

Muskham Primary School Development Plan 2026-2028



Our vision is to provide an ambitious and nurturing education that champions inclusion, ensuring every child is known, valued and challenged to achieve their full potential, whilst fostering a love of learning, strong character and a deep sense of belonging within the school and wider community.

SUCCESS STATEMENT:

Muskham Primary School will be a highly inclusive school where:

- Safeguarding is effective and embedded in the school culture
- Reading is at the heart of the curriculum
- Vocabulary and oracy are strengths across all year groups
- Teaching is consistently strong
- Pupils achieve well from their individual starting points
- Families and the wider community are active partners in school life
- Leadership and governance provide effective challenge and strategic direction
- All pupils are known, valued, supported and prepared for the next stage of their education

INTRODUCTION

At Muskham Primary School, our vision is to provide an ambitious, inclusive and nurturing education where every child is known, valued and challenged to achieve their full potential. Rooted in our school motto, *"Wisdom and Caring"*, we are committed to combining high academic expectations with a deep focus on personal development, wellbeing and belonging. As a thriving village school serving North Muskham and the surrounding communities, we recognise the importance of strong partnerships between school, home and the wider community in supporting every child's success.

Empathy, Questioning, Perseverance, Independence, Creativity and Optimism.

Our ENABLERS values are at the heart of everything we do at Muskham Primary School. They underpin our vision, shape our culture and guide the behaviours and attitudes we seek to develop in every child. Through these values, we encourage pupils to become confident, resilient and responsible members of our school community who demonstrate kindness, respect and a commitment to learning. We believe that by embedding these values throughout the curriculum, enrichment opportunities and daily interactions, we are equipping our pupils with the knowledge, skills and attributes needed to flourish in modern Britain and beyond.

Muskham Primary School has a strong track record of achievement, with pupils consistently attaining outcomes that are at or above national expectations. This reflects the school's commitment to high-quality teaching, ambitious curriculum provision and a culture of high expectations for all learners. Through effective assessment, targeted support and a focus on continuous improvement, pupils make strong progress from their starting points and are well prepared for the next stage of their education. Our aim is not only to sustain these positive outcomes but to build upon them, ensuring that every child is challenged, supported and enabled to achieve their very best.

This School Development Plan sets out our strategic priorities for 2026-2028 and reflects our determination to build upon our strengths while continuing to secure the very best outcomes for all pupils. Central to our work are the principles of effective safeguarding, high-quality teaching, a love of reading, inclusive practice and strong leadership. Through a broad and ambitious curriculum, rich opportunities for personal development and a relentless focus on achievement, we aim to ensure that every pupil leaves Muskham as a confident, resilient and successful learner, fully prepared for the next stage of their education and their future lives.

The priorities within this plan have been informed by our self-evaluation, stakeholder feedback and our commitment to continual improvement. Over the next two years, leaders, staff and governors will work collaboratively to embed a culture where excellence, inclusion and community sit at the heart of all that we do. By maintaining our strong sense of care whilst continuing to raise aspirations and standards, we will ensure that Muskham Primary School remains a place where children flourish academically, socially and emotionally.

OBJECTIVES FOR 2026-2028

Objective 1	Safeguarding: Effective safeguarding culture embedded across all aspects of school life
Objective 2	Reading & Vocabulary: Reading outcomes improve and a vocabulary-rich culture is established
Objective 3	Curriculum & Teaching: High-quality teaching and ambitious curriculum implemented consistently
Objective 4	Inclusion: SEND, disadvantaged and vulnerable pupils achieve exceptionally well
Objective 5	Achievement: Improved outcomes for all pupil groups
Objective 6	Personal Development & Community Engagement: Pupils become confident, resilient and active members of the community
Objective 7	Leadership & Governance: Strong leadership capacity and effective governance drive improvement
Objective 8	Early Years: Develop confident, independent and resilient learners who are fully prepared for Key Stage 1

SAFEGUARDING

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	RAG		
Maintain a strong safeguarding culture where all pupils feel safe and supported	Deliver annual safeguarding training and termly updates; undertake safeguarding audits; strengthen online safety education; monitor vulnerable pupils; implement effective referral systems	Staff training records 100% staff training compliance; safeguarding audits demonstrate compliance; pupils report feeling safe; safeguarding concerns identified and acted upon promptly	SP & JP Safeguarding Governor Whole school	Ongoing	Professional learning costs			
Strengthen attendance systems	Fortnightly attendance reviews	Whole school attendance remains above 96% and persistent absence remains below national averages; timely interventions	SP	Ongoing	NA			
All children understand how to identify unsafe situations and trusted adults	Deliver age-appropriate safety lessons through KAPOW, assemblies, stories and role-play	Pupil voice surveys, lesson observations, and evidence from children's work demonstrate	SP & JP	July 2027	NA			

	activities Display safeguarding information in classrooms	increased understanding						
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INCLUSION

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	RAG		
We use a graduated approach of 'assess, plan, do and review' to ensure that pupils with SEND receive an appropriate level of support to meet their needs	Staff training on using the graduated approach	Evidence of staff professional learning Staff surveys show confidence in delivering a graduated approach Monitor progress data for pupils with SEND Individual provision maps for funded pupils	SENCO	July 2027/28	Professional learning costs			
Ensure teaching and learning across the curriculum is fully inclusive, enabling all pupils, regardless of need, background or ability, to access learning, make progress and feel valued	Embed adaptive teaching strategies in all lessons, including scaffolding, modelling, visual supports and appropriate challenge Ensure curriculum resources reflect backgrounds, abilities and experiences	Lesson observations and learning walks demonstrate consistent use of inclusive teaching strategies in all areas of SEND Pupil voice indicates that children feel represented, supported and able to access learning	SENCO SLT Curriculum subject leaders Family SENDCo	Ongoing	Approximately £500-£2,000 for professional development, curriculum resources and staff training			

	Share effective inclusive practice through staff meetings and professional development opportunities	Progress data shows gaps between groups are narrowing Work scrutiny demonstrates appropriate adaptation and challenge for all learners Increased engagement and participation from all pupil groups SEND audit and action plan developed and implemented						
Continue to improve outcomes for pupils with SEND and vulnerable groups	Strengthen assess-plan-do-review cycles; monitor interventions; engage parents	Improved progress and attainment for SEND -90% of SEND pupils meet or exceed personalised targets EHCP and disadvantaged pupils SEND Governor involved and updated	SENCO SLT SEND Governor	July 2027/28	NA			
Increase participation in wider opportunities – such as clubs	Monitor participation; remove barriers; targeted inclusion support	All pupil groups represented in enrichment opportunities	SENCO SLT	July 2027/28	NA			

Calm room created	Pupil and staff feedback to develop and create low stimulation space Evaluate impact	Improved regulation and wellbeing throughout school day for pupils and staff	SENDCo SLT KK	July 2027	Based on donations – approximately £200			
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CURRICULUM AND TEACHING

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	RAG		
Our curriculum in all subjects is coherently planned and sequenced to build pupils' knowledge and skills sequentially and cumulatively	Curriculum planning monitoring Pupil workbook scrutinies	Monitoring shows that the curriculum is suitable, well-planned and sequenced across all subjects Pupil workbook scrutinies show that plans are generally followed and that pupils gain foundational knowledge and skills through the Key Stages	Curriculum subject leaders	End of each term	Subject leader time covered internally			
Deliver a broad, ambitious and well-sequenced curriculum	Review curriculum progression; ensure consistency in planning and delivery; strengthen curriculum monitoring	Subject leaders conduct termly curriculum reviews to evaluate progression, retrieval and assessment in their subject areas Curriculum progression clearly evident; pupils know more and remember more	SLT Curriculum subject leaders	End of each term	Subject leader time covered internally			

Continue to improve consistency of teaching and learning	Implement agreed teaching principles; provide coaching and professional development; strengthen assessment practices	High quality, adaptive teaching practices are consistent across the school	SLT Curriculum subject leaders	Ongoing	Subject leader time covered internally			
Continue to develop adaptive teaching	Deliver staff training; share best practice; provide coaching support	All learners successfully access the curriculum	SEND SLT	Ongoing	NA			

ACHIEVEMENT

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	RAG		
Continue to improve attainment and progress across the school in reading, writing and maths	Use assessment data to identify pupil knowledge gaps Conduct half-termly pupil progress meetings; deploy timely interventions; use assessment effectively	School data compared with local and national Evidence of substantial and sustained progress from pupils' starting points The attainment gap between disadvantaged pupils and those without identified disadvantages has narrowed	SP & JP	July 2027/28	NA			
Raise achievement for targeted groups: Year 4 Multiplication Check Outcomes KS2 Boys writing and reading KS1 Boys phonics	Analyse group performance; implement appropriate support and challenge	Achievement gaps diminish between groups – Key Stage 2 boys writing Improved outcomes in the Yr4 Multiplication Checks so they are at or above national averages	SLT	July 2027/28	NA			
Increase higher attainment at the end of Key Stage 1 & 2	Develop challenge across the curriculum; strengthen teacher expertise	Increased number of pupils achieving higher standards	SLT Curriculum subject leaders	July 2027/28	Subject leader time covered internally			

Implement writing purpose projects to increase engagement, motivation and outcomes in writing, particularly for boys and identified pupil groups	Develop and implement a purposeful writing project each term, using real-life contexts and authentic audiences to inspire meaningful writing experiences, support reluctant writers, celebrate success, and monitor impact through pupil voice, work scrutiny, and assessment	Increased engagement and enjoyment in writing, improved writing outcomes across the curriculum, reduced attainment gaps, stronger evidence of purposeful writing for real audiences, and greater pupil confidence, independence and stamina in writing	Subject Leaders Class Teachers Senior Leadership Team (monitoring and evaluation)	Full implementation across all year groups by July 2027 Interim reviews at the end of each term to measure impact and adjust provision as required	Staff CPD and release time for planning and moderation: £500 Resources, texts and project materials: £1,000			
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PERSONAL DEVELOPMENT AND WELLBEING

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	RAG		
Our pupils have a comprehensive personal development curriculum (KAPOW) that teaches them age-appropriate knowledge to keep themselves healthy and safe, and prepare them for life in modern Britain	Extracurricular opportunities in arts, music, and sport School council Peer leadership responsibilities	Extracurricular participation data shows all groups of pupils attend, especially disadvantaged pupils and those with SEND	SLT	July 2027/28	Outside agency costs to run extracurricular activities			
Continue to develop and promote positive wellbeing and mental health	Develop wellbeing support systems; staff training; emotional literacy programmes	Improved pupil wellbeing and resilience Evidenced through pupil voice	KK	Ongoing	KK time covered internally			
Continue to develop and strengthen community engagement and partnerships	Develop links with local organisations, charities and community groups; invite visitors into school; increase parental engagement; organise community events	Increased community participation; strong parental partnerships; greater pupil understanding of citizenship and belonging	All staff School Members of the Muskham Parliament	Ongoing	£500 to cover event costs			
Increase pupil leadership opportunities	Introduce the new School Parliament, eco ministers, reading ministers, digital ministers	Increased pupil participation and ownership of school improvement	All staff School Members of the Muskham Parliament	Ongoing	£50 - badges			

	and health and wellbeing ministers							
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LEADERSHIP AND GOVERNANCE

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	RAG		
Strengthen leadership capacity at all levels	Develop leadership skills through coaching and CPD; implement monitoring cycle; succession planning - governance	Leaders demonstrate measurable impact on school improvement	SP COGs	July 2027/28	NA			
Continue to strengthen self-evaluation and school improvement processes	Refine SEF; align monitoring activities to priorities; use evidence effectively	Accurate self-evaluation informs improvement priorities	SLT	Autumn 1 '27 & '28	NA			
Enhance governance effectiveness	Governor training; strategic monitoring visits; focused challenge and support	Governors demonstrate understanding of priorities and impact	SP Governors	July 2027	NA			
Continue to promote staff wellbeing and retention	Conduct staff surveys; review workload; provide professional development pathways	Positive staff wellbeing and improved work life balance	SLT KK	July 2027/28	NA			

EARLY YEARS

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	RAG		
Our early years curriculum identifies and sequences key knowledge across all 7 areas of learning, and strongly focuses on communication, language, and early reading	Curriculum monitoring Staff phonics training	Pupils reach a good level of development by the end of reception Pupils develop a wide vocabulary and secure knowledge of phonics Pupils can read accurately	LC - EYFS leader	Ongoing	Staff training costs			
Continue to strengthen the quality of adult-child interactions and the teaching of communication and language across the Early Years Foundation Stage, ensuring all children, particularly disadvantaged pupils and those with SEND, make strong progress from their starting points	Develop a consistent approach to vocabulary instruction linked to curriculum themes and texts Introduce regular observation and coaching cycles focused on adult-child interactions Enhance opportunities for purposeful talk in both indoor and	Learning walks and observations demonstrate consistently strong adult-child interactions Children use a wider range of vocabulary independently during play and structured activities EYFS assessment data shows accelerated progress in Communication and Language	LC SLT	July 2027/28	Resources for language-rich environments and quality texts: £500			

	outdoor learning environments Increase parental engagement through workshops and home learning activities that support language development	Increased proportion of children achieve or exceed age-related expectations						
To develop an engaging and purposeful Year 1 outdoor learning environment that builds upon effective EYFS practice, enabling pupils to successfully transition into Key Stage 1 whilst continuing to develop independence, resilience, communication and academic skills through active learning	Create curriculum-linked outdoor learning areas that support Literacy, Mathematics, Science and Personal Development Introduce high-quality resources that encourage exploration, investigation, creativity and problem-solving Develop opportunities for continuous provision and child-initiated learning within the Year 1 outdoor area Ensure planning incorporates regular outdoor learning experiences that	The Year 1 outdoor environment provides meaningful opportunities for curriculum learning across a range of subjects Pupils demonstrate high levels of engagement, independence and resilience during outdoor learning activities Learning walks show that outdoor provision effectively supports the transition from EYFS to Key Stage 1	LC KK SLT	January 2027	Development of outdoor learning area: Approx £3,000			

	support the National Curriculum whilst building on EYFS approaches Facilitate joint transition projects between Reception and Year 1 using outdoor spaces							
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GOVERNOR MONITORING CALENDAR 2026-2027

Term	Focus Area	Monitoring Activity	Evidence Sources
Autumn 1	Reading & Vocabulary	Learning walk, pupil voice, book scrutiny	Reading data, monitoring reports
Autumn 2	Safeguarding	Audit, SCR review, safeguarding visit	Audit outcomes, training records
Spring 1	Inclusion & SEND	SEND review and pupil progress meeting	SEND data, intervention impact
Spring 2	Curriculum & Teaching (including EYFS)	Curriculum review and learning walk	Deep dive evidence, pupil voice
Summer 1	Achievement	Outcomes review	Assessment information, progress data
Summer 2	Personal Development & Community Engagement	Stakeholder review	Surveys, attendance and participation data
Termly	Leadership & Governance	SDP review meeting	Governor minutes and reports