

Hindhayes School Development Plan : 2025-2027

Curriculum of Hope Overview:

The school undertook a review of their curriculum in response to OFSTED and DfE frameworks. As part of this review, a great deal of reading and research was completed. The outcome was our five pillars which drive our school to provide a high-quality offer to families within our local community. During this period of review the school was inspected on two different occasions, June 2023 and September 2024. They found the curriculum to be a strength of the school and providing a robust offer for all pupils, especially those who are our most vulnerable.



	Core Offer	Priority for Improvement	Actions	Resources	Monitoring
Creativity	Hindhayes team works hard to ensure that the experiences of very young children is creative so that it is engaging. Early experiences are planned so that our young children are in awe of the world around them. Teachers constantly search for ways to be creative within our provision and whole school offer. Possible Barriers: - The school budget - Staffing numbers e.g. no play worker - Staff engagement	Priority 1: To relaunch OPAL provision at lunchtimes for all pupils Outcome: Pupils engage creatively with a range of carefully sourced resources at playtime.	Actions: - BK to be identified as new lead teacher - BK/KN to work with site team to identify some key pieces of new play furniture - Non-uniform days to keep play shed well stocked - Resources regularly risk assessed - Playtime behaviours monitored	Resources: Time for training and implementation Costing:	Staff responsible: BK, KN, MS Governor Responsibility:
		Review: BK End of Autumn Term: Additional resources have been added to the outside provision. BK is now leading this area of school practice. Staff meeting held in Term 1 with lunch time staff to remind them of the OPAL ethos and pedagogical background. Playtime behaviours are being monitored by KN. AF is completing weekly risk assessments for the resources and two lunchtime TAs are setting up e.g. pod provision when they come into school. End of Spring Term 2026: There has been no further discussion about this at this time we are working towards a Hindhayes outdoor play offer. However, a lot of work has been going on to rehome the resources and lunch club offer. This will now be part of the quiet space offered at lunchtime from the library. End of Summer Term 2026: Adults from the lunchtime staff have been identified to take responsibility for putting out resources at lunchtime and ensuring everything is packed away at the end. Adults are beginning to risk assess equipment.			
		Priority 2: To ensure there is a rich classroom offer for pupils in both Reception classes Outcome: Pupils engage creatively with a range of carefully sourced resources when engaged in free flow play	Actions: - Classroom audit of resources to be completed by HS/EPI - Missing resources to be identified - Missing resources to be sourced - Resources to be used to engage pupils both in the classroom and when playing outside	Resources: Time for training and implementation Costing:	Staff responsible: HS/EPI, KN, MS Governor Responsibility:
		Review: End of Autumn Term: HS and EP have secured new resources from e.g. closing nurseries. Classroom environments are looking great and there is a more consistent offer in the two classrooms. Changes have been made in the outside area and there is now purposeful play happening outside in the quad area. End of Spring Term 2026: There has been no further action on e.g. the classroom audit. However, KN visited a school in Plymouth who have been identified as offering an outstanding early years provision. They have an open shared classroom which the team work across as a shared team. EP/HS to visit Burnham on Sea infants to observe their provision in summer term. End of Summer Term 2026: Significant building work is planned for the summer term/holidays 2026. EP and HS will be packing up classrooms. This will be an identified opportunity for them to look closely at the resources they have the gaps in provision that need filling.			

