

Federation Development Plan 2026/27



Learning together, we grow kind hearts
and healthy minds.

Key Priorities	Rationale Why are we doing this?
1. Leadership	Effective governance is essential to ensuring leaders are held appropriately to account and that the school remains focused on its strategic priorities. Governors are to demonstrate a secure understanding of the school's strengths and areas for development so that they can provide informed challenge, constructive support and effective oversight, helping to secure the best possible outcomes for pupils. Strong subject leadership ensures that the curriculum is ambitious, coherent and consistently implemented across the school. Developing the role of subject champions will strengthen staff expertise, improve curriculum monitoring and ensure that identified priorities lead to sustained improvements in teaching, learning and pupils' knowledge and skills. Secure literacy and mathematical skills provide the foundation for pupils' achievement across the curriculum and for future learning. Continued strong leadership of these areas will ensure that progress is closely monitored, effective practice is embedded consistently and any gaps in attainment are identified and addressed promptly, enabling all pupils to achieve as well as possible. Careful consideration of the school's future structure is important to securing its long-term educational, organisational and financial sustainability. Leaders and governors need to explore academisation objectively and thoroughly, considering potential benefits, risks and partnerships, so that future decisions are well informed and firmly rooted in the best interests of pupils, staff and the wider school community.
2. Curriculum	Securing fluency in multiplication facts is fundamental to pupils' confidence and success in mathematics. Although outcomes are showing an upward trend across both schools, continued focus is needed to embed and sustain this improvement. Strengthening the consistency of teaching, intervention and opportunities for regular practice will help pupils develop automatic recall, reduce cognitive load when tackling more complex mathematical concepts and ensure that all groups of pupils are well prepared for the next stage of their learning. Children's experiences in EYFS provide the foundations for their future learning, development and wellbeing. The focus on Every Child Achieving reflects our commitment to ensuring that every child, regardless of their starting point or individual needs, makes strong progress. Through high-quality interactions, purposeful provision, accurate assessment and timely intervention, we will identify and address potential barriers to learning at the earliest opportunity. Particular attention will be given to ensuring that children develop the communication, language, personal and academic foundations needed to thrive as they move into Key Stage 1. Artificial intelligence presents developing opportunities for schools to support teaching, learning, curriculum development and staff workload. Our priority is to explore these opportunities thoughtfully, ensuring that the use of AI has a clear educational purpose rather than being adopted for its own sake. Staff will develop their understanding and confidence in using appropriate AI tools while considering accuracy, data protection, safeguarding, academic integrity and responsible use. This will enable the schools to establish a safe and sustainable approach that supports professional practice while keeping high-quality teaching and positive pupil outcomes at its centre.
3. Personal Development	RE and PSHE play an important role in pupils' wider personal development, helping children to understand themselves, other people and the diverse world in which they live. A focused review of these subjects will ensure that curriculum intent is translated into consistently effective classroom

	practice. By strengthening subject leadership, progression, assessment and teachers' confidence in delivering these areas, pupils will develop increasingly secure knowledge alongside the skills, values and understanding required to become thoughtful, respectful and responsible members of their communities.
4. Inclusion	Effective inclusion is central to ensuring that all pupils are able to access learning, participate fully in school life and achieve their potential. This priority will ensure that Mainstream Inclusion Fund resources are used strategically and have a demonstrable impact on the pupils for whom they are intended. Provision will be carefully matched to identified needs, with clear outcomes and regular evaluation of effectiveness. This will strengthen accountability, promote inclusive classroom practice and ensure that additional support enables pupils to become increasingly successful and independent learners. Strong communication and language skills underpin learning across the whole curriculum and are essential for pupils' social, emotional and academic development. A continued focus on vocabulary, comprehension, speaking and listening will enable pupils to understand increasingly complex ideas and express their own thinking with confidence and precision. Developing a consistent approach to language across both schools will also help ensure that pupils with additional communication needs, including those with SEND or limited vocabulary, are able to access the curriculum successfully.
Continued Focus/ Priority	
Attainment and Progress	We will continue to deliver high-quality teaching and learning with high expectations for all pupils. Writing remains a key focus, particularly the <i>editing for improvement</i> stage of the writing journey, which also provides an opportunity to strengthen spelling skills. Attainment at the end of KS2 in both schools continues to be above the national average. Maths remains a strength across the Federation; however, our focus will be on extending provision for our most able mathematicians, ensuring they are consistently challenged and supported to work at greater depth. We are also committed to closing the gap from KS1 to KS2, with particular attention given to pupils who did not achieve the expected standard in reading, writing, and maths. This priority extends across all pupil groups, not limited to SEN or disadvantaged (PP), to ensure equity and progress for all learners.

