

Skylark Federation Development Plan 2025-26	
<p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> ○ Continue to strengthen attendance procedures and reduce persistent and serious absence by 2% overall. ○ Build leadership capacity and subject leadership across the federation raising accountability for progression and outcomes for individual subjects by renewing staffing and formats for action plans and progress communication. ○ Ensure effective safeguarding, with a focus on AI, online safety and medical tracking. ○ Introduce and embed the nursery provision at Iford and Kingston. ○ Exec Head and Head of school to articulate the Church schools’ distinctive Christian visions and values. ○ To review the Skylark curriculum to better in line with EYFS and with single form entry classes at Iford and Kingston. ○ Ensure all staff consistently implement high-quality, adaptive teaching strategies to meet the needs of pupils with SEND. ○ Monitor and improve the consistency of SEND referrals and screening across year groups. ○ Narrow the attainment gap for SEND pupils by tracking progress rigorously and targeting support based on data and pupil need. ○ Continued development of sensory rooms. 	<p><u>Quality of Education</u></p> <ul style="list-style-type: none"> ○ Computing: Embed revised curriculum and strengthen AI and online safety provision. ○ Oracy: Embed across the curriculum to become Oracy Schools of Excellence. ○ English: Clarify and promote the development of foundational skills across KS1 and KS2. ○ To improve writing outcomes so they are in line with outcomes for maths and reading. ○ Improve moderation opportunities to ensure assessment systems are accurate and reflect progress for all learners. ○ To raise the profile of practical science ensuring all children are emersed in practical investigations and STEM days. ○ To improve outcomes in mental maths and multiplication tables check. ○ Ensure all teachers consistently adapt planning, teaching, and assessment to meet the needs of pupils with SEND ○ To evaluate the impact of provision for SEND pupils ○ To improve outcomes for all children, particularly children with specific needs (e.g., autism, ADHD, dyslexia) by ensuring all teachers are using universal provision.
<p><u>Behaviour and Attitudes</u></p> <ul style="list-style-type: none"> ○ Revise the behaviour policy and practice in line with new PSHE scheme and therapeutic thinking. ○ Promote kindness and a sense of belonging, healthy lifestyles and competitive sport. ○ Reintroduce sociograms with targeted support across the schools. ○ Ensure there are regular opportunities for SEND pupils to express their feelings, experiences, and views about school life. 	<p><u>Personal Development</u></p> <ul style="list-style-type: none"> ○ Introduce new PSHE curriculum. ○ Introduce careers curriculum to improve pupil aspirations. ○ Empower school and eco councils with joint federation projects. ○ British Values in Action: Role-play activities around democracy, rule of law, and mutual respect. ○ All children to choose a ‘trusted adult’ in school to support so that they can be supported by someone they have formed a relationship with.
<p><u>Early Years Education</u></p> <ul style="list-style-type: none"> ○ Create an EYFS village at Iford and Kingston. ○ Embed EYFS reforms and improve learning environments. ○ To review the Skylark curriculum to better align with EYFS and with single form entry classes at Iford and Kingston. 	