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Community	Hindhayes is a well-respected school within the local community. A school of choice, it has a strong team who work hard to build relationships with stakeholders. Parent feedback is almost always positive. Systems are in place to ensure communication with parents is clear and consistent Possible Barriers: • The school budget • Staffing numbers e.g. no play worker • Staff engagement	Priority 3: To ensure the new PFSA is well supported into her new role in place of AL Outcome: The school community feels well supported by the school PFSA	Actions: 1) BD to be settled in work place e.g., tree house 2) BD to run individual support sessions for families 3) BD to attend community link sessions and feedback to staff 4) BD to feedback on work commitments e.g., she is supporting more than 1 school 5) BD to run parent workshops	Resources: Time for training and implementation Costing:	Staff responsible: KN, MS Governor Responsibility: LM
		Review: End of Autumn Term: BD has attended community events, worked with individual parents and families, attended staff training and is working with KN as one of the attendance champions. She is yet to run any parent workshops but is signposting parents to other groups where they can access support if she cannot provide that for them. End of Spring Term 2026: BD has been supporting further families this term. She hasn't yet run any parent workshops yet due to her limited hours. PFSA funding is under review again due to the declining pot the LA is taking the money from. MS to update. End of Summer Term 2026: BD has continued to work closely with many families. No workshops have been offered yet due to continued limited hours.			
		Priority 4: To ensure pupils can access local resources e.g., the Clarks Shoe Museum and the Millfield Somerset Project Outcome: Pupils have visited and benefitted from local community projects e.g., shared art project	Actions: 1) KN to attend launch day at Millfield 2) KN to share information with EPI 3) EPI to lead on project implementation 4) SLT to review impact of participation in project 5) Possible funding to be allocated to the participation within the project for 2026-2027	Resources: Time for training and implementation Costing:	Staff responsible: KN, MS, EPI, BK Governor Responsibility: LM
		Review: End of Autumn Term: EP/KN and LS have attended partnership events which have provided additional CPD for staff. The school is participating in the Art project which will have a final outcome in the summer term. There is a professional development catalogue to choose further CPD opportunities from. End of Spring Term 2026: The Somerset Partnership has asked schools to think about their movement into a MAT following on from the White Paper stating all schools and Las need to have moved to a MAT model. There is not date identified for this at this time. End of Summer Term 2026: Meeting attended by MS/LS in June with the Somerset Partnership. Discussion with a DFE leader how this type of school improvement model is working in comparison with MATS.			
		Priority 5: To review the place of the school PTFA and the support provided to the school pare the parent community for family events Outcome: PTFA is fully operational and providing ongoing financial support for the school as well as additional enrichment for the pupils	Actions: 1) KN to meet with SLT re a plan to move forward 2) KN to meet with possible parents who expressed an interest in summer term 2025 3) KN to plan events with parent body for the academic year	Resources: Time for training and implementation Costing:	Staff responsible: LS, KN, MS Governor Responsibility:

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Review: End of Autumn Term: There have been some successful community fundraising events across the Autumn term. This will help raise much needed funds to help with the concerning financial position of the school. End of Spring Term 2026: This term we had held a Valentines Disco and an Easter Bingo event. The two events have raised almost £600 between them for school funds. LS also led a very successful book fayre which provided the school with about £300 in new books for the classroom. End of Summer Term 2026: This term we held a school disco on the return to school. There has been a very limited offer outside of this due to the absence of the Head Teacher.				
Priority 6: To ensure all safeguarding training is up to date and meeting the requirements of the updated, Keeping Children Safe 2025. Outcome: safeguarding procedures are robust and training needs are completed.	Actions: 1) Share and read the new framework with appropriate staff members 2) Staff to attend Cascade Training INSET day 2 3) KN and LS to attend DSL update day 4) MS to complete DSL training 5) DSLs to attend Somerset termly updates 6) Governors to monitor single central record and attend updates	Resources: Time for training and implementation Costing: DSL updates	Staff responsible: KN, LS, MS, BD Governor Responsibility: LM	
Review: End of Autumn Term: KN and LS have completed the DSL update training, MS to complete 13.01.26. Specialist training has also been completed in Domestic Abuse, Sexual Abuse and DSLs have attended DSL briefings. The annual safeguarding audit has been completed and there are some targets to work towards during the Spring and Summer term. End of Spring Term 2026: In term 3 MS attended his first day of DSL training. In term 4 KN attended safer recruitment training. The whole staff have also taken part in misogyny training linked to the concerns with Prevent. This is a growing concern for all communities, locally, nationally and across the world. It was very interesting to hear the theory behind these awful behaviours and where and how young people are being drawn into these worlds. He also used some recent fatal attacks such as the Liverpool stabbings to highlight how individuals going from living within a community and then terrorising that community. End of Summer Term 2026: MS has deferred finishing his DSL training until the summer holidays due to the staffing pressures in school. MS/LS have both completed NSPCC safer recruitment training online to ensure safe appointment of staff in the absence of KN. LS booked on training 7/7/2026 to look at the most recent Keeping Children Safe In Education. Cascade training for September 2026 planned as a part of INSET. KN/LS have attended termly safeguarding updates.				
Priority 7: To ensure that there is a consistently high offer in the care provided before and after school. Outcome: pupils and families choose to use our provision for their child/children to help support their working needs.	Actions: 1) MS/KN/TH to appoint a strong bank of staff to work in support of each other 2) Staffing allocation to be supportive of new staff members e.g., no new members working without the support of a more experienced TA 3) Planning format to be used to communicate wrap activities etc. Breadth of coverage is planned for 4) Information to be shared with parents through school website and newsletter 5) Parental view and feedback is collected following on from e.g. holiday camps	Resources: Time for training and implementation Costing: Funding from e.g. SASP and DFe support	Staff responsible: KN, LS, MS, BD Governor Responsibility: LM	

