

St Thomas of Canterbury Church of England Primary School

School Development Plan

Vision & Objectives 2025 - 2026

School Development Committee & Full Governing Body – September 2025

SUMMARY COPY [FINAL]

AGREED BY GOVERNING BODY ON: 25th September 2025

*“Let all that you do be done in love.”
1 Corinthians 16:14*



1

Christian Distinctiveness: To acknowledge and celebrate the school's clear Christian vision for education rooted in theology, as set out and translated in our original foundation and purpose, enabling all to flourish and to shine a spotlight on this through successful engagement with the National Society for Education 2023 SIAMS Framework.

- To expertly prepare for a **successful SIAMS inspection** by affirming the effectiveness of our Church school and clearly demonstrating the impact our theologically rooted Christian vision has on driving and enabling the school community to live up to its foundation as a thriving Church school.
- To collect and collate **impact evidence against the Inspection Questions (IQs)** explaining the school's context and reasons for decisions and actions focusing on the contextually-appropriate theologically rooted Christian vision as the driving force.
- To be able to respond robustly to the **three key SIAMS questions** of: 1) Who are we as a school?, 2) What are we doing here?, 3) How, then, shall we live and learn together? addressing the high bar set for living up to our foundation as a Church school.
- To demonstrate how **leadership and governance** across the school are appropriate and effective in driving **collective worship and Religious Education** that reflects the school's Anglican foundation and enables the spiritual flourishing of our school community.
- To achieve a '**J1**' **judgement outcome** from the SIAMS inspection – 'The inspection findings indicate that the school is living up to its foundation as a Church school, and is enabling pupils and adults to flourish' – and celebrate this with the school and wider community!

2

Phonics Acquisition and Progression in to Key Stage 2 (ELS): To support and develop a whole school structured approach to phonics acquisition and progression within and across KS2, based on shared pedagogy and embedding ELS across the primary curriculum as regular, planned good practice for reading and spelling.

- To **embed ELS phonics teaching and strategies across the primary curriculum**; leading from EYFS and KS1 into KS2 to support those who are behind ARE in reading, ensuring structured interventions and accelerated progression of skills.
- To ensure **ELS interventions are in place to support pupils with EAL** to develop phonetic and language skills giving them access to vocabulary and reading at an accelerated pace.
- To develop **accurate spelling throughout KS2 using the ELS spelling sequences** ensuring skills learnt in EYFS and KS1 are transposed and adapted to support the KS2 curriculum.
- To empower and support teaching staff and LSAs to deliver **effective ELS phonics sessions and interventions** through continued regular high quality professional development (CPD) with the support of the New Vision English Hub Literacy Specialist and English Subject Leader.
- To ensure teaching staff and LSAs are **confident and responsive with their use of Phonics Tracker data** ensuring this effectively supports all children with their reading and writing development – co-ordinating appropriate revision sessions and interventions in a timely fashion.

3

Editing Skills to Improve Writing Composition and Structure: To support and develop a whole school structured approach to teaching and modelling editing techniques, based on shared pedagogy and embedding this process across the primary curriculum as regular, planned good practice.

- To empower the English Subject Leader to plan and deliver regular high quality continuing professional development (CPD) to all teaching staff around the **pedagogy and principles of good editing techniques** to support writing progression in EYFS, KS1 & KS2.
- To promote and ensure that all **children see modelled writing every day** (or most days) that demonstrate and highlight good writing and editing behaviours and the expectation that children mimic and repeat this in their own writing on a consistent basis.
- To embed and **teach consistent editing skills progression across the primary curriculum**; *EYFS* – through oral expression/editing and oral rehearsal of word choice and sentence structure; *KS1* – through editing which allows simple additions/revisions and corrections; *KS2* – through more complex changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To ensure **dedicated and structured time** to teach and model editing skills is promoted and protected allowing children to build resilience in receiving constructive feedback and not become overwhelmed by the editing process.
- To explore the concept of **editing stations** as a structure/model for modelling and teaching editing skills and evolving the process from 'making additions and revisions' to reflecting on overall compositional choices as children develop as confident, proficient writers.
- To uphold and maintain **high statutory assessment outcomes** at the end of Key Stage 2 in terms of Year 6 SATs Writing TA data [2025 – School = 78%/National = 72% ARE; School = 26%/National = 13% GD]



4

Forest School: To implement Forest School sessions into the school curriculum for all pupils developing this within our school ethos of growth-mindset and caring for God's creation; nurturing our communities' connection to the outdoors and developing an understanding of sustainability and learning through play to enhance emotional intelligence.