Key Priority 1: Leadership

- Governance provides robust challenge, support and strategic oversight.
- Subject champions set a clear vision and maintain a strong focus on improvement.
- Maths and literacy leaders continue to drive improvements and raise standards effectively.
- Leaders explore academisation options and plan strategically for the school's future.

Success Criteria (How will we know?)

Governors demonstrate a clear understanding of the school's strengths and key priorities for improvement. Governing body minutes evidence appropriate challenge, questioning and support for leaders. Governors use performance, attendance, safeguarding and financial information confidently to hold leaders to account. Leaders and governors can evidence the impact of governance on school improvement and pupil outcomes.

Each subject has a clear vision, curriculum intent and identified priorities understood by staff. Subject champions have an accurate understanding of the quality of teaching and learning within their areas. Monitoring, including planning scrutiny, pupil voice, lesson visits and work scrutiny, identifies strengths and areas for development. Subject action plans

contain clear, achievable priorities and measurable outcomes. Staff receive appropriate guidance and professional development from subject champions. Assessment information demonstrates sustained or improving attainment and progress in maths and literacy. Any identified gaps between groups of pupils are reduced through timely and effective intervention. Monitoring shows consistent expectations and approaches to maths and literacy across classes. Pupils increasingly apply their literacy and mathematical skills confidently across the wider curriculum. Leaders use assessment and monitoring effectively to identify priorities and respond quickly where outcomes are below expectations. Pupil books and other evidence demonstrate clear progression over time. Leaders and governors develop a clear understanding of the opportunities, risks and implications associated with academisation. Appropriate options are researched and evaluated against agreed criteria, including educational outcomes, ethos, governance, finance and sustainability.

Actions	HC	Time scale	Budget Implications	Monitoring	Evaluation
• Link governor roles to school priorities. • Implement planned monitoring visits. • Provide clear performance, safeguarding, attendance and financial information. • Undertake governor skills audit and relevant training. • Agree subject vision and key priorities. • Maintain concise subject action plans. • Monitor through learning walks, work scrutiny and pupil voice. • Provide leadership CPD and protected monitoring time. • Analyse attainment and progress regularly. • Pupil-progress reviews. • Monitor teaching, learning and pupils' work. • Review the effectiveness of interventions SLT visit and research different academies to understand the process.	HC HC GB		None	FGB minutes	
	Subject Champion s/HC		£500 £500 each school release time cover	Action Plans and monitoring reports	
	HC				
	Sub Champ HC/ED SLT				
	SLT		£500 each school	Updates Feedback from visits	

Key Priority 2: Curriculum

- **Continue the upward trend in MTC outcomes across both schools**, ensuring pupils develop secure fluency and confidence in multiplication facts.
- **EYFS: Every Child Achieving**: ensure that all children make strong progress and are supported to achieve their full potential.
- **Explore and develop the effective use of AI in school**, identifying opportunities to enhance teaching, learning and staff effectiveness while promoting safe and responsible practice.

Success Criteria(How will we know?)

