progress meetings.</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• Good internal data systems and structures now in place</li> </ul>
<p>Professional learning offer for all staff and building connections with other schools</p>	<p>Improved, evidence informed professional learning offer for all staff groups leading to developed knowledge and skills.</p> <p>Opportunities for staff to see good practice in other local schools resulting in improved practice in key areas.</p>	<p>HSM engagement with Maths Hub and Grove Vale</p> <p>KE engagement with English hub</p> <p>6 x staff have viewed KL in action at Blackheath, Highfields and Redal Hill</p> <p>DHT TLAC link with Grace Mary</p> <p>OPAL events at other schools (play lead)</p> <p>LSP professional learning offer for 25-26</p> <p>Staff professional learning offer</p>	<p>Professional learning</p>
<p>Link Governor roles and special areas of responsibility:</p> <ul style="list-style-type: none"> <li>• COG</li> <li>• VCoG</li> </ul>			