



School Development Plan Summary

2025 - 2026

Mission

At Stanhope Primary School, we are committed to nurturing a safe, inclusive, and inspiring learning environment where every child is valued and empowered to reach their full potential.

Through innovative teaching practices, rigorous academic standards, and a focus on holistic development, we aim to foster a lifelong love of learning.

Our dedicated staff collaborate with families and the community to cultivate responsible, compassionate, and resilient individuals who contribute positively to society.

Together, we strive to instil core values to prepare our children to thrive in a diverse and ever-changing world.

This mission statement encapsulates the school's dedication to academic excellence, character development, and community engagement, reflecting its vision for educating young learners.



School Development Target 1

READING | To embed a systematic, synthetic phonics programme and ensure all pupils make rapid progress in early reading, particularly disadvantaged and SEND.

School Development Target 2

EARLY YEARS | To establish robust baseline assessment, tracking systems and adaptive Reception environment in Early Years to ensure all pupils make expected or better progress, particularly for disadvantaged and SEND.

School Development Target 3

COMMUNITY | To establish strong partnerships with families and the wider community to foster engagement, support, and a positive school culture.

Main Priorities

School Development Target 1



READING | To embed a systematic, synthetic phonics programme and ensure all pupils make rapid progress in early reading, particularly disadvantaged and SEND.

Objectives

- All EYFS staff trained and confidently delivering phonics by end of Autumn term.
- At least 85% of pupils meet or exceed age-related expectations in phonics by the end of Year R.
- 100% of identified pupils receive additional phonics interventions.
- Positive parental feedback on reading support workshops.

Actions

- Select, resource, and implement a DfE-validated phonics programme
- Embed consistency and quality through support and monitoring
- Assess and track phonics progress
- Phonics interventions are carried out promptly when pupils are identified as struggling.
- Monitor gaps in summative assessments and use a specific intervention to enable pupils to catch up.
- Carry out parent workshops and increase communication with parents related to reading.

Main Priorities

School Development Target 2



EARLY YEARS | To establish robust baseline assessment, tracking systems and adaptive Reception environment in Early Years to ensure all pupils make expected or better progress, particularly for disadvantaged and SEND

Objectives

- 100% of Reception pupils have baseline data by end of first half-term.
- All staff trained in EYFS assessment procedures by end of Autumn term.
- Pupil progress meetings held at least termly, with action plans in place.
- 90%+ of parents receive and understand termly progress reports.

Actions

- Protect time to complete thorough baseline assessment (RBA) alongside school baseline assessments to gain a thorough understanding of where children are starting
- Pupil progress meetings identify the areas of focus and the groups where the attainment / development gap is wide
- