

Bicton C.E. Primary School Development Plan

Academic Year – 2026 / 2027

Learning for a Lifetime



Our Vision

We nurture and inspire all children in our care to flourish and develop a lifelong love of learning, becoming the best they can be.

We provide an enriching and engaging curriculum, equipping children with the resilience, confidence and independence needed for our ever-changing world. Spiritual, moral, social and cultural development will be at our heart.

John 10:10 Jesus said, "I have come that they may have life and have it to the full."

Improving Outcomes for Pupils						
Key Priority 1. Achievement	Key Priority 2. Curriculum and Teaching	Key Priority 3. Attendance and Behaviour	Key Priority 4. Personal Development and Wellbeing	Key Priority 5. Leadership and Governance	Key Priority 6. Inclusion	Key Priority 7. Early Years
1.1 Raise attainment in reading, writing and maths 1.2 Improve assessment for learning across all subjects	2.1 Improve the quality and consistency of teaching across all classes. 2.2 Strengthen assessment and adaptive teaching to ensure pupils achieve well in mixed-age classes.	3.1 Improve whole-school attendance 3.2 Reduce persistent absence	4.1 Develop environmental stewardship 4.2 Make measureable progress towards carbon net zero	5.1 Strengthen the Effectiveness of the Local Governing Board 5.2 Strengthen Strategic Accountability for School Improvement	6.1 Embed a whole-school approach to adaptive teaching so all pupils can successfully access the curriculum. 6.2 Improve outcomes, attendance and participation for pupils with SEND and other vulnerable groups through effective	7.1 To continue to develop high-quality provision and teaching across EYFS 7.2 To improve EYFS outcomes and ensure readiness for Year 1

					mainstream inclusion.	
Persons Responsible: 1.1: HoS Staff team: 1.1: EM (English Lead) KG (Phonics Lead) CF (Maths Lead) Link LGB Members: 1.1: Rosie Dixon (English link) Rev Hannah Lins (CoG) Marian Owoniyi (SEND Link) XXX (Maths Link)	Persons Responsible: 2.1: HoS, Teachers, Staff team: 2.1: All teaching staff Link LGB Members: 2.1: Rosie Dixon (English link) Rev Hannah Lins (CoG) Marian Owoniyi (SEND Link) XXX (Maths Link)	Persons Responsible: 3.1: HoS, Attendance Lead Staff team: 3.1: EM HJ (Attendance Lead) Link LGB Members: 3.1: Rev Hannah Lins (CoG)	Persons Responsible: 4.1: Sustainability Lead, Pupil Council Leaders Staff team: 4.1: XXX (Sustainability Lead), KG, CF, VE, PH Link LGB Members: 4.1: Rev Hannah Lins (CoG)	Persons Responsible: 5.1: HoS, CoG, LGB Staff team: 5.1: EM CF Link LGB Members: 5.1: Rev Hannah Lins (CoG)	Persons Responsible: 6.1: HoS, SENDCo Staff team: 6.1: EM PH Link LGB Members: 6.1: Marian Owoniyi (SEND Link)	Persons Responsible: 7.1: EYFS Lead, Nursery Lead Staff team: 7.1: KG (EYFS Lead), RA (Nursery Lead) Link LGB Members: 7.1: XXX (EYFS Link)