5

Attendance Provision and Monitoring: To continue to demonstrate our dedication to supporting strong attendance for all children so that they receive an excellent education, by working exceptionally hard in partnership with Aquinas Attendance Provision in response to the statutory guidance set out in the DfE document '*Working Together to Improve School Attendance – September 2024*'.

6

Ready To Regulate: To embed the principles and practice of 'Ready to Regulate' (a TPP professional learning programme) in our everyday policy and practice. To develop staff to improve their knowledge of co-regulation strategies and develop the skills and habits required to effectively support vulnerable children with heightened emotional dysregulation.

- To empower Forest School Leaders to **introduce Forest School to the school community** and establish an understanding of its underpinning six core principles, through professional development for staff and learner-centred exploration of experiences.
 - To **promote the holistic development of all involved**, fostering resilient, confident, independent and creative learners.
 - To give learners the opportunity **to take supported risks appropriate to the environment and themselves**, exploring their thinking and supporting the development of a life-long relationship with the natural-world.
 - To ensure every class has **6 Forest School sessions which are at least 2 hours in length** over consecutive weeks with a trained Level 3 Forest School Leader.
 - To train further members of staff to be Forest School Leaders with an accredited company to **ensure the curriculum is sustainable and adequately supported for long-term effective outcomes**.
 - To **assess the impact of Forest School on pupils' learning and resilience** and make considerations of how this may support particular individuals to enhance focus and regulation within classroom settings.
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- To work in partnership with **Aquinas Attendance Provision** to raise attendance levels (96%+) and reduce persistent absence/severe absence across the school through early intervention strategies to sustain regular attendance at school.
 - To work with Aquinas in promoting the **importance of regular school attendance** with our parent/carer community and recognising the importance of reducing absence and overcoming barriers so children are able to reach their full potential.
 - To introduce a more **robust and structured approach to attendance management** through early intervention, school-based attendance meetings and signposting/liaison with other specialist agencies – this will include: Aquinas completing challenging face-to-face conversations with parents/carers, completion of home visit assessments, issuing of legal warning letters and/or attendance agreement contracts, and issuing of Penalty Notices as a last resort.
 - To use Arbor [MIS] to be more reactive in terms of **undertaking and reporting expert attendance data analysis** – this will include: reasons for absence, impact of term time holidays, progress on persistent absence and overall attendance, the attendance gap between PPG and non-PPG pupils, SEND and non-SEND...etc, the effectiveness of current school practices/policy and full audits on coding practices.
 - To support the above with reference and recognition to the Essex LA TPP principles promoted through the '**Let's talk – We Miss You!**' material.
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- To develop an understanding of how individuals can be triggered in to **heightened emotional dysregulation** (linked with TPP CPD of 2024/2025).
 - To underpin our practice with the Core Values of TPP – **Compassion and Kindness, Hope, Connection and Belonging**.
 - To identify and incorporate new ways of responding helpfully to children by:
 - ✓ Building consistent, positive and nurturing relationships with the child;
 - ✓ Understanding children's communicating behaviours and stress responses;
 - Providing targeted support and appropriate interventions when required – co-regulation specific strategy plus use of our **Sensory Cabin**.
 - To develop and use more helpful and **supportive language** when talking 'to' and 'about' children's communicating behaviours.
 - For trusted adults (staff) to anticipate possible stressors in the normal course of the school day and to help prevent and manage these. For staff to be proactive rather than reactive in their support of **children's communicating behaviours**.
 - To create a safe environment where all children can **flourish, become resilient and learn**.



