

NEWBURGH PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN 2026/27



Summary of Main Priorities 2026/27	
1 - Achievement Leadership and Governance	4 - Achievement
- Leadership at all levels, is consistent and drives sustained improvement through a shared culture. The HT and Governors develop leaders' autonomy to make positive contributions to the school within their remit. - Leaders, including Governors, build consistently strong relationships with parents and carers to make them equal partners in their child's learning. - Leaders prioritise staff well-being through an annual action plan of events and work-load considerations. - Governors assure themselves that leaders have an accurate understanding of the school's context and are prioritising the actions for improvement to have the greatest impact on pupils, especially disadvantaged and SEND pupils.	- Leaders embed the Teaching and Learning framework to improve the progress of disadvantaged and SEND pupils by at least 4 points per year in core subjects. - Leaders monitor and evaluate QFT, using research-based strategies and sharing best practice through peer coaching to ensure strong teaching throughout the school. - Gaps in pupils' foundational knowledge or skills are identified quickly through leader's systematic analysis of quantitative and qualitative data.
	5 - Attendance and Behaviour
	- Leaders will work with staff to improve the consistency of the Thrive approach to support SEMH needs, with a particular focus on social times, to improve the attendance of persistently absent children. - Leaders will support staff to develop consistency in classroom routines and behaviour expectations to ensure an inclusive environment.
2 -- Inclusion	6 - Personal Development
- Leaders support teachers to develop LSP's that accurately identify the key area of need, strategies to effectively support pupils and measurable targets that are systematically reviewed with the SENDCo through the graduated approach. - Leaders identify and rigorously monitor impactful interventions, alongside quality first teaching resulting in improved attainment and accelerated progress for SEND and disadvantaged pupils. - Leaders ensure high-quality training for staff, so that strategies are systematically and skillfully adjusted to meet the needs of disadvantaged and SEND pupils, including those with complex needs.	- Leaders ensure all pupils are accessing personal development opportunities in a planned and coherent curriculum. - Leaders plan and track enrichment opportunities for disadvantaged and send pupils, beyond the core offer to ensure they participate enthusiastically in a wide range of artistic, musical, sporting, cultural and academic activities.
3- Curriculum and Teaching	
- Subject Leaders to monitor the standards in their subject to identify strengths and weaknesses in Teaching and Learning. This will inform the focus of coaching conversations to raise the attainment of all pupils and to make necessary adaptations to the curriculum to improve all pupils' outcomes. - Subject Leaders analyse pupil voice, to evidence embedded foundational knowledge over time in core subjects. - Leaders develop and build an oracy framework that focuses on ensuring accelerated writing attainment for all pupils with a focus on SEND and disadvantaged pupils where the gap between writing and reading is narrowed. - Leaders ensure that the computing curriculum is adapted and evolved to be highly effective at ensuring pupils have the necessary skills for future learning.	7 - Early Years
	- Disadvantaged pupils' attainment is inline or above National due to a sharp focus on fine-motor provision, ensuring pupils acquire a wide vocabulary and can communicate effectively and have a secure knowledge of phonics. - Early identification of gaps in children's knowledge or SEND needs leads to adaptations to the environment or curriculum to close these gaps. - QFT in phonics, writing, alongside well-planned interactions in enhanced provision ensures GLD is above National and pupils are well-prepared for the national curriculum in year 1. - Leaders develop and instill positive habits of attendance in Reception by ensuring pupils feel safe, secure, stimulated and happy.