



Dunnington Primary School Development Plan 2025-26

School's theologically-rooted Christian Vision

Growing and learning together to be the best that we can be, in an environment based on Christian Values.

Responsibility, Enjoyment, Security, Politeness, Effort, Care, Tolerance - RESPECT

Dunnington C E Primary School is a place where we encourage children to develop enquiring minds, a lifelong love of learning and a respect for one another and the world in which they live.

It is rooted theologically in Proverbs 22:6, 'Start children off in the way they should go and even when they are old, they will not turn from it.' and 1 Peter 3:8 'Be sympathetic, love one another, be compassionate and humble.'

OBJECTIVES FOR 2024-2025	
Objective 1	<p>Full review of the curriculum to ensure it is sustainable for new and evolving class structure, is a curriculum for Dunnington and ensures the progressive acquisition of disciplinary and substantive knowledge across all year groups.</p> <p>Increased number of children achieving greater depth in writing.</p>
Objective 2	<p>Embed culture of inclusion to ensure all children feel a sense of belonging and Dunnington Primary School.</p>
Objective 3	<p>Become an OPAL school, improving the playtime and lunchtime experience for all children.</p> <p>Improve attendance of most vulnerable learners.</p>



OBJECTIVES FOR 2024-2025

Objective 4	Leaders evaluate the impact of new curriculum plans within the classroom.
Objective 5	Develop outdoor provision in EYFS.

QUALITY OF EDUCATION

RARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)	SEF PAGE REFERENCE
Full review of the curriculum to ensure it is sustainable for new and evolving class structure, is a curriculum for Dunnington and ensures the progressive acquisition of disciplinary and substantive knowledge across all year groups.	<p>Create new curriculum maps for history, science, geography and RE.</p> <p>Staff meeting time allocated each half term for planning and review.</p> <p>Book looks - looking at how areas and topics progress across a key stage.</p> <p>Learning walk - focussing on</p>	<p>Book looks show progression in history, geography and science and more in depth learning year by year.</p> <p>Pupil voice - shows that learning is retained and that children are inspired by what they learn.</p> <p>Increased awareness of significant historical figures from York/ other cultures.</p> <p>Increased focus on local study of York.</p>	<p>SLT members with a focus on curriculum overseen by headteacher - oversee coverage and responsible for ensuring coverage in lessons matches plans.</p> <p>Subject Leads - support for teachers - planning and resourcing subject.</p> <p>Class teachers - Responsible for ensuring curriculum plans are followed.</p>	<p>July 2026</p> <p>Curriculum plans complete by the end of September 2025.</p> <p>Book looks and show appropriate coverage and progression by the December 2025.</p> <p>Learning walk/ book looks/ pupil voice spring 2025 show appropriate progression and coverage.</p>	<p>2 x supply days - learning walks and book looks.</p> <p>Additional supply time may be necessary if teachers need more support with planning and delivery.</p> <p>Half termly staff CPD sessions.</p>	



QUALITY OF EDUCATION

	<p>science teaching across school.</p> <p>Gather voice of pupils and staff to gain insight into effectiveness of new planning.</p>					
<p>Increased number of children achieving greater depth in writing.</p>	<p>Members of SLT attend the writing framework briefing led by the writing Hub.</p> <p>Staff meeting time - sharing key points of the writing framework and introducing genre progression and spending time curriculum mapping.</p> <p>Learning walks/ book looks/ gathering pupil voice.</p>	<p>Writing attainment in line with other subjects.</p> <p>Increased greater depth writers.</p> <p>Internal moderation aligns with external moderation.</p> <p>Book looks show progression of genres is embedded.</p>	<p>SLT members with a focus on writing overseen by headteacher - introducing genre awareness, checking coverage and progression.</p> <p>Subject Leads - support for teachers - curriculum mapping to align with new curriculum plans.</p> <p>Class teachers - Responsible for ensuring genre progression document and curriculum plans are followed.</p>	<p>July 2026</p> <p>Staff meeting - genre progression and curriculum mapping - October 2025.</p> <p>Learning walk, book look and gathering pupil voice - November 2025.</p> <p>Staff meeting - assessment - Spring 2026.</p> <p>Regular moderation opportunities - Spring and Summer 2026.</p>	<p>2 x supply days - learning walks.</p> <p>1 x supply day to support moderation.</p> <p>Termly teacher CPD meetings.</p>	