MTC outcomes demonstrate a continued upward trend across both schools, with an increasing proportion of pupils achieving strong scores. Pupils demonstrate increased fluency, accuracy and confidence in recalling multiplication and division facts. The proportion of pupils achieving full marks or meeting the national mean score increases

from the previous year. Monitoring shows a consistent approach to the teaching and practice of multiplication facts across relevant year groups. Pupil voice indicates that children understand the importance of multiplication fluency and can explain the strategies they use.

All children make strong progress from their individual starting points, including those who enter EYFS below age-related expectations. The proportion of children achieving a Good Level of Development (GLD) is maintained or improved, with outcomes reflecting ambitious expectations for all learners. Children at risk of falling behind are identified early, with timely and appropriate support resulting in measurable progress. Children demonstrate increasingly secure communication, language, literacy and mathematical skills. Disadvantaged children and children with SEND receive well-matched provision that enables them to participate successfully and make progress. Children demonstrate the independence, confidence, curiosity and resilience needed for a successful transition into Year 1. Monitoring of provision shows consistently high-quality interactions and purposeful learning opportunities across EYFS.

The federation establish a clear and responsible approach to AI use, aligned with safeguarding, data protection and existing school policies. Staff develop a secure understanding of the opportunities, limitations and risks associated with AI. Agreed AI tools are trialled purposefully in selected areas, with their impact on teaching, learning and/or staff workload evaluated. Staff understand the importance of checking the accuracy and appropriateness of AI-generated content before using it professionally. Pupils receive age-appropriate guidance that supports their understanding of safe, ethical and responsible use of AI and digital technology. AI use does not compromise personal data, safeguarding, professional judgement or the quality of teaching.

Actions	Lead person	Timescale	Budget Implications	Monitoring	Evaluation
Analyse previous MTC outcomes across both schools to identify strengths, gaps, trends and pupils/groups requiring additional support.	AP	Ongoing	£500 release time TTRS subscription	Data	
Establish a consistent approach to the teaching and practice of multiplication facts across both schools.	AP	Ongoing			
Ensure multiplication fluency is taught and practised regularly and systematically, with expectations appropriate to each year group.	AP	Ongoing		Learning walk MTC trackers Attainment	
Engage parents/carers by providing practical guidance and resources to support multiplication practice at home.	HC	October 26		Newsletters	
• EYFS-Establish clear expectations for progress and achievement for every child, while recognising individual starting points and additional needs.	HC/ED	October 26		Baseline assessment/ Learning walks/ observations	
• Identify children at risk of falling behind and implement early, targeted intervention. • Review the quality of continuous provision to ensure that it provides purposeful opportunities for learning across all areas of the EYFS curriculum.	HC/ED	October 26		Pupil progress	

Strengthen the quality of adult-child interactions, with particular emphasis on communication, language, questioning and extending children's thinking.					
Policy written and explore AI tools to reduce workload for staff.	HC/ED	Autumn 26	£300 per school		
Audit staff usage of AI.	/JC	Spring 27	training		
Highlight and raise awareness for both staff and children to risks and dangers of AI and ensure safe use.	JC	T1/2			
	HC/ED	Ongoing			
Agree clear expectations regarding what information staff should and should not enter into AI systems.	HC/ED	Ongoing			

Key Priority 3: Personal Development

- Strengthen the quality and effectiveness of RE and PSHE**, ensuring consistently strong curriculum delivery and positive outcomes in both subject areas.
- To embed character education throughout school life**, enabling every child to develop the knowledge, values, attitudes and personal qualities needed to thrive.
- To deepen children's understanding of equality, protected characteristics and Fundamental British Values**, preparing them to become respectful, responsible and inclusive members of society.
- To establish a personalised and self-directed approach to CPD that empowers staff to take ownership of their professional development and continually improve practice.**

Success Criteria (How will we know?)

