



Skylark Federation

School Development Plan

2026-27

School	Plumpton Primary School
Head of School	Luke Sibson

School Overview
• Small rural primary school • 124 pupils on roll, 13% SEN register, 5% FSM, 2% EAL • Catchment: The majority of the school are based in the immediate locality. • Attendance this year to date: 96.1% • No suspensions or exclusions this academic year • Fresh Leadership team: Head of School in place since April 2026 • The school has been part of the Skylark Federation for 10 years. The other Skylark schools are Barcombe CE School, Hamsey CP School and Iford & Kingston CE Primary School. The leadership of the school is currently being supported by an Interim Executive Head and wider federation SLT. • The SENCo has been in post since January 2026 and works 2 days per week at Plumpton (4 days across the Federation). • There are 2 part-time Deputy Heads of School.

School Vision and Ethos
<i>We're kind and outward-looking: learners today, leaders tomorrow.</i> At Plumpton Primary School, we strive to create a nurturing, ambitious and inclusive environment where every child is known, valued and encouraged to achieve their full potential. Our vision reflects our commitment to developing confident learners, responsible citizens and future leaders who demonstrate kindness, curiosity and resilience in all that they do. How it aligns with The Skylark Six Our vision closely aligns with the overarching vision of the FDP Skylark 6 Poster, which states that every child should be "known, included and inspired to flourish academically, socially and

personally within a safe, ambitious and caring federation of schools." [\[FDP Skylark 6 Poster | PDF\]](#)

Through our shared values of **Respect, Kindness and Resilience**, we actively contribute to all six federation priorities:

- **Safeguarding and Attendance** by ensuring every child feels safe, supported and ready to learn.
- **Inclusion and SEND** by providing an ambitious and inclusive education where every child belongs and can succeed.
- **Writing and Communication** by nurturing confident communicators who can express themselves effectively.
- **Adaptive Teaching and Curriculum Review** by delivering a broad, engaging curriculum that meets the needs of all learners.
- **Behaviour, Wellbeing and Personal Development** by helping pupils develop resilience, independence and strong character.
- **Community, Culture and Professional Development** by working in partnership with families, the local community and federation colleagues to create exceptional learning experiences. [\[FDP Skylark 6 Poster | PDF\]](#)

Key Strengths of the School's Culture and Identity

- A strong culture of **kindness, respect and inclusion**, where relationships are positive and children feel valued.
- A welcoming village school identity that sits at the heart of its local community.
- High expectations for behaviour, attitudes and achievement, supported by nurturing and relational approaches.
- Strong pastoral care that promotes pupils' wellbeing, confidence and sense of belonging.
- Rich opportunities for leadership, responsibility and pupil voice that encourage children to become active contributors to school life.
- An ambitious curriculum enriched by outdoor learning, local heritage and meaningful real-world experiences.
- Positive partnerships with parents, governors and the wider federation that support continuous school improvement.
- Dedicated staff who are committed to providing the very best educational experience for every child.
- A culture where children are encouraged to be both successful learners today and thoughtful, compassionate leaders tomorrow.

This ethos ensures that pupils leave Plumpton Primary as confident, resilient and outward-looking individuals who are well prepared for the next stage of their education and their future lives.

Outcomes Summary 2025-26	
EYFS	GLD – 71% <u>Key strengths</u> Communication and Language • Speaking Physical Development • Gross Motor Skills Literacy • Comprehension Understanding the World – all areas Expressive Arts and Design – all areas <u>Key gaps</u> Literacy • Word Reading • Writing
Phonics	• Y1 PSC – 82% • Y2 re-check
MTC	• 25% scored 25/25 • Mean score of 20.45
KS2 SATs	• Reading – 81% • Writing – 57% • Maths – 57% • Combined -- 48% • <i>Greater Depth/Higher Standard – R:33% W:14% M:14% Comb: 5%</i>

Key strengths	• Reading above national
Areas for development	• Writing outcome KS2 • MTC score 25/25