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		Review: End of Autumn Term: KN/MS have provided a lot of support to after school team through the Autumn term. There have been pupils with some challenging behaviours attending and they have required direction to help them reflect on, alter and amend their timetable and after school offer. This has really helped the team and the children to find a way through them having very long days. A planning format has been developed but is not always used consistently. End of Spring Term 2026: The staff have had a more settled term. TH (wrap manager) has attended some SAPH training with our PE lead KH to help with the planning and implementing of physical activities and games. She has also attended a local group training session on behaviour management of more complex children in wrap. Following on from this we have had a visit from one of the SAPH team who gave very positive feedback to the team, e.g. the family feel, relaxed environment and engaging staff. Next steps were themed planning to make the time in after school more purposeful. TH has been given e.g. a calendar of national events she would use to support with this. There is a planned Easter club running in week 2 of the school holidays. There will be no summer holiday club, due to the high level of building work taking place across the school site. This will be under review as the summer term progresses in case there is a possibility to change this. End of Summer Term 2026: No further updates.			
Compassion	Hindhayes worked hard to introduce a relational approach. Pupil first, and an understanding of the impact of life experiences drives our desire to be a trauma informed school. We want our school community to embed the school moto of Hindhayes Kind Ways from child to child, child to adult and adult to adult. Recent OFSTED inspection highlighted the strand of compassion as a strength that runs through the school. Possible Barriers: • The school budget • Staffing numbers • Induction of new staff	Priority 8: To implement the relational approach fully through the school relationship policy Outcome: The school community shows compassion to its members, pupils, staff and parents.	Actions: 1) All teaching and learning staff to attend INSET day 1, led by Jo 2) Staff meetings each half term on compassion, or opportunity for time to take time 3) CLP meeting to be led by HT wellbeing lead, Ben. KN to feedback relevant information to team 4) SLT and governors to review the impact of and benefit of staff wellbeing days	Resources: Time for training and implementation Costing:	Staff responsible: LS, KN, MS Governor Responsibility:
		Review: End of Autumn Term: MHST staff have also looked at and reviewed the school PATH document. This focuses on the school that we want to be and how we are going to get there e.g. a compassionate team. End of Spring Term 2026: No further updates End of Summer Term 2026: No further updates			
		Priority 9: To introduce teaching and learning team to EBSA Outcome: All staff are aware of the possibilities of emotionally based school avoidance and are mindful of where pupils may require our support	Actions: 1) KN to deliver ESBA training 2) KN to share EBSA resources 3) KN to continue to monitor attendance for possible EBSA behaviours 4) Governors to monitor attendance through termly meetings	Resources: Time for training and implementation Costing:	Staff responsible: KN Governor Responsibility: LM
		Review: End of Autumn Term: Time still needs to be prioritised to this training in the Spring/Summer term. End of Spring Term 2026: Planned for summer term 6. End of Summer Term 2026: No further updates.			

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Coherence	Our curriculum is mapped and expertly entwined by subject specialists so that it connects in sensible and logical ways. At least as broad as the requirements set out in the National Curriculum our sequences of learning allow children to build knowledge, ideas, concepts, vocabulary, chronology, and themes. Links are made where they will enhance learning and some units of work stand alone and others are revisited in a spiral. Hindhayes delivers this curriculum through four strands of high-quality pedagogical approaches: ladders to learning, scaffolds and support, quizzing and questioning and reflect and review. Possible Barriers: • The school budget • Staff engagement • Time for releasing staff	Priority 10: To explore the role of AI within Hindhayes Outcome: Improve the work life balance of the staff team e.g., SLT, teachers, the office	Actions: 1) LS to feedback on Headship conference to teaching and learning team/governors 2) AI action plan to be created and free resources to be identified where possible 3) AI to be trialled by teachers and staff	Resources: Time for training and implementation Costing:	Staff responsible: LS, KN, MS Governor Responsibility: NS
		Review: End of Autumn Term: Staff to attend further training with Mr P who led the INSET day LS attended. This is taking place on 13.01.26. Teachers will all attend. Additional time provided as the training is over 2 hours. End of Spring Term 2026: Staff AI training completed term 3. Some possible outcomes e.g. using to help with adaptations for SEND pupils. Free apps suggested by Mr. P for teachers to trial. Free trial of AI program provided to teachers. End of Summer Term 2026: No further updates.			
		Priority 11: To embed fluency within Years 1 and 2 and introduce into EYFS Outcome: Improve the reading outcomes of pupils across the whole school	Actions: 1) LS to work alongside Reception team to complete planning 2) Complete monitoring of delivery 3) Review impact and monitor outcomes on e.g., end of year EYFS data. 4) Review implementation with JH	Resources: Time for training and implementation Costing:	Staff responsible: LS Governor Responsibility: NS
		Review: End of Autumn Term: Classroom observations to take place in January 2026 End of Spring Term 2026: Writing moderation held in term 4. All books shared showed good progress across writing and drawing club. Moderation of GLD and EYFS data in term 5. End of Summer Term 2026: Fluency embedded in Year 1 and 2. GLD data for the end of reception shows significant rise in reading data for children and HS/EPI are also completing a phonic screen to provide baseline data for year 1. Reading fluency to potentially be introduced next year if data shows it is still needed. Main focus planned for EYFS is maths.			
		Priority 12: To review the curriculum mapping of art Outcome: Delivery of the Art curriculum is of a high quality	Actions: 1) EPI to review the mapping of art 2) EPI to audit the teaching of art 3) EPI to update and adapt planning as required 4) EPI to participate in Somerset Project art CPD 5) Hindhayes to participate in Somerset art project end of year event, summer 2026 6) SLT to review impact of Somerset project on staff CPD	Resources: Time for training and implementation Costing:	Staff responsible: EPI, LS, KN Governor Responsibility: NS

