

Blossom Federation

Daubeney, Sebright and Lauriston



School Development Plan

2025 - 2026

School Development Plan
2025 - 2026
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Lauriston School

The School Development Plan Process 2025-2026

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. This self-review and evaluation is part of our ongoing school Development cycle and helps us to devise the 'School Development Plan' or SDP.

The SDP runs in with the academic year from September 2025 – July 2026. You will be familiar with the process by now, but throughout the year there will be updates about our progress on the School Development Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute, as of course are the children.

Other areas which contribute to the School Development Planning Process:

- school data and assessment indicators
- key under performing groups
- trends and suggestions from our stakeholder questionnaires
- objectives as set by Hackney Education

- issues which have arisen from our own monitoring of teaching and learning
- our own strategic direction for the school e.g. Forest Schooling etc.

The plan is then formulated using this information. The purpose of the School Development Plan is to review and evaluate the impact of the previous year's developments, identify key areas for school Development and to outline the action to be taken in key areas.

Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to Governing Body committees:

- The Curriculum and Standards Committee monitors curriculum related matters. Subject Leaders may make presentations to the committee and the termly report updates governors on the progress made in these areas. There are governors with areas of responsibility such as English, Maths and Safeguarding. These governors are asked to make a visit to the school to meet with leaders and to present a short report about their visit to the Committee.
- The Finance & Staffing Committee monitors Staffing and personnel decisions. They review the links between School Development, CPD, Teaching and Learning and pay as part of a rigorous appraisal circle.

The Executive Head Teacher and Heads of School will meet with the Local School Committee chairs and Chair of Governors to share the planning stages of this document, their ideas and developments.

School Development Planning 2025-2026

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process & Initial discussions	Summer 1 / Summer 2	Robin Warren	HoS Meeting Senior Leadership Meetings	May/June 20245 onwards
Federation SLT Meeting to outline process and initial areas for focus	May 2025	Robin Warren	Federation SLT Meeting	Summer 2025
Children's Questionnaire circulation	May & June 2025	Jennifer Roberts Sophie Elliott Ebony Lester	SLT Meeting	June 2025
Staff Questionnaire circulation	June 2025	Robin Warren	SLT Meeting	June 2025
Parents & Carers Questionnaire circulation	June 2025	Robin Warren Heads of School	SLT Meeting	June 2025
Collating information for planning of SDP	July 2025	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2025
Analysis of EYFS, Phonics, SATS and MTC Data to inform priorities	July 2025	Assessment Leads	SLT Meetings	July 2025
Deciding priorities and aims within SDP	July 2025	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2025
Drawing up outline draft SDP action plans	July 2025	Senior Leadership Teams	Senior Leadership meetings	July 2025

Current SDP Evaluated and summary report completed	July 2025	SDP Nominated Lead	Senior Leadership Meetings	July 2025
Meet with Local School Committee chairs	July 2025	Robin Warren Heads of School Local School Committee chairs Chairs of Governors	LSC's in Autumn Term	July 2025
Other In-Year Data analyses to inform final draft	July/August 2025	Assessment Leads	Senior Leadership Meetings	August 2025
Draft Ready to inform September INSET SDP Presentation	August 2025	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2025
SDP Headlines communicated to staff, parents and Governors	September 2025	Robin Warren (Federation wide) Heads of School	SLT's	Sept 2025
SDP Objectives published in all school communal areas	September 2025	Heads of School	SLT's	19th Sept 2025
Edit from any feedback	September 2025	Nominated Member - SLT	Senior Leadership Team	29th Sept 2025
Producing and circulating written plan to staff and governors	September / October 2025	Nominated Member of SLT	Staff INSET GB Meeting	September / October 2025
Subject Leader/Team Action Plans	October 2025	Heads of School	SLT's	Half Term
SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	24th October 2025 12th February 2026 26th June 2026	Robin Warren & Nominated Member of SLT	EHT	Termly 24th October 2025 12th February 2026 26th June 2026

SDP Review	Termly	Heads of School Nominated Member of SLT		Termly
Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term

School Improvement Indicators

<i>School Data & Assessment</i>	<i>Teaching & Learning</i>	<i>Staffing</i>																									
Early Years: 77% of pupils in Reception achieved a good level of development (GLD). Phonics: 83% of Year 1 pupils passed the screening check. Year 4 Multiplication Check (MTC): 70% of pupils achieved a score above 20 and 36% achieved 25. Year 6 Outcomes: The school's 2025 outcomes are strong. Writing and maths are slightly above national averages at the expected standard (EXS+). In reading and the combined score they are significantly above. Greater depth (GDS) outcomes are also high in all core subjects apart from maths, in which they are broadly in line with the national average. The school's outcomes are notably improved on last year's, in reading and the combined score. <table><tr><th>KS2 Attainment</th><th>All 2025 EXS+</th><th>All 2025 GDS</th><th>PPG 2025 EXS+</th><th>PPG 2025 GDS</th></tr><tr><td>Reading</td><td>88.7</td><td>43.4</td><td>50</td><td>0</td></tr><tr><td>Writing</td><td>77.4</td><td>20.8</td><td>25</td><td>0</td></tr><tr><td>Mathematics</td><td>77.4</td><td>24.5</td><td>25</td><td>0</td></tr><tr><td>RWM combined</td><td>75.5</td><td>11.3</td><td>25</td><td>0</td></tr></table>	KS2 Attainment	All 2025 EXS+	All 2025 GDS	PPG 2025 EXS+	PPG 2025 GDS	Reading	88.7	43.4	50	0	Writing	77.4	20.8	25	0	Mathematics	77.4	24.5	25	0	RWM combined	75.5	11.3	25	0	Last year a main focus was on the development of geography, history and science curriculum with the implementation of floorbooks, new assessments and updated policies and planning guidance. In this second year we will continue to monitor, reflect and make improvements to the wider curriculum. Further training and guidance to take place to further embed skills vs knowledge. Staff training will also be focused on ensuring teachers can assess, plan and adapt effectively for their year group, as many teachers moved phases this acedemic year. A key area of pedegogical foci this acedemic year will be on Questioning. Training, guidance, learning walks and peer observations will reflect this. Year 1 will begin teaching 'Curious Quests' which is a continuation from Drawing Club in Reception. Nursery will begin 'Story Dough' which is a precursor to Drawing Club.	No teachers have left Lauriston this year. However, many teachers have moved year groups in different key stages. Support and training has been put in place to ensure a smooth transition. One experienced LSA and the SBM have left. DHT has taken on the role of Inclusion Lead and SENDCo. Year 2 teacher has taken on the role as Forest School Teacher.
KS2 Attainment	All 2025 EXS+	All 2025 GDS	PPG 2025 EXS+	PPG 2025 GDS																							
Reading	88.7	43.4	50	0																							
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Mathematics	77.4	24.5	25	0																							
RWM combined	75.5	11.3	25	0																							
<i>Questionnaires</i>	<i>Other</i>																										
Parent/carer questionnaire feedback included many positive comments on; home school communication via Padlet, reading records being checked more often, improved	Solar Panels installed during the summer. New doors installed in downstairs corridor leading into playground.																										

communication in regard to assessment data, positive relationships with staff, positive community feel in the playground and during events. Some feedback suggests a need for further consistency with Padlet pages, some work on inclusivity within cohorts and continued support for families with pupils with SEND needs.	Pop-up Swimming Pool for the Autumn Term has meant swimming lessons take place in school for multiple year groups.	
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Brainstorm Template



Improving parental engagement

School Development Priorities Poster

This document outlines how all leaders will work towards achieving our *School Development Priorities* and the actions to achieve them. Each of these priorities are allocated CPD/INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g. Hackney Education SIP Process, Hackney Education SRAS Process, Internal monitoring of teaching and learning, feedback from subject leaders, cross federation development work etc.

The School Development priorities (SDP) for the academic year 2025 - 2026 are:

- 1. To enhance consistency and excellence in the teaching of writing, with targeted strategies to support early writers in EYFS and KS1*
- 2. To ensure pupils build strong arithmetic foundations and develop a deep, connected understanding of mathematical concepts through mastery teaching*
- 3. To refine assessment procedures across the school to ensure they are purposeful, consistent, and effectively inform teaching and learning*
- 4. To embed values of respect, empathy, and inclusion across the curriculum and wider school life, promoting a strong sense of belonging for all*
- 5. To further strengthen the provision for pupils with SEND through inclusive practices, personalised support, and effective collaboration with families*

School Development Priority 1

To enhance consistency and excellence in the teaching of writing, with targeted strategies to support early writers in EYFS and KS1

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
– To close early attainment gaps and prevent long-term disadvantage by securing strong foundations in writing from the start. (Focus on the lowest 30%) – To raise writing outcomes across the school by strengthening early provision and ensuring more pupils meet or exceed national expectations. – To ensure consistency in practice across year groups, with a clear, progressive approach to teaching writing skills. – To support language development and vocabulary acquisition through high-quality writing opportunities that reinforce oral language. – To build teacher confidence and subject knowledge through a shared progression model, agreed approaches, and focused CPD. – To increase pupil engagement and enjoyment in writing by providing purposeful, creative, and meaningful writing experiences.	– Introduced the 'Plan–Model–Write' framework in KS1 and KS2 to build writing stamina and support the explicit teaching of writing skills. – AHT has undertaken moderator training, strengthening the accuracy and consistency of internal writing moderation. Elements of training can feed into CPD for 25-26. – Positive external Writing Moderation visit (Summer 1, 2025) confirmed the accuracy of all teacher judgements. – Federation-wide moderation sessions in recent years have supported teacher confidence and accuracy in writing assessment. – Launched Drawing Club in Reception (2024/25) with strong engagement and evidence of clear progress in early writing development. – KS2 SATs 2025 data showed an +8% increase in GPS, highlighting improved grammar and punctuation skills, though Writing dipped slightly by -2%, indicating an area for continued focus.	1. Introduce 'Curious Quests' in Year 1 to build imaginative language, narrative structure, and engagement with early writing through play-based learning. 2. Implement 'Story Dough' in Nursery to develop fine motor control, language development, and early story structure through sensory and imaginative play. 3. Establish termly internal writing moderation sessions across all year groups to strengthen consistency, share expectations, and build assessment confidence. 4. Deliver targeted CPD on the teaching of writing, focusing on high-quality modelling and effective feedback. 5. Introduce Y6 pupil writing portfolios to track progress over time and support professional dialogue around standards and next steps.

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Introduce 'Curious Quests' in Year 1 to build imaginative language, narrative structure, and engagement with early writing through play-based learning.	Year 1 staff receive initial training on the Curious Quests approach. Teachers plan a launch week to introduce characters and story context to pupils, using drawing, storytelling, and role play to engage children. Weekly Curious Quests sessions are embedded, focusing on vocabulary development, oral storytelling, drawing, and early writing codes. Staff model imaginative language and writing throughout sessions, linking to curriculum objectives. Regular opportunities are provided for children to share and celebrate their drawings, stories, and codes with peers. Ongoing coaching and peer observations support consistency and quality of delivery. Parent workshop in Autumn 2 to introduce concept to parent community.	Increased use of ambitious and imaginative vocabulary by Year 1 pupils during speaking and writing activities. Evidence of improved narrative structure and storytelling skills in pupil writing samples over time. Higher levels of engagement for writing, observed during lessons and independent play. Greater teacher confidence in facilitating play-based storytelling and writing sessions. Positive pupil, staff and parent feedback and excitement about Curious Quests sessions.	Planning documents showing integration of Curious Quests into the curriculum. Photographs and displays of drawings, codes, and story creations. Annotated writing samples showing progress in vocabulary and narrative skills. Lesson observation, monitoring and learning walk notes. Staff feedback from coaching and CPD sessions.
Implement 'Story Dough' in Nursery to develop fine motor control, language development, and early story structure through sensory and imaginative play.	Nursery staff receive training on the Story Dough approach, focusing on combining sensory play with storytelling and early mark making. Sessions are planned to introduce characters, props, and scenarios that encourage language development and fine motor skills. A range of materials and dough-based resources are prepared and/or bought. Teachers model storytelling language and introduce new vocabulary throughout play.	Children demonstrate improved fine motor control through increasingly precise handling of dough and small tools. Evidence of expanding spoken vocabulary and use of storytelling language during play. Children begin to create and retell simple stories, showing an understanding of narrative sequence. Increased engagement and focus during Story Dough sessions.	Session plans and resource preparation checklists. Photographs of children's creations in floorbooks. Observational notes in floorbooks. Staff reflections and CPD attendance logs. Lesson observation, monitoring and learning walk notes.

	Children are supported to develop narrative ideas through shared play, conversations, and early mark making. Parents are informed via workshop about the approach and provided with ideas to continue Story Dough activities at home.	Teachers report greater confidence in facilitating sensory storytelling and linking it to early writing skills.	
Establish termly internal writing moderation sessions across all year groups to strengthen consistency, share expectations, and build assessment confidence.	A moderation calendar for the year is shared with staff. Staff receive guidance and exemplification materials aligned with national curriculum standards to support accurate judgments. Termly moderation sessions are scheduled where teachers bring annotated writing samples from across the curriculum. Cross-year group discussions focus on assessment criteria, expectations for each year group, and identifying next steps for pupils. Outcomes of moderation inform planning, CPD needs, and targeted support for writing across the school. Regular reviews ensure moderation practices remain consistent and robust.	Improved teacher confidence in assessing writing accurately and consistently across all year groups. Clear evidence of progression and expectations in writing standards across the school. Reduced variation in teacher judgments, leading to greater assessment reliability. Moderation discussions directly inform teaching strategies and interventions for identified pupil needs. Positive feedback from staff on the usefulness and impact of moderation sessions.	Moderation timetable and attendance records. Annotated pupil writing samples used in moderation. Moderation session notes summarising key discussion points and next steps. Staff feedback forms evaluating impact on confidence and consistency. End-of-year summary report highlighting improvements in assessment reliability.
Deliver targeted CPD on the teaching of writing, focusing on high-quality modelling and effective feedback.	Identify specific areas for improvement in the teaching of writing through learning walks, lesson observations, and teacher surveys. Design a CPD timetable focused on high-quality modelling techniques and effective feedback strategies, informed by research and best practice.	Improved teacher confidence in modelling and feedback, reflected in staff surveys and observations. Evidence of high-quality modelling and feedback strategies observed consistently in writing lessons across the school.	CPD session plans and resources. Staff surveys and feedback forms showing impact and next steps. Lesson observation and book monitoring records and learning walk notes demonstrating improved practice.

	Deliver CPD through workshops, team-teaching sessions, and peer observation opportunities across all year groups. Provide modelled examples and resources for teachers to use in their classrooms. Monitor implementation through follow-up observations and coaching sessions, offering targeted support where needed. Collect feedback from staff to refine CPD and ensure it meets the needs of teachers and pupils.	Increased pupil engagement and independence in writing tasks. Improved outcomes in writing assessments and moderation, showing progress in composition and technical accuracy. Positive teacher reflections on the impact of CPD in raising standards of teaching and learning.	Examples of teacher planning incorporating high-quality modelling and feedback. Writing assessment data showing improved outcomes over time.
Introduce Y6 pupil writing portfolios to track progress over time and support professional dialogue around standards and next steps.	Develop clear guidance for teachers on creating and maintaining pupil writing portfolios, including expectations for evidence collection. Provide initial CPD and examples to ensure consistency and understanding across Year 6 team. Launch portfolios at the start of the academic year. Establish regular checkpoints throughout the year for teachers to add new writing samples, track progress, and reflect on next steps. Use portfolios in moderation meetings to support professional dialogue about standards, expectations, and pupil needs. Review the portfolio process at the end of the year and refine for the following cohort based on feedback.	Clear evidence of individual pupil progress in writing over time through collected work samples. Teachers use portfolios to identify gaps in learning and plan targeted interventions. Consistent understanding of writing standards across staff, demonstrated in moderation outcomes. Pupils able to reflect on their own progress and set meaningful targets for improvement. Improved end-of-year writing outcomes and readiness for secondary school transition.	Completed writing portfolios for each Year 6 pupil. Guidance documents and CPD materials for portfolio use. Records of moderation / pupil progress meetings and outcomes.

School Development Priority 2

To ensure pupils build strong arithmetic foundations and develop a deep, connected understanding of mathematical concepts through mastery teaching

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
- Strong arithmetic skills give pupils the confidence to tackle more complex maths and problem-solving. - Early gaps in number knowledge can cause difficulties later, so it's vital to get the basics secure from the start. - Mastery teaching focuses on depth, helping all pupils, including those who struggle, to fully understand key concepts. - Assessment shows variable confidence in reasoning and fluency, highlighting the need to strengthen links between concepts and build mathematical language. - A solid foundation in number sense from EYFS and KS1 sets pupils up for success across all areas of maths.	- Fluency checks introduced in 2023 to monitor year group-specific number fluency, with feedback indicating scope for further development. - White Rose scheme of learning embedded to support mastery teaching and small-step progression across the school. - Targeted interventions in place to support pupils with identified gaps in arithmetic and number understanding. - Interventions in Y4 and Y6 to ensure good data outcomes for key maths assessment points.	- Provide CPD and guidance on effective strategies for teaching arithmetic & fluency - Work with the NCETM Maths Hub to strengthen our mastery approach and embed best practice across the school. - Refine and expand fluency checks to better align with curriculum expectations and track small-step progress. - Training for staff on how to analyse data to inform planning, interventions, and whole-class teaching. - Audit, organise, and label maths resources to ensure they are clearly stored, accessible, and support effective lesson delivery.

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Provide CPD and guidance on effective strategies for teaching arithmetic & fluency	Deliver staff CPD sessions focused on effective approaches for teaching arithmetic and developing fluency Share clear guidance and examples of best practice, including small-step progression and strategies for embedding fluency within daily	Improved teacher and LSA confidence in teaching arithmetic and fluency. More consistent use of high-quality teaching strategies and AFL/questioning across the school. Evidence of pupils developing mental maths	Examples of planning and resourcing for lessons Lesson observation, learning walk and book monitoring notes and feedback records.

	maths lessons. Model techniques through team teaching and peer observations to build staff confidence. Create a bank of resources and planning tools to support consistent delivery across year groups for both teachers and LSAs to access. Provide ongoing coaching and feedback to ensure sustained impact.	strategies and improved recall of key facts. Improved arithmetic outcomes in assessments and fluency checks.	Assessment data Staff feedback.
Work with the NCETM Maths Hub to strengthen our mastery approach and embed best practice across the school.	Engage with NCETM Maths Hub training and networks to strengthen understanding of mastery principles. Identify key areas of development in Lauriston's current mastery provision. Share key messages and good practice with staff through CPD and emails. Establish peer observation opportunities to model mastery strategies in action. Monitor provision and impact of mastery approach through learning walks, observations and SMT book looks.	Consistent mastery-based approach being taught across KS1 and KS2. Greater teacher confidence in using precise questioning to deepen understanding. Pupils demonstrating increased reasoning and problem-solving skills during lessons. Positive feedback from staff, pupils and external partners on the quality of maths provision. Improved outcomes in reasoning skills in assessment data and during progress meetings.	CPD materials and guidance Lesson observation, learning walk and book monitoring notes and feedback Planning documents and flipchart planning Assessment data showing improved outcomes in reasoning and problem-solving.
Refine and expand fluency checks to better align with curriculum expectations and track small-step progress.	Review current fluency check format and identify gaps/effectiveness in coverage. Develop a refined set of fluency checks aligned with curriculum expectations and small-step progression. Share updated fluency checks with SMT to review. Train staff on administering and analysing fluency checks.	More accurate tracking of pupil progress in arithmetic and fluency. Teachers identify gaps in knowledge earlier on and respond with targeted intervention, precision teaching and if appropriate communication with parents/carers regarding practice at home. Improved pupil recall and fluency over time, evident in daily work and assessments.	Updated fluency checks CPD documents and PowerPoints Pupil fluency data Interventions Maths assessment data and pupil progress meeting reports