Priority 1	
FDP Link	Behaviour, Wellbeing and Personal Development Aim: Develop confident, resilient and responsible young people.
SDP Priority	• Embed a consistent behaviour approach. • Strengthen therapeutic and relational practice. • Promote pupil wellbeing, resilience and belonging.
Why this priority?	The school is committed to creating a positive, inclusive and nurturing environment in which all pupils feel safe, valued and ready to learn. While behaviour across the school is generally positive, there is a need to further embed a consistent approach so that expectations, language and responses are understood and applied by all staff and pupils. Developing therapeutic and relational practice will strengthen adults' ability to support pupils effectively, particularly those with additional social, emotional and behavioural needs. Through a clear focus on wellbeing, resilience and belonging, pupils will develop the confidence, self-regulation and personal skills needed to thrive both academically and socially.
Success Criteria	• Consistent behaviour expectations, routines and language are evident across all classes and school environments. • Staff confidently and consistently apply the federation behaviour policy and relational practice approaches. • Pupil voice demonstrates that children feel safe, supported, respected and valued within the school community. • Reduction in behaviour incidents, repeated incidents and recorded dysregulated behaviours compared with the previous academic year. • Attendance remains above national averages. • Wellbeing surveys indicate improved levels of pupil belonging, resilience and engagement. • Vulnerable pupils, including those with SEND and SEMH needs, access support effectively and demonstrate improved engagement with learning. • All pupils can articulate the school's values of Respect, Kindness and Resilience and demonstrate these consistently in their interactions and behaviours.
Intent	To establish a consistent and inclusive behaviour culture across the school where all pupils feel safe, valued and supported to succeed.

	Through the implementation of a shared behaviour approach, therapeutic and relational practice, and a strong focus on wellbeing and belonging, pupils will develop the confidence, resilience and responsibility needed to thrive academically, socially and emotionally.
Implementation	Embed a Consistent Federation Behaviour Approach • Launch and regularly revisit school behaviour expectations, routines and language. • Ensure all staff apply behaviour systems consistently through training and monitoring. • Explicitly teach behaviour expectations through assemblies, class discussions and curriculum opportunities. • Strengthen communication with parents regarding behaviour expectations and approaches. Strengthen Therapeutic and Relational Practice • Deliver staff training on therapeutic and relational approaches. • Develop staff understanding of co-regulation, emotional coaching and trauma-informed practice. • Implement appropriate support plans for identified pupils. • Increase opportunities for professional reflection and coaching around behaviour support. Promote Wellbeing, Resilience and Belonging • Embed wellbeing, resilience and personal development through the PSHE curriculum and extended learning opportunities. • Develop pupil leadership, pupil voice and opportunities for responsibility. • Promote attendance, engagement and positive relationships. • Provide targeted support for vulnerable pupils and families. • Celebrate achievement, effort and demonstration of school values.
Monitoring	• Learning walks focused on behaviour culture and consistency. • Behaviour incident analysis and termly trends review using CPOMS records and through DSL meetings. • Pupil voice surveys and focus groups. • Attendance and persistent absence monitoring. • Staff questionnaire regarding confidence and consistency. • Parent feedback survey. • Governor monitoring visits. • Review of support plans and provision for vulnerable pupils.

Lead	HoS Supported by: • EHT/SLT • SENCO • Class Teachers • Governors
Timescales	Term 1/2 • Deliver therapeutic and relational practice training. (INSET) • Launch federation behaviour expectations. (Week 1) • Promote pupil leadership opportunities. • Complete Pupil Voice. Term 3/4 • Monitor consistency through learning walks and pupil voice. • Deliver refresher staff training where necessary. • Evaluate behaviour and attendance trends. • Develop further pupil leadership opportunities. Term 5/6 • Evaluate impact against success criteria. • Review behaviour data and wellbeing outcomes. • Identify next steps for sustained improvement. • Report outcomes to governors and federation leaders.
Resources	• Federation Behaviour Policy • School and Class Charters • Staff CPD • Therapeutic and relational practice training • Emotional literacy and wellbeing resources • PSHE scheme and supporting materials • Attendance and behaviour tracking systems (Arbor, CPOMS) • Time allocated for coaching, monitoring and pupil voice activities
Impact Evaluation	Expected Impact on Pupils • Pupils demonstrate positive behaviours and attitudes to learning. • Pupils feel safe, valued and included. • Increased resilience, confidence and self-regulation. • Improved attendance, engagement and participation. • Strong understanding and demonstration of Respect, Kindness and Resilience. Expected Impact on Staff • Increased confidence in managing behaviour effectively. • Consistent application of federation expectations. • Stronger relationships between staff, pupils and families. Evidence of Impact:

