



School Development Plan Summary

2025 - 2026

Vision

The Cambridge Primary School seeks to create a safe, happy and healthy learning environment.

We believe that every member of our community is a lifelong learner. Together we can foster the hopes and dreams of our learning community. We believe that all learners have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally.

As an inclusive learning community, we believe that every child does matter and it is our duty to prepare our children for the challenges of the 21st Century. Providing high quality learning experiences is the foundation of our school.

We believe in excellence for all and strive to deliver a wide range of experiences which enable the children to grow in confidence and strive to become successful members of our community.

We believe that Teaching and Learning is a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community.

Inspiring Minds Together





Main Priorities 2025 - 2026



School Development Target 1

WRITING | To improve writing data for all pupils with a particular focus on disadvantaged pupils and pupils with SEND.

School Development Target 2

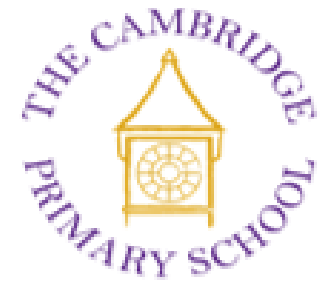
READING | To improve reading data for all pupils with a particular focus on disadvantaged pupils and pupils with SEND.

School Development Target 3

STANDARDS AND CONSISTENCY | To uphold standards by embedding an explicit, consistent, insistent and persistent approach to teaching and learning with a view that what supports some will benefit all.

Main Priorities

School Development Target 1



WRITING | To improve writing data for all pupils with a particular focus on disadvantaged pupils and pupils with SEND.

Objectives

- Raise writing attainment so that 65% of pupils attain EXS+ by the end of KS2.
- Planning is of high quality and reflects the progression of the national curriculum.
- Assessment of writing is accurate and helps pupils make progress.
- Teacher subject knowledge is of a high standard
- Modelled writing is planned and articulates the process of writing
- Writing is based on quality texts
- Adaptations make learning accessible
- Raise attainment in SpaG (spelling and grammar) so that 75% of pupils achieve EXS+ at the end of KS2.
- New spelling scheme is taught consistently across the school.

Actions

- Monitored and targeted support so that pupils make good progress and achieve their targets.
- Regular CPD and monitoring of planning including modelled sentences.
- Internal monitoring to help support teacher assessment judgements.
- Book spine created which reflects the school community.
- Discrete spelling lessons taught twice a week.
- Regular discrete grammar teaching as well as modelling how to use in context.

Main Priorities

School Development Target 2



READING | To improve reading data for all pupils with a particular focus on disadvantaged pupils and pupils with SEND.

Objectives

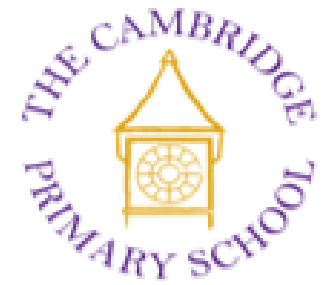
- Increase phonics screening scores to meet or exceed the national average.
- All phonics lessons are high quality and taught with fidelity to the Little Wandle scheme.
- Rapid Catch Up helps pupils make accelerated progress.
- Reading attainment increases so that 85% of pupils achieve EXS+ at the end of KS2.
- National curriculum progression is reflected in guided reading planning.
- Teacher subject knowledge is of a high standard.
- Assessment of reading is accurate and helps pupils make progress.

Actions

- Regular assessment of knowledge to ensure gaps in learning and addressed.
- Monitor teaching and administer targeted CPD.
- Half termly assessments to ensure the intervention is pitched appropriately.
- Monitored and targeted support so that pupils make good progress and achieve their targets.
- Subject lead monitors planning and teaching.
- Pupil progress meetings support teachers to identify key groups and provide timely support.

Main Priorities

School Development Target 3



STANDARDS AND CONSISTENCY | To uphold standards by embedding an explicit, consistent, insistent and persistent approach to teaching and learning with a view that what supports some will benefit all.

Objectives

- The Cambridge curriculum will be progressive, connected and engaging.
- Teaching will be consistently good across the school.
- Behaviour expectations and approaches will be explicit, persistent, insistent and consistent.
- All staff understand the shared vision and their part in it.
- The safeguarding culture will continue to be of a high standard.

Actions

- Subject leaders and the senior leadership team will have curriculum targets built in to their appraisal.
- Regular CPD to increase teacher subject knowledge.
- Weekly assemblies and staff briefings to ensure everyone knows the school expectations.
- In-house training will address contextual issues and increase staff confidence.