	Monitor use and tracking of fluency checks. Analyse effectiveness of fluency checks and review impact on planning and pupil skill progression.	Greater staff confidence in assessing and addressing fluency needs. Promotion and celebration of fluency/arithmetic across the school. Strong alignment between fluency checks and curriculum expectations.	
Training for staff on how to analyse data to inform planning, interventions, and whole-class teaching.	Identify training needs around data analysis for staff. Deliver training sessions on how to interpret and use data to inform planning and teaching. Provide guidance on identifying patterns, gaps and trends within class and cohort data.	Improved teacher confidence in interpreting data and using it to guide planning. More targeted and effective interventions addressing specific pupil needs. Greater alignment between assessment outcomes and classroom practice. Stronger progress for identifying pupils through data-driven teaching. Improved teacher confidence in discussing data during progress meetings and parent meetings.	CPD session and materials. Data analysis documents and reports. Records of pupil progress meetings and follow-up actions. Intervention plans linked to data findings. Monitoring notes.
Audit, organise, and label maths resources to ensure they are clearly stored, accessible, and support effective lesson delivery.	Conduct a full audit of existing maths resources across the school. Identify gaps and place order for new resources. Organise and label resources clearly. Create a system for borrowing, returning, and maintaining resources. Share guidance with staff on where resources are stored. Regularly review and restock.	Improved organisation and accessibility of maths resources. Staff report increased ease in finding and using resources to support teaching. Lessons include more practical and hands-on activities due to readily available equipment. Reduced time spent on searching or replacing equipment/resources.	Complete resource audit document. Organised storage area(s). Updated inventory list.

School Development Priority 3

To refine assessment procedures across the school to ensure they are purposeful, consistent, and effectively inform teaching and learning

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
– Effective assessment is essential for identifying pupil progress, pinpointing gaps, and planning next steps in learning. – Inconsistencies in assessment practice can lead to unclear data and limit its impact on teaching and learning. – Teachers need manageable and purposeful assessment tools that provide meaningful insights without increasing workload unnecessarily. – A clear whole-school approach ensures shared understanding of expectations and supports continuity between year groups. – Refining assessment helps us evaluate the impact of curriculum delivery and identify areas for improvement.	– Termly pupil progress meetings held for each year group to track and discuss attainment and next steps. – End-of-unit assessments established in science, history, and geography following the 2024–25 shift to floorbooks. – Assessment data tracked using year group overviews, supporting consistency in monitoring progress. – Parent assessment letters introduced in 2024–25 for Phonics Screening, MTC, and KS2 SATs scores to improve communication. – End-of-year report format updated to help parents better understand their child's attainment. – A federation-wide assessment timetable is produced annually to ensure a consistent and structured approach. – EHT Book monitoring introduced in 2024–25 to further support monitoring of reading, writing, and maths. This is on top of existing regular SMT monitoring.	1. Develop assessment tools for writing and maths that help teachers accurately judge whether pupils have secured key year group fundamentals and ensure accelerated progress for all starting points. 2. Enhance the structure and focus of progress meetings, with clearer use of data to inform planning, intervention, and next steps. 3. Introduce termly spelling assessments as part of assessment week to strengthen tracking of spelling progress across the school. 4. Strengthen tracking and analysis systems for PPG and SEND pupils to ensure their progress is closely monitored and acted upon.

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Develop assessment tools for writing and maths that help teachers accurately judge whether pupils have secured key year group fundamentals and ensure accelerated progress for all starting points.	Identify essential year group fundamentals for writing and maths aligned with National Curriculum. Design user-friendly assessment tools that enable teachers to accurately assess progress. Refine tools based on feedback from staff. Provide training and support on how to use tools effectively to support planning and preparation for termly progress meetings. Training, guidance and monitoring to ensure Expected and Greater Depth pupils make accelerated progress.	Teachers have a clear understanding of what pupils need to secure at each year group. Increased accuracy and consistency in teacher judgements for writing and maths. Early identification of pupils at risk of falling behind. Ability to assess pupils who are working below the year group standard and identify what year group standard they are working within. Improved pupil outcomes and accelerated progress for pupils of all starting points. Greater alignment between assessment, planning and teaching.	Assessment tools for writing and maths. Assessment records. Records of pupil progress meetings and follow-up actions. CPD and support documents.
Enhance the structure and focus of progress meetings, with clearer use of data to inform planning, intervention, and next steps.	Review current progress meeting structure to identify areas for improvement. Refine the agenda format to ensure meetings are focused and impactful. Provide staff with clear expectations for data preparation and analysis prior to meetings. Staff training and support on how to present data and discuss pupil progress effectively.	Progress meetings focus on actions that directly improve teaching and learning. Teachers demonstrate stronger understanding and use of data. Clear, documented next steps for individuals and groups of pupils. Interventions are more targeted, leading to improved pupil outcomes. Leaders report increased impact and accountability from meetings.	Progress meeting agendas and guidance. CPD and training guidance. Evidence of follow-up actions implemented in classroom practice. Improved pupil outcomes linked to meeting actions.
Introduce termly spelling assessments as part of assessment week to strengthen	Create Blossom Federation spelling lists for Years 3-6.	Data for spelling for years 1-6 on assessment overviews.	Spelling assessments, scripts and lists.

tracking of spelling progress across the school.	Create termly SATs style spelling assessment sheets for Years 3-6 which are in-line with the spelling lists created. Include teacher script similar to SATs paper. Update Assessment timetable and overviews to reflect termly spelling tests during assessment weeks. Targeted spelling CPD for teachers and LSAs to further develop teaching of spelling.	Early identification of pupils who need additional spelling support. Improved spelling outcomes. Stronger progression of spelling across year groups.	CPD and guidance documents. Spelling data on assessment overviews. Spelling interventions.
Strengthen tracking and analysis systems for PPG and SEND pupils to ensure their progress is closely monitored and acted upon.	Review current systems for tracking progress of PPG and SEND pupils. Embedded termly reviews of PPG and SEND progress data into assessment cycle and leadership monitoring.	Increased visibility of progress for PPG and SEND pupils across the school. Timely identification of underperformance for groups/cohorts/individuals. Greater accountability for progress at all levels. Interventions and resources allocated based on clear evidence of need.	Tracking systems and reports. Leadership meetings, notes and actions. Assessment data showing impact over time. Intervention plans.

School Development Priority 4

To embed values of respect, empathy, and inclusion across the curriculum and wider school life, promoting a strong sense of belonging for all

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
– A strong sense of belonging helps children feel safe, valued, and ready to learn – When pupils feel included and respected, they are more likely to engage confidently, take risks in their learning, and build positive relationships. – Teaching empathy and inclusion helps children understand the world around them and prepares them to be thoughtful, kind members of society.	– We have conducted several curriculum content reviews to ensure that texts, books, topics, and units are balanced, inclusive, and reflective of the diverse groups within our school community. – Pupil groups such as the School Council, Project Possible, Subject Teams, and Ambassadors actively celebrate and promote the values of The Lauriston Expectations. – Parent–School working parties have collaborated to develop curriculum areas and strengthen inclusive practice. – Federation events, such as the Hackney Empire performance celebrating the Windrush anniversary, joint Federation School Council days, and the It Takes a Village initiative, have promoted inclusive values across the community. – In-school evening and weekend events have also fostered a sense of belonging, including international food evenings, Marley in the Park singing events, fairs, and choir performances at the local hospice. – Staff training and CPD sessions have included Anti-Racism training led by Orlene Badu, as well as SEND training delivered by a Specialist Teachers and the REU. – Regular SEND coffee mornings and workshops have been held to offer guidance and support for parents and carers. – SEND-specific sports tournaments and trips have provided additional opportunities for inclusion and participation. – Parent assemblies and class visits have further strengthened ties within the parent/carers community.	1. To ensure that staff training throughout the year includes sessions focused on inclusive practice and emerging issues within society and our local area. 2. To introduce a half-termly, whole-school focus on Behaviours for Learning and movement around the school. 3. To redesign Monday assemblies so that they focus on Inspirational Figures. 4. To continue developing opportunities to promote and celebrate core values through pupil-led group projects. 5. To create a new subject leadership role within the Senior Management Team dedicated to Inclusion and Equity. 6. To promote collaboration and shared learning between year groups by providing regular class-swapping opportunities

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
To ensure that staff training throughout the year includes sessions focused on inclusive practice and emerging issues within society and our local area.	Plan a series of training sessions across the year that reflect both national priorities and issues emerging in the local community. Use external speakers or specialists where appropriate to provide expertise and context. Deliver training through staff meetings, INSET days, and smaller group workshops. Gather feedback after each session to refine future training and address staff/school needs.	Increased staff knowledge and confidence in addressing issues of inclusion, equity, and diversity. Greater consistency in inclusive practices across classrooms and wider school life. Improved staff awareness of local and national issues impacting pupils and families. Positive feedback from staff demonstrating the value and impact of sessions.	Annual CPD schedule highlighting inclusion-focused sessions. Staff feedback surveys. Lesson observations and learning walks showing changes in practice. Documentation of follow-up actions and revised policies. Curriculum content – visuals, areas of foci, text and characters are inclusive and reflect our diverse, multi-cultural community.
To introduce a half-termly, whole-school focus on Behaviours for Learning and movement around the school.	Identify key Behaviours for Learning to focus on throughout the year, linked to school values and expectations. Plan a half-termly focus schedule covering specific behaviours and routines, including movement around the school. Launch each focus with an assembly and clear guidance for staff and pupils. Reinforce expectations through consistent language, signage, and rewards systems. Monitor impact through learning walks, pupil voice, and behaviour logs.	Greater consistency in expectations for behaviour across all areas of the school. Improved pupil understanding of positive learning behaviours and how to demonstrate them. Smoother, safer transitions between lessons and shared spaces. Reduction in behaviour-related incidents linked to routines and movement.	Half-termly focus schedule and related assembly resources. Signage and displays reinforcing key behaviours. Learning walk notes showing improvements in routines and transitions. Pupil voice records capturing understanding and impact. Behaviour logs showing reduction in incidents over time.
To redesign Monday assemblies so that they focus on Inspirational Figures.	Create a timetable of Monday assemblies that each focus on an Inspirational Figure, reflecting a wide range of cultures, backgrounds, and fields.	Pupils develop a greater awareness of diverse role models and communities. Increased pupil understanding of respect, empathy, and inclusion.	Assembly timetable. Assembly slides.