Priority 2	
FDP Link	Writing and Communication Aim: Develop confident communicators and successful writers.
SDP Priority	• Improve writing outcomes to be in-line with or above national. • Embed strong foundations in transcription and composition.
Why this priority?	Writing is a key driver of success across the curriculum and enables pupils to communicate effectively, creatively and confidently. School assessment information and monitoring indicate that writing outcomes require further improvement to ensure attainment and progress are consistently in line with, or above, national expectations. Strengthening the teaching of transcription skills, including handwriting, spelling and sentence construction, alongside developing pupils' vocabulary, composition and writing stamina, will create secure foundations for successful writing. By ensuring a consistent approach to writing across the school, all pupils will be supported to achieve their full potential as writers.
Success Criteria	• Writing attainment across the school is in line with or above national outcomes. • The proportion of pupils achieving Greater Depth in writing increases. • Pupils demonstrate improved accuracy and fluency in handwriting, spelling, punctuation and grammar. • Consistent writing expectations and approaches are evident across all classes. • Pupils write with increasing confidence, stamina and independence across a range of genres and curriculum subjects. • Disadvantaged pupils, SEND pupils and other identified groups make strong progress from their starting points. • Work scrutiny demonstrates improved quality, quantity and presentation of writing. • Pupil voice shows increased enjoyment, confidence and engagement in writing.

Intent	To develop confident and successful writers by providing a coherent, progressive writing curriculum that secures strong foundations in transcription and composition. Through high-quality teaching, consistent expectations and meaningful opportunities to write, pupils will develop the skills, knowledge and confidence needed to communicate effectively across the curriculum and beyond.
Implementation	Improve Writing Outcomes • Establish clear whole-school expectations for writing progression and standards. • Use assessment information to identify gaps and inform targeted support. • Provide regular opportunities for extended writing across a range of genres.

	- Strengthen moderation processes to ensure consistency and accuracy of teacher assessment. - Develop staff expertise through writing-focused professional development. Embed Strong Foundations in Transcription and Composition - Deliver systematic teaching of handwriting, spelling, punctuation and grammar. - Explicitly teach vocabulary development and sentence construction. - Use high-quality texts as models for writing. - Develop pupils' planning, drafting, editing and proofreading skills. - Ensure writing opportunities are embedded across the wider curriculum.
Monitoring	- Termly assessment and progress reviews. - Writing moderation meetings (internal and external). - Book scrutinies focused on transcription and composition. - Learning walks and lesson visits. - Pupil conferencing and pupil voice activities. - Analysis of attainment and progress data. - Subject leader monitoring reports. - Governor monitoring visits.
Lead	English Subject Leader(s) incl. HoS Supported by: - EHT/SLT - Class Teachers - SENCO - Governors
Timescales	Term 1/2 - Review writing curriculum and progression expectations. - Establish baseline assessments. - Deliver CPD focused on effective writing instruction. - Introduce agreed whole-school writing approaches. Term 3/4 - Monitor implementation through book scrutiny and learning walks. - Provide targeted intervention for identified pupils. - Conduct moderation activities. - Review pupil progress and adapt provision as required. Term 5/6 - Evaluate impact on attainment and progress. - Complete end-of-year moderation. - Review writing outcomes against national benchmarks. - Identify priorities for the following academic year.
Resources	- High-quality class texts and writing stimuli. - Writing curriculum resources and progression documents. - Handwriting and spelling programmes.

	• Assessment and moderation materials. • Staff CPD. • Intervention resources for targeted support. • Subject leader release time for monitoring and development.
Impact Evaluation	Expected Impact on Pupils • Improved attainment and progress in writing across all year groups. • Greater confidence, fluency and independence as writers. • Strong transcription skills that support effective written communication. • Increased ability to write for different audiences and purposes. • Increased enjoyment and engagement in writing. Expected Impact on Staff • Greater consistency in the teaching and assessment of writing. • Increased confidence in supporting pupils at all stages of the writing process. • Shared understanding of writing expectations and standards. Evidence of Impact:

Priority 3	
FDP Link	Inclusion and SEND Aim: Ensure all children thrive through an inclusive and ambitious educational experience.
SDP Priority	• Participate in the Whole Education SEND School Improvement Programme to strengthen strategic leadership of SEND through self-evaluation, action planning and collaborative practice. • Improve early identification, adaptive teaching and graduated response (APDR). • Improve outcomes for SEND and disadvantaged pupils through robust monitoring and evaluation.
Why this priority?	The school is committed to ensuring that every child, regardless of need or background, receives a high-quality education and achieves their full potential. Recent self-evaluation has identified opportunities to further strengthen SEND leadership with recently appointed SENCO, improve the consistency of adaptive teaching and further develop a graduated approach to support. Participation in the Whole Education SEND School Improvement Programme will provide a structured framework for self-evaluation, professional development and collaborative improvement. Through earlier identification of need, effective provision and rigorous monitoring of impact, the school will improve outcomes, engagement and inclusion for SEND and disadvantaged pupils.
Success Criteria	• SEND provision is evaluated effectively and strategically through the Whole Education SEND School Improvement Programme.