RE and PSHE have clear, ambitious and coherently sequenced curricula that identify the knowledge and skills pupils should develop over time. Teachers demonstrate confidence and subject knowledge when delivering RE and PSHE. Monitoring shows that both subjects are taught consistently and regularly across all relevant year groups. Pupils' work and discussions demonstrate that they know more, remember more and can make meaningful connections with previous learning.

Pupils demonstrate an age-appropriate understanding of different beliefs, cultures, relationships, wellbeing and responsible citizenship. Pupil voice demonstrates that children value RE and PSHE and can explain how their learning relates to their own lives and the wider world. Subject leaders have a clear understanding of the strengths and areas for further development within their subjects and can demonstrate the impact of improvement actions.

There is a clear, shared understanding of character education across the school community. Character education is explicitly planned and embedded across the curriculum, assemblies, enrichment opportunities and wider school life. Agreed character virtues and values are visible in teaching, learning and relationships throughout the school. Children can identify, explain and demonstrate key character virtues, giving examples of how they apply them in school and beyond. Children are provided with regular opportunities to develop leadership, resilience, independence, teamwork, responsibility and service to others. Children develop an age-appropriate understanding of equality, diversity and the protected characteristics. Curriculum mapping demonstrates that equality, diversity and Fundamental British Values are planned for progressively across year groups and subject areas. Children can explain key concepts such as respect, inclusion, fairness, democracy, individual liberty and

respect for different beliefs and perspectives, at a level appropriate to their age. Children demonstrate respect for difference through their language, attitudes, relationships and behaviour. Pupil voice demonstrates that children feel safe, valued, respected and included within the school community. Staff have access to a broad range of high-quality CPD opportunities, rather than relying solely on whole-school training. Each member of staff takes increasing ownership of their professional learning, selecting appropriate areas for development. Staff are encouraged to share expertise and disseminate learning with colleagues

Actions	Lead person	Time scale	Budget Implications	Monitoring	Evaluation
To explore a revised curriculum for RE that enables our children to develop key skills and vocabulary and knowledge in both religious non-religious themes.	ED/MB	T1/2	£500 per school resources/training	Scheme of work/learning walks	
To ensure PSHE curriculum is in line with new updates and monitored for effectiveness.	HC/DC	T2/4	£350 per school subscription to Heartsmart		
Embed consistent language around character and virtues within classrooms and across the school.	HC/ED	Ongoing	£200 per school resources	Pupil voice, staff meetings Learning walks	
Increase opportunities for pupils to develop character through leadership, volunteering, teamwork, responsibility, challenge and service to others.					
Engage parents and carers so that they understand the school's approach and can reinforce character development at home.	HC/ED	Ongoing		Newsletter website	
Monitor implementation through learning walks, curriculum reviews, pupil voice and staff feedback, and use findings to refine provision.	HC/ED	T2/4/6		Learning walks Pupil voice	
Audit the curriculum to evaluate existing coverage of equality, diversity, protected characteristics and Fundamental British Values.	HC/ED	T3			
Produce a whole-school curriculum map showing where these concepts are taught and revisited progressively.	HC/ED	T3			
Provide staff CPD to increase confidence in teaching protected characteristics, Fundamental British Values and challenging stereotypes or misconceptions.	ED	T4	Equality TEAM training £400		
Ensure assemblies and wider school activities complement curriculum learning rather than	HC/ED	Ongoing	£200 per school Picture News subscription		