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QUALITY OF EDUCATION

	<p>Staff meeting time ensuring staff are confident using the writing grids for assessment. Moderation - phase/ cross phase and internal.</p> <p>Writing lead engagement with YLT writing meetings.</p>					
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EVALUATION



School Development Plan 2025-26

BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)	SEF PAGE REFERENCE
Embed culture of inclusion to ensure all children feel a sense of belonging and Dunnington Primary School.	<p>Continue to embed ADHD Friendly School pledges - whole class access to sensory resources/ calming resources and movement.</p> <p>Continued use of Zones of Regulation and Zones Check Ins in all classes.</p> <p>Learning Support Hub Referrals made as soon as it is felt that a child's needs are not being met.</p> <p>Termly meetings in place for children on SEND register, including those with EHCPs - consultation about provision with families and clear</p>	<p>Universal offer meets the needs of all learners - strategies inclusive rather than exclusive.</p> <p>Adaptive teaching embedded across subjects - learning walks and book looks demonstrate this</p> <p>Positive pupil/parent/staff voice - all feel that there is support for all children to regulate their behaviour and learn within the classroom.</p> <p>Improved attendance, particularly of vulnerable learners (EHCPs/ FSM)</p> <p>Continued reduction of CPOMs logs for</p>	<p>SENCO, SLT member responsible for behaviour - support staff if they are struggling to meet the needs of a child and support with parent meetings that may be more challenging.</p> <p>Class teachers - adaptive teaching strategies and planning - producing IEPs and updating pupil passport,</p> <p>SENCO - creating pupil passports/ engaging learning support hub/ creating three point scales.</p>	July 2026	<p>Supply cover for course attendance.</p> <p>Additional hours paid so staff can attend inset.</p>	



BEHAVIOUR AND ATTITUDES

	<p>short term outcomes in place.</p> <p>New pupil passport document created and used to ensure all staff know what provision works best for children.</p> <p>Best practice adaptive teaching strategies shared between staff.</p> <p>Three point scales in place for children requiring additional support.</p> <p>Early Help used to support families who are struggling to meet needs of their child.</p> <p>Attendance at York's Belonging conference.</p> <p>MAT Belonging and Mattering inset.</p>	<p>incidents in and out of class</p> <p>Reduced use of suspensions</p> <p>Reduced use of reduced timetables</p> <p>Reduced use of alternative provision</p> <p>IEP/ EHCP review demonstrate children making progress against personalised targets.</p>				
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BEHAVIOUR AND ATTITUDES

EVALUATION



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PERSONAL DEVELOPMENT

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)	SEF PAGE REFERENCE
Improve the playtime and lunchtime experience for all children.	<p>Work through OPAL action plan throughout the programme.</p> <p>Develop play policy.</p> <p>Develop play charter.</p> <p>Introduce activities week by week - through assembly - clear expectations and risk management shared with children and adults.</p> <p>Develop risk assessments as required.</p> <p>Staff training - inset/ RAPID/ playwork.</p> <p>Continued parental engagement for resourcing.</p>	<p>Positive pupil, parent and staff voice</p> <p>Reduction of CPOMS logs at and after lunchtime</p> <p>OPAL audit - indicators marked green</p> <p>Effective use of school grounds</p> <p>Links established with local community</p>	<p>SLT member responsible for OPAL.</p> <p>OPAL working group.</p> <p>All staff.</p>	July 2026	<p>Additional pay so all staff can attend inset.</p> <p>Additional pay so all staff can attend RAPID training.</p> <p>Supply cover for meetings - though will be covered internally where possible.</p>	