	• Early identification processes enable pupils' needs to be recognised and supported quickly and effectively. • Adaptive teaching is consistently evident across the school and meets the needs of all learners. • APDR/Learning Plan cycles are implemented consistently and demonstrate measurable impact on pupil outcomes. • Teachers demonstrate strong ownership and accountability for the progress of SEND pupils. • SEND and disadvantaged pupils make at least expected progress from their individual starting points. • Gaps in attainment and progress between SEND/disadvantaged pupils and their peers diminish over time. • Parents report confidence in the school's communication, support and provision for their children. • Monitoring demonstrates that provision is responsive, purposeful and has a positive impact on learning and wellbeing.
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Intent	To create a fully inclusive learning environment where every pupil is identified, supported and challenged to succeed. Through strong SEND leadership, effective adaptive teaching and a rigorous graduated response, the school will ensure that barriers to learning are removed and that all pupils, particularly those with SEND and disadvantage, achieve ambitious outcomes.
Implementation	Strengthen Strategic Leadership of SEND • Engage fully with the Whole Education SEND School Improvement Programme. • Complete SEND self-evaluation and action planning activities. • Participate in collaborative networks and professional learning opportunities. • Develop leadership capacity through evidence-informed SEND improvement work. Improve Early Identification, Adaptive Teaching and APDR/Learning Plan • Review and strengthen identification and referral processes. • Ensure all staff understand and implement the graduated response. • Deliver CPD focused on adaptive teaching and inclusive classroom practice. • Strengthen the quality and consistency of APDR/Learning Plan cycles. • Ensure provision maps clearly identify intended outcomes and impact. Improve Outcomes Through Monitoring and Evaluation • Use assessment and provision data to identify pupils requiring support or intervention. • Hold regular pupil progress meetings focused on SEND and disadvantaged learners.

	• Evaluate the effectiveness of interventions and adjust provision accordingly. • Monitor the quality of adaptive teaching through learning walks and book scrutiny. • Strengthen parental engagement and pupil voice as part of the review process.
Monitoring	• SEND self-evaluation reviews. • Provision map evaluations. • Learning walks focusing on adaptive teaching. • Book scrutiny and work sampling. • Pupil progress meetings. • SEND and disadvantaged pupil data analysis. • Parent and pupil feedback. • APDR/Learning Plan documentation reviews. • Subject leader and governor monitoring visits. • Whole Education programme reviews and progress reports.
Lead	SENCO Supported by: • HoS • EHT/SLT • Class Teachers and TAs • Nurture/Inclusion Team • Governors
Timescales	Term 1/2 • Complete baseline SEND self-evaluation. • Engage with Whole Education programme activities. • Review identification and APDR/Learning Plan procedures. • Deliver staff training on adaptive teaching and inclusion. • Establish monitoring schedule. Term 3/4 • Review implementation of APDR/Learning Plan processes. • Conduct learning walks and provision reviews. • Analyse mid-year progress data. • Strengthen targeted interventions and support. • Gather parent and pupil feedback. Term 5/6 • Evaluate impact against success criteria. • Complete programme review and next-step planning. • Review progress and attainment data. • Report outcomes to governors and federation leaders. • Identify priorities for continued SEND development.
Resources	• Whole Education SEND School Improvement Programme. • National SEND and inclusion guidance. • SEND provision mapping and tracking systems. • Assessment and progress-monitoring tools. • Staff CPD.

	• Adaptive teaching training materials. • Release time for SENCO monitoring and networking. • Intervention programmes and specialist resources. • Parent engagement resources and communication platforms.
Impact Evaluation	Expected Impact on Pupils • Earlier and more accurate identification of needs. • Improved access to high-quality teaching and support. • Increased engagement, confidence and independence. • Improved attainment and progress for SEND and disadvantaged pupils. • Stronger sense of belonging and inclusion within school life. Expected Impact on Staff • Increased confidence in identifying and supporting additional needs. • Strong understanding of adaptive teaching and inclusive practice. • Greater accountability for SEND outcomes. • Improved consistency in the use of APDR/Learning Plan processes. Evidence of Impact: