



Frieth Church of England Combined School

SCHOOL DEVELOPMENT PLAN

September 2025 - July 2026

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Our School Vision

"Let your Light Shine!"

Our school vision is rooted in the teachings of Jesus in the 'Sermon on the Mount' from the Gospel of Matthew, Chapter 5 verses 1 to 16. Specifically, it is rooted in the following verses:

"You are like light for the whole world. A city built on a hill cannot be hid. ¹⁵ No one lights a lamp and puts it under a bowl; instead it is put on the lamp stand, where it gives light for everyone in the house. ¹⁶ In the same way your light must shine before people, so that they see the good things you do.'

Matthew 5:14-16

Our vision encourages our children to show the world how wonderful they are, in both the good character and values they display and in their unique qualities and talents.

It acknowledges that the strength in our school community is in understanding and nurturing what makes the children, staff and parents unique and in developing individual success.

We are all successful in different ways: some of us are brilliant writers, some are superb mathematicians, some are super scientists, and some are fantastic musicians, artists, designers, historians, geographers, sports people, and dancers. But the most important thing is that we know that each one of us has something special to offer our community and our world; that by bringing our individual successes and talents together we can work as one for a brighter future.

Our role is to enable our pupils and our community to shine their amazing light to the world so we can all 'see the good things' they do.

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Areas for Development

Ofsted Inspection April 2022 identified the following priorities:

- In some foundation subjects, the knowledge that leaders want pupils to learn is not planned and sequenced as well as it is in other subjects. As a result, pupils do not gain the rich knowledge that they could across the whole curriculum. Leaders should identify and sequence the knowledge that pupils need to learn in these subjects more precisely. (achieved)

Priority Targets

Key Priority One: To strengthen inclusive practice and improve outcomes for vulnerable groups including those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being.

- a) To implement and embed a structured mentoring scheme that provides targeted social–emotional and academic support for identified pupils to improve their wellbeing, engagement, and overall educational outcomes.
- b) To embed a consistent and effective daily feedback system across the school that addresses misconceptions promptly and accelerates pupil progress.

Key Priority Two: To promote diversity awareness by providing Frieth pupils with meaningful opportunities to learn about and engage with different cultures and religions, preparing them to live and thrive in the modern world.

- a) To ensure Frieth pupils understand Britain as a multicultural society.
- b) To ensure Frieth pupils develop an understanding of cultural differences globally.

Key Priority Three: To further raise the quality of teaching, learning and achievement

- a) To embed Kagan Learning structures across the school.

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Key Priority Four: Further development of the ICT Curriculum

- a) Improve connectivity for devices in school
- b) ICT is used to help deliver immersive experiences in an enriched curriculum
- c) Teachers can access presentation software and use screens to support visual teaching

Key Priority One: To strengthen inclusive practice and improve outcomes for disadvantaged pupils.			Lead Staff: Martin Gosling and Louise Goodchild	Lead Governor: Christine Weaving	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) To implement and embed a structured mentoring scheme that provides targeted social-emotional and academic support for identified pupils to improve their well-being, engagement, and overall educational outcomes.	<ul style="list-style-type: none"> • Develop and share a clear rationale for the mentoring scheme with all staff, outlining its role in supporting social-emotional well-being, academic progress, and safeguarding awareness for targeted pupils • Use data (academic progress, attendance, behaviour logs, pastoral concerns) and teacher input to identify target pupils who would benefit most from mentoring. • Select mentors from across the whole school (TAs, admin, site staff) and match pupils and mentors carefully, considering personality, need, and potential role-model impact. • Establish a weekly or fortnightly meeting schedule for each mentoring pair. • Provide a structured session guide or proforma to ensure consistency, including discussion prompts • Termly review of the mentoring scheme, including feedback from mentors, mentees, and staff on impact and improvements. • Analyse pupil progress, attendance, and wellbeing indicators to measure effectiveness. 	January 2025	<p>Pupil voice.</p> <p>Data analysis.</p> <p>Staff feedback and moderation.</p>	<p>Staff training and CPD.</p> <p>Time for collaboration.</p> <p>Insight assessment.</p>	<p>Both mentors and mentees feel the pairing is appropriate and comfortable.</p> <p>Clear evidence of improved outcomes for mentored pupils (academic, attendance, behaviour, wellbeing).</p>
b) To embed a	<ul style="list-style-type: none"> • LSAs collect morning's maths and literacy 	January	Pupil voice.	Staff training and	Pupils can