PERSONAL DEVELOPMENT

	<p>Develop networks and contacts to support resourcing and building.</p> <p>Parent assembly and play session.</p> <p>Design supervision plan for playground and field.</p>					
<p>Improve attendance of most vulnerable learners.</p>	<p>Engagement with York's attendance lead for advice and strategies.</p> <p>Attend York attendance meets.</p> <p>Ensure school's Early Help Process is sufficient and offered to those that need it.</p> <p>Engage attendance advisor with Early Help.</p> <p>Continued engagement with persistent absentee families.</p>	<p>Reduction in persistent absentees</p> <p>Reduce attendance gap - EHCP/ disadvantaged</p> <p>Attendance significantly above national and in line with similar schools.</p> <p>Parent/ pupil voice demonstrates families feel supported to ensure that their child attends school.</p>	<p>Head</p> <p>SLT member responsible for behaviour</p> <p>SENDCO</p>	<p>July 2026</p>	<p>Supply cover for course attendance.</p> <p>Additional hours paid so staff can attend inset.</p>	



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PERSONAL DEVELOPMENT

Allocate pupil premium spending to support as appropriate.

Engage in fast track process when other avenues have not been successful.

Learning Support Hub Referrals in place for children struggling to come to school.

Attendance at York's Belonging conference.

MAT Belonging and Mattering inset.

EVALUATION



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LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)	SEF PAGE REFERENCE
Evaluate the impact of new curriculum plans.	<p>Staff meeting time allocated each half term for planning and review.</p> <p>Book looks - looking at how areas and topics progress across a key stage.</p> <p>Learning walk - focussing on science teaching across school.</p> <p>Gather voice of pupils and staff to gain insight into effectiveness of new planning.</p> <p>YLT peer review.</p> <p>Engagement in subject networks to share best practice and problem-solve.</p>	<p>Book looks show progression in history, geography and science and more in depth learning year by year.</p> <p>Pupil voice - shows that learning is retained and that children are inspired by what they learn.</p> <p>Increased awareness of significant historical figures from York/ other cultures.</p> <p>Increased focus on local study of York.</p> <p>Equity of provision for year groups split over two classes.</p>	<p>Head</p> <p>SLT responsible for curriculum</p> <p>Subject leads</p>	<p>July 2026</p> <p>Curriculum plans complete by the end of September 2025.</p> <p>Book looks and show appropriate coverage and progression by the December 2025.</p> <p>Learning walk/ book looks/ pupil voice spring 2025 show appropriate progression and coverage.</p> <p>Peer review - Autumn term and summer term</p>	<p>Supply costs to allow subject leads to conduct monitoring.</p> <p>Potential supply costs to attend network meet.</p> <p>Additional leadership time to support planning.</p>	



LEADERSHIP AND MANAGEMENT

	Reporting to governors on progress/ next steps.					
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EVALUATION

EARLY YEARS

TARGET	ACTIONS	KEY PERFORMANCE INDICATORS	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	RESOURCE (FINANCE/TIME)	SEF PAGE REFERENCE
Develop outdoor provision in EYFS.	<p>Visits to other schools in MAT.</p> <p>Audit resources.</p> <p>Consider how to replicate learning indoor and outdoor.</p> <p>Seek advice on how supervision can be appropriate within the space we have.</p> <p>Ensure space is used through the</p>	Space is fully utilised throughout the year.	EYFS lead. EYFS team. Head.	July 2026	<p>Release time to visit other schools/ attend training as required.</p> <p>Time to attend SYMAT EYFS meetings.</p> <p>Resource costs as appropriate.</p>	



School Development Plan 2025-26

EARLY YEARS

	year to support regulation and wellbeing of children.					
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EVALUATION