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		Review: End of Autumn Term: EP still to look through the planning and complete the audit in the Spring term. End of Spring Term 2026: EP has had some additional release time to complete a review of the planning currently in place for Art. She is attending an Art leadership day to be led by JH team in summer term 5. Hopefully this will help her to update and adapt HH planning ready for the start of the new academic year e.g. September 2026. End of Summer Term 2026: EPI has been working on a new curriculum for after attending training lead by the Inclusive Curriculum Team.			
		Priority 13: To ensure there is a consistent offer for all pupils working in Year 2. Outcome: Pupils in Year 2 have been provided with a clear and consistent teaching approach across both classes.	Actions: 1) EPo to be supported by SS 2) EPo to attend training 3) Identify timetabling opportunities 4) Monitor teaching and delivery for consistency 5) Review impact 6) Review of year 2 writing curriculum 7) Small Steps progression planned	Resources: Time for training and implementation Costing: Training and supply cover	Staff responsible: LS, KN, SS, EPo Governor Responsibility:
		Review: End of Autumn Term: Staff meeting and subject leader time has supported the Year 2 team to be able to be confident in their cohort offer. EPo is happy in her class and teaching well. TAs and pupils are settled and making progress. SS has been a significant support. Pupil progress meetings have been positive and informative. End of Spring Term 2026: Term 3 writing book look was successful. Pupils are achieving well in both classes. End of Summer Term 2026: Support for year 2 will need to continue next year.			
Credibility	Subject specialists are well informed through associations, reading and research. The curriculum offer for some subjects is supported by high quality programmes such as Sounds-Write, Number Sense, Charanga Music and AMV RE curriculum. The credibility of curriculum development is supported by research and reading, Year 2 and EYFS county moderation specialists, subject SEF's, associations, training, Boolean Maths specialist and a SCERTS champion	Priority 14: Introduction of Drawing Club Outcome: Improve writing outcomes for pupils within Reception and further support progress and development within Year 1.	Actions: 1) HS/EPL to attend training 2) Identify timetabling opportunities 3) Monitor teaching and delivery for consistency 4) Review impact 5) Share outcomes with teaching and learning team 6) Monitor impact and evolve to meet the needs of the new EYFS class unit Acorns opening September 2026 7) Link to small steps progression	Resources: Time for training and implementation Costing: Training and supply cover	Staff responsible: LS, HS EPI Governor Responsibility: NS
	Possible Barriers:	Review: End of Autumn Term: LS/BK/EP/HS attended training in Drawing club (DC). KN/EP/HS visited a school using Drawing Club in Exeter. Planning and classroom practice observed. Offer of sharing of planning between schools. Offer mapped for the Autumn term. Pupils involved in daily DC in both classes and enjoying this offer. End of Spring Term 2026: Pupils are continuing to make progress. Staff are now working to consider adaptations to the Drawing Club program to ensure pupils have the necessary end of Reception skills to e.g. write a simple sentence independently. End of Summer Term 2026: Drawing club has been a huge success and initial data for writing GLD is improved. Observations of drawing club completed by SLT and evidence looked at in a writing book look session. Drawing club will continue to be embedded next year as the EYFS team also look to work with the small steps for progression in writing curriculum planning the school have adopted from the Inclusion and Curriculum Team.			

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	- The school budget - Staff time - Staff engagement	Priority 15: To continue to close the gap in the % of pupils attaining the phonics screening at the end of Year 1 and Year 2 Outcome: Phonics screening results continue to improve.	Actions: 1) Use the phonic screening data to focus on those children who had multiple barriers to learning e.g., those working the bottom 20% 2) Complete ongoing monitoring to ensure high quality teaching 3) Support Year 2 and Year R teachers who are new to teaching this stage of SW 4) Continue to embed fluency as a way to support decoding 5) Build on a raised GLD to quickly move forwards in teaching extended code and to support children not meeting a GLD	Resources: Time for training and implementation Costing:	Staff responsible: All teachers Governor Responsibility: NS
	Review: End of Autumn Term: Reception baselines reviewed e.g. those pupils who had a GLD with all teachers to ensure robust pupil assessment at the end of Reception. Year 1 updated progress data collected for pupils to show progress from September starting point. Almost all pupils have made progress. At this time 51% are on track to pass the phonics screening in Year1 with a further 16% who may with some targeted support. Staff are working hard as always to try to raise the phonics %, however the GLD in summer 2025 for this cohort was only 57%. End of Spring Term 2026: Ongoing tracking of progress has been completed this term. Pupils will set their test in June 2026. End of Summer Term 2026: Phonic screening data shows 69% of children reading the expected standard. This was the predicted outcome from the low and inaccurate GLD starting point. Significant progress can be seen in these areas: - children gaining 11 + words - 2024 – 2025 = 65% 2025 – 2026 = 85% + 20% - average number of words read – 2024 – 2025 = 28 2025 – 2026 = 33 + 5 words on average - percentage of non GLD children passing the screen – 2024 – 2025 = 30% 2025 – 2026 = 38% + 8%				
		Priority 16: To embed the recommendations from the 2025 EYFS framework and introduce some from Excellence in Reception Teaching Framework 2026 Outcome: A high-quality offer within the reception classrooms will be consistently observed Established and sustained: * effective communication and language approaches to support children's learning. * reception pedagogy to support early mathematical development. Ensure all children experience success.	Actions: 1) Share and read the new framework with appropriate staff members. 2) Identify areas for focus within the framework with relevant teachers 3) monitor to ensure teaching is high quality 4) provide feedback to ensure ongoing progress 5) Work on new recommendations from Excellence in Reception Teaching Framework June 2026 6) SS Boolean maths teacher to work with an EYFS project to improve the maths offer next year.	Resources: Time for training and implementation Costing:	Staff responsible: LS, HS EPI Governor Responsibility: NS