		Pupils are inspired to set personal goals and celebrate difference. Assemblies are consistently aligned with the school's values and priorities.	
To continue developing opportunities to promote and celebrate core values through pupil-led group projects.	Offer a variety of project types, such as community service, environmental initiatives and special celebration days. Support pupils in planning, resourcing, and delivering their projects, ensuring they have ownership of outcomes. Share and celebrate completed projects through assemblies, newsletters, and displays. Gather pupil and staff feedback to refine opportunities each year.	Increased pupil leadership and responsibility across the school. Greater sense of belonging and pride among pupils involved in projects. Wider school community engaged in celebrating pupil achievements.	Photographs and records of completed pupil-led projects. Newsletters, website and social media posts showcasing achievements. Pupil and staff feedback forms. Displays celebrating projects and values.
To create a new subject leadership role within the Senior Management Team dedicated to Inclusion and Equity.	Define the scope and responsibilities of the Inclusion and Equity leadership role. Establish clear reporting systems to track progress on inclusion and equity initiatives. Work closely with the PTA to review and plan school events ensuring they are fully inclusive and accessible to all families and pupils.	Greater middle-leadership capacity dedicated to inclusion and equity. Increased coherence and visibility of inclusive practices across the school. Improved tracking and monitoring of initiatives related to respect, empathy, and belonging. Positive impact on pupil engagement and staff confidence in inclusive practices.	Job description and role documentation. Action plans led by the Inclusion and Equity leader. Evidence of improved outcomes in inclusion-related priorities.
To promote collaboration and shared learning between year groups by providing regular class-swapping opportunities	T&L and subject leads work with class teachers to plan a range of activities where classes can mix, such as shared projects, subject-specific days (World Book Day, Science Week, Mapping Skills Day), and reading buddy sessions.	Stronger relationships and sense of community across year groups. Pupils develop empathy, teamwork, and leadership skills through meaningful interactions. Increased pupil confidence and engagement in learning through shared experiences.	Planning documents and resources used for shared activities. Photographs and/or any physical outcomes from sessions. Pupil and staff feedback surveys.

	Encourage older pupils to take leadership roles in supporting younger peers during collaborative sessions. Gather feedback from pupils and staff to refine future sessions and maximise impact. Celebrate successes in assemblies, newsletters and/or displays to showcase the benefits of collaboration.	Staff collaboration improves as year groups share ideas and practices. Positive feedback from pupils and staff highlights the value of class-swapping opportunities.	Displays and newsletters showcasing cross-year group collaboration.
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School Development Priority 5

To further strengthen the provision for pupils with SEND through inclusive practices, personalised support, and effective collaboration with families

<i>Rationale</i>	<i>What's already happening</i>	<i>What is going to happen?</i>
– Inclusive classrooms benefit everyone by promoting empathy, flexibility, and a shared responsibility for supporting one another. – Personalised support helps pupils with SEND make meaningful progress and feel a sense of success and belonging in school life. – Strong collaboration with families builds trust and ensures support strategies are joined-up, consistent, and responsive to individual needs. – Supporting all staff with training and tools to feel confident and equipped to meet a range of needs in the classroom. – National data and local trends show a rise in SEND identification, making it important to have clear systems and high-quality provision in place. – Feedback from staff and families highlights successes in individual support but suggests further work is needed to ensure consistency across the school.	– Pupils are added to the SEND register if they require adapted provision to support progress and/or attendance, engagement. – A whole-school provision map documents identified needs and support across all year groups. – Regular SEND monitoring ensures resources and strategies are in place and responsive to pupil needs. – Targeted CPD delivered to build staff understanding of barriers to learning and inclusive strategies. – Intervention timetables established to address specific gaps and provide tailored support. – Progress meetings and SEND reviews help track pupil progress and inform next steps in teaching and support. –	1. Audit pupil cohorts to ensure all pupils requiring adapted support are identified and included on the SEND register. 2. Early assessment of Nursery and Reception cohort to identify SEND needs. 3. Apply for EHCPs where needed to secure additional support for pupils with more complex needs. 4. Continue to strengthen family support networks, working closely with external agencies to offer joined-up support. 5. Develop and deliver targeted CPD to deepen staff understanding of a range of SEND needs and effective classroom strategies. 6. Continue to use Federation and School Inclusion meetings to identify, track and support target pupils. 7. SENDCo and Subject Leads to conduct regular learning walks to monitor SEND provision.