Success Criteria

- ✓ A detailed and comprehensive SIAMS self-evaluation form (SEF) will be completed for the start of the academic year 2025-2026 to provide a rich evidence base to guide conversations and outcome judgements between the school and inspector (*beginning of Autumn Term 1*)
 - ✓ The completed SIAMS SEF will be shared with staff and Governors to provide a rich source of evidence and drive the narrative around inspection lines of enquiry and evidence against the seven inspection questions (*beginning/end of Autumn Term 1*)
 - ✓ The shared Christian vision for education rooted in theology and lived out by the school mission statement will be evidenced in response to the three key SIAMS questions (*end of Autumn Term 1*)
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- ✓ Leadership and Governance at all levels will be clear about and able to evidence their roles and responsibilities in terms of monitoring effective collective worship and Religious Education (RE) across the primary age range (*end of Autumn Term 1*)
 - ✓ Following the SIAMS inspection process a successful 'J1' outcome will be achieved recognising our school as a flourishing Church school community with our mission statement at the heart of all that we do – 'Let all that you do be done in love.' 1 Corinthians 16:14 (*on completion of SIAMS inspection*)
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- ✓ High quality CPD will be delivered by NVEH and English Subject Leader through regular drop in sessions and coaching in the moment focusing on the principle of teaching ELS phonics and interventions (*end of Autumn 1 and ongoing*)
 - ✓ English Subject Leader will regularly monitor ELS sessions and interventions and ensure consistency and fidelity to the scheme (*end of Autumn Term 2 and ongoing*)
 - ✓ Accelerated progress will be made by pupils in KS2 who are not yet at ARE for reading including those with English as an Additional Language (*end of Autumn Term 2 and ongoing*)
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- ✓ Spelling in KS2 will show improvement with teachers using the ELS spelling sequence to model positive spelling routines in LKS2 (*end of Autumn Term 2 and ongoing*)
 - ✓ Teaching staff and LSAs who support interventions will have a good understanding of reports on Phonics Tracker to enable them to use the data to support the needs of individuals and groups of children (*end of Autumn Term 1 and ongoing*)
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- ✓ High quality CPD will be delivered by key staff members (English Subject Leader) through regular professional development meetings focusing on the principle of teaching modelled writing and structured editing techniques to support writing progression (*end of Autumn 1 and ongoing*)
 - ✓ English Subject Leader will regularly monitor the teaching and learning of writing with a core focus on editing skills and guarantee that children are exposed to good modelled writing behaviours and how this impacts on their progress (*end of Autumn Term 2 and ongoing*)
 - ✓ Progression in editing skills will be clear and consistent and through supporting regular team planning meetings the English Subject Leader will share clear expectations around oral editing in EYFS to enhanced editing effects in Key Stage 2. (*end of Autumn Term 2 and ongoing*)
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- ✓ Curriculum provision and review of writing units will allow dedicated and protected time for editing to be modelled and taught, as well as giving children time to respond and improve/upskill their writing compositions (*start of Autumn Term 2 and ongoing*)
 - ✓ The concept of 'editing stations' will be explored with staff and children to judge their impact and effectiveness on writing outcomes and overall composition choices (*start of Spring Term 1 and ongoing*)
 - ✓ Year 6 Writing TA outcomes will be maintained and be better/equal to 2026 National outcomes. (*end of Summer Term 2*)