Desired Outcomes for July 2027 1.1 Outcomes in reading, writing and mathematics show clear improvement from 2026 baselines. Pupils make stronger progress through the planned curriculum. Pupils demonstrate secure retention of previously taught knowledge and skills. Attainment gaps for identified pupils narrow.	Desired Outcomes for July 2027 2.1 Teaching is consistently good or better across all classes. Adaptive teaching is routinely used to support and challenge all learners. Lesson observations and learning walks show strong pupil engagement and progress. 2.2 The curriculum is delivered consistently and effectively across all mixed-age classes.	Desired Outcomes for July 2027 3.1 Attendance is in line with national averages and persistent absence is significantly reduced. 3.2 Pupils attend regularly, arrive on time and engage positively in learning.	Desired Outcomes for July 2027 4.1 Pupils understand their responsibility as stewards of God's creation and actively contribute towards creating a more sustainable future. 4.2 Sustainability becomes embedded within the curriculum, school operations and community partnerships.	Desired Outcomes for July 2027 5.1 Leadership and governance provide effective strategic direction, challenge and support that drive measurable improvements in outcomes, teaching and attendance.	Desired Outcomes for July 2027 6.1 All teachers routinely adapt learning, assessment and support so that pupils with SEND and other vulnerable learners make strong progress within classroom lessons and participate fully in the life of the school.	Desired Outcomes for July 2027 7.1 The quality of Early Years provision is consistently good or better. Children are highly engaged in purposeful learning activities. Teaching assistants and teachers demonstrate highly effective interactions that extend learning and vocabulary. Expectations for behaviour, participation and independence are consistently high.
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1.1– • KS2 outcomes improve significantly. • Termly assessment demonstrates accelerated progress 1.2 - • Pupils know how to improve their work. • Pupils can identify their strengths and areas for development .	2.1 – • 100% of teaching is judged effective through the school's monitoring cycle. • Adaptive teaching is evident in all classrooms. • 90%+ of pupils report that learning is appropriately challenging. • Monitoring demonstrates consistently high expectations for learning and behaviour. 2.2 -	3.1 – • Whole-school attendance is at or above 96%. • Persistent absence is reduced to below 10%. • Attendance for disadvantaged and SEND pupils improves and gaps narrow. • Parents understand the importance of regular attendance and work in partnership with the school. 3.2 -	4.1 - • Pupils can explain how Bicton's Christian vision inspires care for God's creation. • Sustainability is embedded across the curriculum and collective worship. • Eco Council leads regular environmental improvement projects. • Biodiversity and environmental initiatives are visible	5.1 - • The Local Governing Board has sufficient membership , expertise and capacity to fulfil its strategic role effectively. 5.2 – • Governors have a clear understanding of school strengths, priorities and performance information. • Governors provide robust challenge and support that contributes directly to improved outcomes.	6.1- • Adaptive teaching is evident in all classes through monitoring and learning walks. • All teachers meet agreed adaptive teaching expectations . • Book scrutiny shows effective scaffolding, adaptation and challenge. • 90% of vulnerable pupils can explain how learning is adapted to	7.1 • Monitoring shows provision is purposeful and closely matched to learning intentions. • Adults consistently model, scaffold and extend learning through effective interactions. • Learning walks show children engaged and challenged throughout provision. • All staff meet agreed EYFS non-negotiables.
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	- Curriculum progression is evident across all subjects. 90% of books reviewed meet agreed standards for quality and presentation. - Extended writing is evident in all foundation subjects each term. - Pupils can articulate key knowledge and skills from their learning across the curriculum.	Improved attendance contributes to stronger outcomes in reading, writing and mathematics.	across the school. 4.2 - - The school implements and reviews a carbon reduction action plan. - Energy consumption, waste and resource use reduce against the 2026 baseline. - All pupils participate in sustainability or environmental action projects. - Pupils actively contribute to environmental change within the school and	- Monitoring activities are aligned to SDP priorities and demonstrate measurable impact. - Leaders and governors work collaboratively with the Trust to secure rapid school improvement.	help them succeed. - Pupils with SEND make progress at least in line with their peers. 6.2 - At least 85% of pupils on SEND Support achieve their personalised targets. - The attainment gap between SEND and non-SEND pupils narrows in reading, writing and mathematics. - Attendance of pupils with SEND is	7.2 - Good Level of Development improves against the 2026 baseline. - At least 80% of pupils achieve age-related expectations in communication and language. - Letter formation and early writing standards improve across Reception. - Pupil progress data demonstrates strong
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			wider community.		within 2% of the whole-school figure and persistent absence reduces. • All pupils with SEND access educational visits, enrichment and leadership opportunities • 90% of pupils and parents report that pupils feel included, supported and successful.	gains from starting points. • Children demonstrate increasing independence, resilience and readiness for Key Stage 1.
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