providing the only opportunities to explore these themes. - Gather staff views about their professional development needs, interests and aspirations. - Provide a menu of CPD approaches including coaching, mentoring, professional reading, research, peer observation, lesson visits, online learning, external courses. - Allocate protected time for staff to undertake self-directed professional learning.	HC	T2	£500 CPD costs		
Key Priority 4: Inclusion Maximise the impact of the Mainstream Inclusion Fund, ensuring that provision effectively supports learning, progress and positive outcomes for all identified pupils. Strengthen children's understanding and use of language, developing communication, vocabulary and comprehension across the curriculum.					
Success Criteria (How we will know?) Leaders can clearly demonstrate and evaluate how funding has been used and the difference it has made. A consistent whole-school approach to developing vocabulary, speaking, listening and comprehension is evident in classroom practice. Curriculum planning identifies and explicitly teaches key vocabulary across subjects. Pupils increasingly use appropriate, precise and subject-specific vocabulary when speaking and writing. Teachers routinely model high-quality language and provide structured opportunities for pupils to talk, explain, discuss and reason. Assessment and pupil work demonstrate improvements in pupils' vocabulary knowledge and comprehension. Pupils with identified speech, language and communication needs receive appropriate and timely support, with progress regularly monitored. Learning walks and pupil voice demonstrate that children are confident communicators and increasingly able to articulate their knowledge and thinking. Staff demonstrate increased confidence in recognising and addressing barriers associated with communication and language.					
Actions	Lead Person	Time scale	Budget Implications	Monitoring	Evaluation
- Action Plan written for both schools detailing what the funding is to be spent on. - Work with teachers and support staff to ensure appropriate strategies are embedded within high-quality classroom teaching. - Provide relevant staff training based on the needs of pupils.	ED ED ED	Dec 26 Ongoing	Mainstream Inclusion Fund	FGB Meeting Evaluation	

- Review pupil progress and provision at agreed points and modify support where expected impact is not evident. - Gather pupil voice to understand pupils' experiences of support and identify ways in which access and independence can be further strengthened. - Keep clear evidence demonstrating how funding has been used and the difference it has made to support leadership and governor evaluation. - Share effective inclusive practice across both schools. - To establish a KS2 alternative provision at Preston focusing on string foundations skills in both maths and English. - Introduce Clicker as a tool to support children’s independence especially in KS2 - Agree a consistent whole-school approach to vocabulary development and oracy. - Ensure purposeful opportunities for pupils to talk, discuss, explain, justify and reason across the curriculum. - Develop classroom environments that actively promote vocabulary and communication without creating unnecessary cognitive overload. - Use In Print to support language consistency across the school.	HC/ED	Ongoing		SONAR	
	ED	T3/5		Feedback	
	ED	Ongoing		Ongoing updates	
	All staff	Ongoing		Staff meetings	
	HC/GS	T1	Clicker £4500		
	ED	T1			
	KP	T1			
	KP	T1/3/5			
	ED	T1	In Print £410	Learning walks	
	ED	T1			

Continued Focus/Priority

To ensure high quality teaching and learning is being provided to ensure children and being given opportunities to reach their true potential

Success Criteria (How will we know?)

Pupils receiving additional support demonstrate improved progress, confidence and independence, with evidence that learning from interventions is successfully transferred into everyday classroom practice. Standards remain in line with or better than national averages. Children achieve well and or progress is strong from starting points.

Actions • Current documentation: Ensure all staff are consistently using the most up-to-date documentation and guidance to maximise the impact of provision and support. • Intervention: Ensure interventions directly support classroom learning, with a particular focus on pre-teaching and same-day intervention so that pupils can access learning and misconceptions are addressed promptly. • Spelling: Continue to strengthen the consistent teaching and reinforcement of spelling, ensuring approaches used in intervention align with classroom practice. • TA training: Provide focused training for teaching assistants (TAs) so they have the knowledge, strategies and confidence to deliver effective interventions and support pupils' learning. • Review home work and home learning by seeking the views of parents/carers and pupils as well as staff	Lead person	Timescale	Budget Implications	Monitoring	Evaluation
	SLT	T1		Learning walks, book scrutiny, planning	
	SLT	Ongoing		As above and pupil data	
	KP	3x year		Data, gap analysis, writing	
	ED	Ongoing	£200 Training to cover TA hours	Learning walks, observations, pupil data	
	SLT	T1			

Respect Inclusive Creative Hardworking