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	Review: End of Autumn Term: KN/LS read and shared framework with EYFS team and Business manager to ensure e.g. first aid priorities can be met. Giving every child in life document shared with Gov/SLT/EYFS team to reflect on GLD implications for 2028 e.g. 75% of pupils achieving GLD. Information also shared with feeder nurseries. Visit from LA team to look at any other recommendations for provision adaptation. Outcome of visit was: time for depth of play/possible inclusion of additional times for speaking and listening opportunities e.g. show and tell. End of Spring Term 2026: No further updates at this time. End of Summer Term 2026: New Excellent in Reception Teaching Framework produced by the DfE June 2026. This will be used as a base for improvement in EYFS moving forward. GLD data is improved. Reception unit planned to open in September called Acorns class. It will be staffed by x2 teachers and 1 TA.			
	Priority 17: To embed the recommendations from the most recent DfE writing framework Outcome: to continue to improve outcomes for children in writing.	Actions: 1) Share and read the new framework with appropriate staff members 2) identify areas for focus within the framework with relevant teachers 3) monitor to ensure teaching is high quality 4) provide feedback to ensure ongoing progress 5) guidance and support to make alterations to EYFS provision to ensure there is a strong focus on handwriting, dictation and fluency 6) Build on the use of dictation through the introduction of a dictation book 7) Build on dictation by linking it to small steps progress planning	Resources: Time for training and implementation Costing:	Staff responsible: all teachers Governor Responsibility: NS
	Review: End of Autumn Term: LS & KN read the new framework. Top tips shared at INSET day 1&2. Follow up staff meeting with teachers and TAs on handwriting and letter formation practice. Timetabling of handwriting completed in all classes. Impact of increased practice is beginning to be seen in Year 1 and Year 2 books. Year R have also been embedding drawing club and handwriting into their daily routine. End of Spring Term 2026: A further staff meeting on writing was held in term 4 led by JH team. Both teachers and TAs attended. The progress of writing was revisited and staff reflected on Hindhayes delivery of these vital skills. Writing moderation to take place in term 5. End of Summer Term 2026: Twilight staff meeting used to discuss new Small Steps For Writing Progression introduced by the Inclusion and Curriculum Team. Focus on development of skills in year 2. Introduction of dictation books for September. More thorough linking of English knowledge and skills in the English curriculum with dictation sentences planned as a part of Sounds-Write dictation.			
	Priority 18: To work under the new SEND arrangements following the alterations and redundancies completed at the LA. Outcome: KN will be working closely with external professionals who are working as contractors	Actions: 1) KN to identify potential avenues of support 2) KN to work with TOR outreach team if required for increasingly challenging behaviours 3) KN to arrange Team Teach training for staff supporting pupils with physical management plans 4) KN to work with HB who has established her own program of support to identify SEND priorities for pupil assessments and staff CPD	Resources: Time for training and implementation Costing:	Staff responsible: KN Governor Responsibility: MH

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		Review: End of Autumn Term: HH has worked with the support of the Tor school when planning bespoke learning packages as well as when delivering identified training for e.g. bereavement and loss. Helen Berryman has provided the school with a number of hours of physical support. We have used this to complete a staff questionnaire to look at staff confidence in SEND. We have also discussed individual pupils. There are 5 hours still to be used. Team teach training continues to be expensive for the school to use. End of Spring Term 2026: One member of staff attended Team Teach training this term (BR). A further two places have been secured for term 5 for KN and LE to attend. Appointed hub teacher will also have to attend as part of their induction package. End of Summer Term 2026: TA support staff appointed to the hub. Furniture order placed. Consultations for places in the Hub managed by LS and Tim Cockerill. Initial meeting attended by hub teacher and LS with Jeremy Handscomb regarding Inclusive Curriculum for the unit. LS to bring a unit implementation plan. Unit will be called The Blossoms.
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