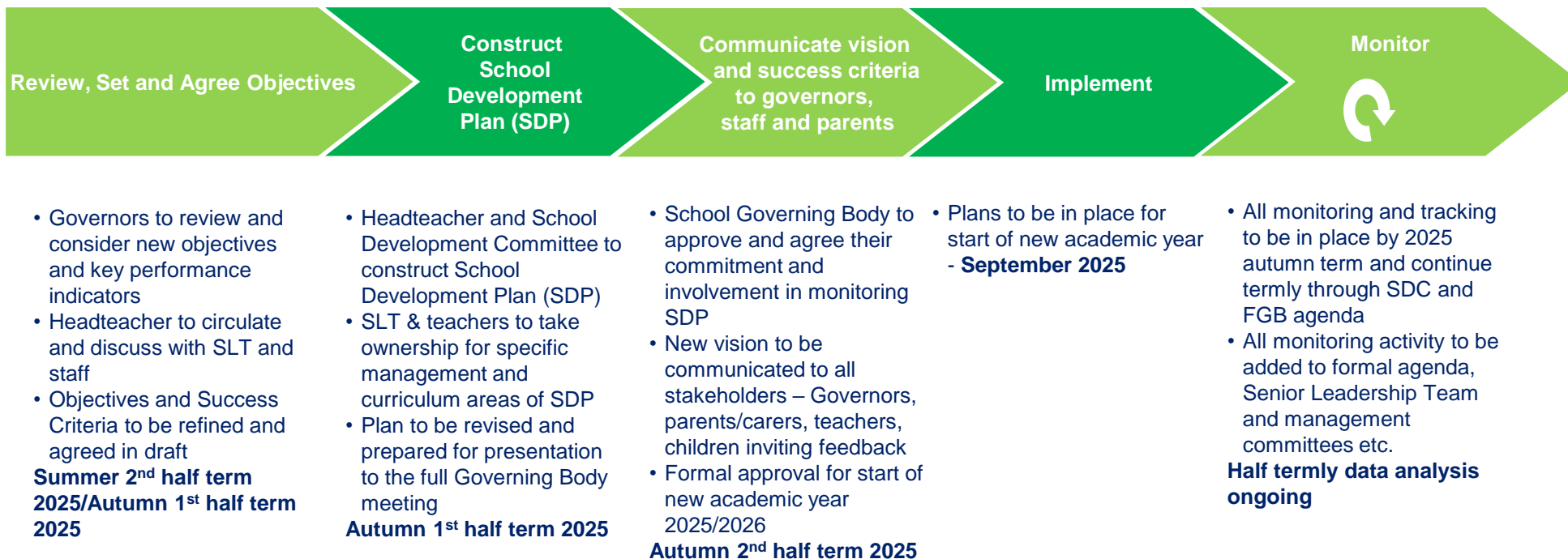


Success Criteria (*continued*)