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<p>consistent and effective daily feedback system across the school that addresses misconceptions promptly and accelerates pupil progress.</p>	<p>tasks from identified pupils (disadvantaged and pupil premium).</p> <ul style="list-style-type: none"> LSAs spend 20 minutes per child reviewing their work using a simple feedback proforma Misconceptions are noted immediately to ensure same-day intervention. Each identified pupil receives targeted feedback before lunch. LSAs use a consistent structure: Praise (specific to effort or accuracy), Pinpoint (what to improve), Prompt (child practices or corrects a small section). LSAs log the feedback given using a short digital or paper tracker and class teacher is informed of any significant patterns 	<p>2025</p>	<p>Data analysis. Staff feedback and moderation.</p>	<p>CPD. Time for collaboration. Insight assessment.</p>	<p>articulate what they have done well and what they need to improve in follow-up sessions.</p> <p>Evidence in books shows reduced recurrence of misconceptions over time.</p> <p>LSAs maintain up-to-date feedback logs, and class teachers report clear awareness of patterns or repeated misconceptions.</p>
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<p>Key Priority Two: To promote diversity awareness by providing Frieth pupils with meaningful opportunities to learn about and engage with different cultures and religions, preparing them to live and thrive in the modern world.</p>			<p>Lead Staff: Martin Gosling, Charlotte Crowther and Lorna Sparks</p>	<p>Lead Governor: Kirsty Rooney</p>	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation	Resources	Success Criteria
<p>a) To ensure Frieth pupils understand Britain as a multicultural society</p>	<ul style="list-style-type: none"> Join the Linking Project and identify UK partnership school that reflects a more diverse demographic, providing pupils with authentic opportunities to engage with different cultures and communities. Build sustained relationships with the partnership school through regular joint projects, shared learning opportunities, and pupil exchanges (virtual or in person where 	<p>December 2025</p>	<p>Linking Project Lead to feedback to Headteacher.</p> <p>Observations of shared learning with partnership school.</p> <p>Pupil voice.</p>	<p>Assemblies.</p> <p>ICT.</p> <p>Release time for staff.</p>	<p>Pupils can describe key cultural similarities and differences between the two school communities.</p> <p>Feedback from pupils and staff indicates increased awareness and appreciation of</p>

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	<p>possible).</p> <ul style="list-style-type: none"> • Create a dedicated webpage to showcase the partnership, share pupils' collaborative work, and celebrate diversity. • Utilise technology such as Microsoft Teams, video conferencing, and shared online platforms to facilitate regular communication between pupils and staff across schools. • Design a display within the school to highlight the partnership, promote pupils' work, and visually represent Britain as a multicultural society. 				diversity.
b) Frieth pupils develop an understanding of cultural differences globally	<ul style="list-style-type: none"> • Build strong and sustained relationship with our partner school in Africa through collaborative projects, shared learning experiences, and exchanges of pupils' work, stories, and traditions. • Develop a dedicated webpage on the school website to showcase the partnership, highlight joint activities, and share learning outcomes with the wider community. • Utilise technology such as Microsoft Teams to enable live interactions, including video calls, shared assemblies, and class-to-class discussions, fostering direct connections between pupils. • Create a display to celebrate the partnership, display children's collaborative work, and highlight similarities and differences between cultures. 	December 2025	<p>PSHE Lead to feedback to Headteacher.</p> <p>Observations of shared learning with partnership school.</p> <p>Pupil voice.</p>	<p>Assemblies.</p> <p>ICT.</p> <p>Release time for staff</p>	<p>Pupils and staff can articulate an understanding of their partner school's culture, traditions, and educational context.</p> <p>Feedback from pupils and staff (both schools) indicates increased global awareness and positive engagement.</p> <p>Partnership sustained beyond the initial year with agreed plans for ongoing collaboration.</p>

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Key Priority Three: To further raise the quality of teaching, learning and achievement			Lead Staff: Natalie Lampard	Lead Governor: Sarah Hunt	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) To embed Kagan Learning structures across the school	<ul style="list-style-type: none"> • Embed the 5 essentials consistently across classrooms. • Strengthen collaborative practice among staff and pupils. • Provide training and coaching to build staff confidence and expertise. • Use staff meetings to share practice, monitor progress, and address challenges. • Purchase resources to support implementation. • Establish a whole-staff approach for gaining pupils' attention. • Ensure all staff understand and use Kagan terminology (e.g. "shoulder partner"). • Kagan lead to deliver training to LSAs on the 5 essentials. 	Ongoing	<p>SLT monitoring during TBOs.</p> <p>Kagan coordinator's staff meeting.</p> <p>Kagan specialist training CPD day.</p>	<p>Specialist training for teachers delivered by Gavin Clows</p> <p>SLT time.</p> <p>Kagan coordinator's time.</p> <p>Staff meetings.</p>	<p>5 essentials, accurate terminology and increased engagement of pupils are consistently observed.</p> <p>Coaching and training impact is evident.</p> <p>Purchased resources are in active use</p>

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Key Priority Four: Further development of the ICT Curriculum			Lead Staff: Matthew Burn	Lead Governor: James Clayton	
Objective/Target	Specific Actions	Timescale	Monitoring and Evaluation (Who? When? How?)	Resources	Success Criteria (Outcomes)
a) Improve connectivity for devices in school	<ul style="list-style-type: none"> Carry out a network survey throughout the school to establish Wi-Fi connectivity and to identify blackspots. Assess the need for the replacement of access points. Acquire necessary quotes for replacement hardware. 	Summer Term 2026	ICT Coordinator, SLT and Finance Officer IT Support Provider (Vocosa)	Vocosa will need to provide the resources for network testing.	Areas of poor connectivity within school are identified Plan to improve connectivity is in place
b) ICT is used to help deliver immersive experiences in an enriched curriculum	<ul style="list-style-type: none"> Identify and procure equipment needed to use green-screen technology. Deploy necessary software to the devices that will require it (student iPads) Create a green-screen facility that allows small groups to create media that places the children in different environments or situations. Instruct staff and children on how to use the equipment, considering where it could be useful in the curriculum. 	Summer Term 2026	ICT Coordinator, SLT and Finance Officer IT Support Provider (Vocosa)	Training for staff Green screen Green screen app (such as DoInk) deployed to student iPads	Teachers can utilise technology in lessons Children use technology to put themselves in the shoes of characters from stories, visit historical or geographical sites or bring learning to life.
c) Teachers can access presentation software and use screens to	<ul style="list-style-type: none"> Arrange training on the new board (ViewSonic) in Eagles classroom. Evaluate presentation software options, i.e. ViewSonic software or Smart Notebook (all teaching staff) 	Summer Term 2026	ICT Coordinator, SLT and Finance Officer IT Support Provider (Vocosa)	Training on new screens Evaluation versions of prominent	Teachers use screens to support the teaching of their lessons with engaging and

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support visual teaching	<ul style="list-style-type: none"> • Identify existing screens which are not fit for purpose. • Seek quotes for the replacement of older screens. 			presentation software.	<p>interactive resources.</p> <p>Screens are fully functional and do not inhibit the utilisation of visually stimulating resources.</p>
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