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Audit pupil cohorts to ensure all pupils requiring adapted support are identified and included on the SEND register.	Conduct review of current SEND register and pupil information. Work with teachers, support staff and parents to identify pupils who may require additional or adapted support.	All pupils requiring additional or adapted support are identified and recorded. Early identification of pupils leading to timely interventions. Increased confidence among parents that their child's needs are being recognised and supported. Staff have a clear understanding of pupils' needs and how to refer them for additional support. Improved consistency for provision for pupils with SEND.	Updated and accurate SEND register. Meeting records. Communication with parents. Review meetings. Inclusion meetings.
Early assessment of Nursery and Reception cohort to identify SEND needs.	SENDCo works closely with the EYFS team during baseline assessments to identify pupils who may have emerging SEND needs. Gather information from parents, previous settings, health visitors and other professionals to create a full picture of each child's starting point. Observe children during play, daily routines, and structured activities to highlight potential developmental delays or areas requiring support. Create early support plans and interventions for pupils identified as needing additional help.	Early identification of SEND needs ensure pupils access timely, targeted support. Stronger collaboration between SENDCo and EYFS staff leading to shared understanding of pupil needs. Families feel informed and supported from the outset of their child's school journey. More accurate referrals to external agencies with detailed evidence gathered early. Improved outcomes for pupils due to interventions starting earlier.	Completed baseline assessment records with SENDCo input. Meeting notes. Early support plans. Referrals. Termly review documents.

	Communicate findings promptly with parents and where necessary refer to external agencies for further assessment. Review assessments and progress regularly to ensure provision remains appropriate and responsive.		
Apply for EHCPs where needed to secure additional support for pupils with more complex needs.	Identify pupils who may require an EHCP application. Gather and collate evidence required to support applications with support of staff and external agencies. Submit and track applications, keeping families up to date on progress. Update school data to reflect % pupils with EHCPs.	Increased number of successful ECHP applications. Increased support and additional revenue to further maintain SEND budget. Improved outcomes and inclusion for pupils with complex SEND needs.	ECHP applications and documentation. Communication with parents. Review meetings. External agency reports and meetings. Outcome letters and implementation plans. SEND review documents.
Continue to strengthen family support networks, working closely with external agencies to offer joined-up support.	Continue to build strong relationships with families through regular communication and support sessions. Map external agencies and services available to families and create clear referral pathways. Provide workshops and information sessions on support children with SEND. Shared resources for families in SEND/Inclusion room.	Families feel well-supported and confident with understanding their child's needs. Improved collaboration between school, families and external agencies. Increased uptake of external services and support by families. Stronger outcomes for pupils due to consistent support across school and home.	Records of parent workshops and meetings. Communication to families. New SEND/Inclusion room set up with family noticeboard. Referral forms and follow-up notes. Parent feedback surveys.

		Positive feedback from families on school support and communication.	
Develop and deliver targeted CPD to deepen staff understanding of a range of SEND needs and effective classroom strategies.	Timetable SEND CPD throughout the year. Book and deliver SEND CPD throughout the year using SMT, Troy, REU and Hackney's Integrated SEND Service CPD offer for Schools for both teachers and LSAs. Provide resources and guidance to support planning and adapting for the needs of pupils with SEND.	Improved staff knowledge and confidence in meeting the needs of pupils with SEND. More inclusive classroom practice across the school. Consistent use of effective strategies for adapting to the needs of pupils. Positive pupil progress and engagement as a result of improved teaching practices.	CPD resources and PowerPoints. Lesson observation, learning walk and book monitoring feedback and notes. Adapted planning and resource. SEND progress data.
Continue to use Federation and School Inclusion meetings to identify, track and support target pupils.	Regular Federation and School inclusion meetings across the year. Meetings have a focus on identifying pupils at risk of underachievement or requiring additional support. Tracking of progress of identified pupils closely.	Clear, structured approach to tracking and supporting target pupils. Stronger accountability for progress of vulnerable groups. Early intervention leading to better outcomes for pupils with additional needs.	Meeting agendas and Inclusion tracker. Intervention plans. Records of communication between school and agencies. Progress reports and school data reports.
SENDCo and Subject Leads to conduct regular learning walks to monitor SEND provision.	Subject Leads and SENDCo conduct joint learning walks across each term. Subject Leads and SENDCo review inclusive practice, adapting for the needs of pupils and pupil engagement during learning walks. Provide immediate verbal feedback to staff on the day and follow up with written notes if required.	Consistency and quality of SEND provision are strengthened across the school. Subject leads take ownership of SEND within their areas, with clear understanding of pupil needs and inclusive strategies. Teachers receive clear, supportive feedback on inclusive practices.	Learning walk schedules on Action Plans. Learning walk feedback and notes. CPD plans and resources. Improved planning and adapted work.

	Identify strengths and areas for development to inform CPD, coaching and resource allocation. Findings are shared with the Leadership team to ensure accountability and whole-school focus on improving SEND provision. Monitor progress over time by revisiting identified areas in subsequent learning walks.	Areas for improvement are addressed through targeted CPD and resourcing. Pupil engagement and outcomes improve as provision becomes more responsive and inclusive.	Notes from leadership meetings.
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