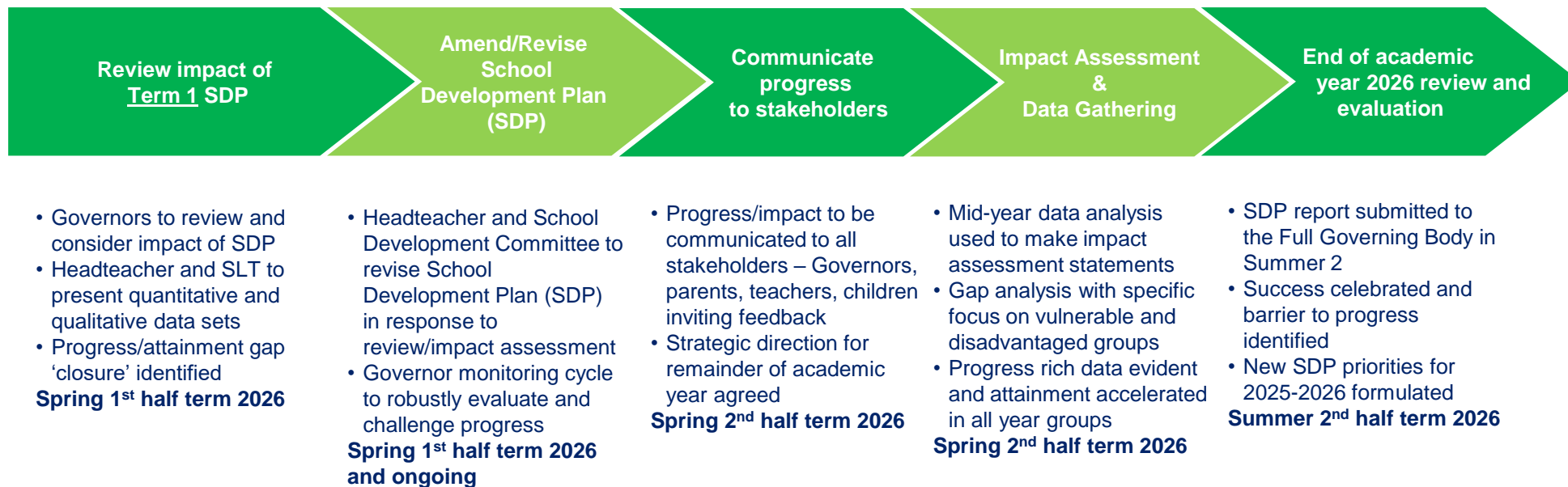
- ✓ Forest School will be introduced to the school community through PDMs for staff and experiences for each class (*end of Autumn 1 and ongoing (one year group per half term)*)
 - ✓ Forest School Leaders will support staff, volunteers and pupils to embrace the holistic approach (*ongoing with each class*)
 - ✓ Every year group will have the opportunity to experience risk taking at an appropriate age level and adult support ratio (*ongoing with each class*)
- ✓ Each class will have six consecutive sessions timetabled throughout the year experiencing a different season each year (*start of Autumn Term 1 and ongoing*)
 - ✓ Two members of staff will be trained as Level 3 Forest School Leaders to support succession planning and longevity of Forest School within our curriculum (*end of Autumn Term 1 and ongoing*)
 - ✓ Pupil Perception Surveys, Teacher Surveys and Individual Case Studies will be completed to assess the impact of Forest School on pupils' learning and resilience (*end of Autumn 1 and ongoing*)
- ✓ The school will agree and sign a full academic year attendance service level package with Aquinas Attendance Provision based on a model of support including 2 x ½ day support visits per half term to meet the school's attendance monitoring procedures. (*beginning of Autumn Term 1*)
- ✓ The school will maintain progress towards improving and achieving its overall attendance outcome target (96%+) and proactively target families where concerns emerge around irregular school attendance patterns and high levels of unexplained sickness absence. (*end of Autumn Term 2 and ongoing*)
 - ✓ Working in partnership with Aquinas, conversations with parents/carers will be held that involve potentially difficult conversations between the Attendance Officer and parents/carers, whilst maintaining positive relations with school-based staff focused on a 'support first' approach (*beginning of Autumn Term 1*)
- ✓ The potential of reporting and attendance analysis will be utilised through Arbor [MIS] to spot and track attendance trends and respond quickly and proactively, taking necessary legal action as a last resort. (*twice half termly/termly attendance data scrutiny*)
- ✓ The principles of TPP will continue to be embedded and promoted with access to the Essex LA suite of materials – 'Let's Talk – We Miss You' being used as well as signposting to other supportive agencies (*ongoing termly*)
- ✓ Staff CPD session will focus on sharing the policy and principle behind 'Ready to Regulate' and the Core Values that underpin this – Compassion and Kindness; Hope; Connection and Belonging. (*Autumn Term 1 – Non-Pupil Day*)
- ✓ Staff CPD session will focus on the practical co-regulation strategies of 'Ready to Regulate' (*Autumn Term 1 – Non-Pupil Day*) and effective use of our Sensory Cabin and sensory resources as an extension of this targeted support and intervention. (*Spring Term 1*)
- ✓ Practice will show increasing knowledge and understanding from all staff and further embed the 9 Elements of TPP. (*Autumn Term 1, Autumn Term 2, Spring Term 1, Spring Term 2*)
- ✓ 'Ready to Regulate' is a universal approach across the whole school and supplements and enhances our practice in TPP, our Character Education Policy, SEND Policy, SEND Information Report (School Offer) and Pupil Premium Strategy Statement (*Summer Term 2, Autumn Term 2026*)
 - ✓ All staff are demonstrating an understanding of how to effectively support children. (*Summer Term 2*)
 - ✓ 'Ready to Regulate' language underpins daily interactions between children and all staff. (*Summer Term 2*)
 - ✓ All children, not just 'trauma children' are benefitting from elements of our 'Ready to Regulate' practice. (*Summer Term 2*)



School Development Plan – 2025/2026



School Development Plan – 2025/2026 (continued)



Christian community where children are known by name and loved, which empowers them to learn and to grow in faith, knowledge and fellowship.

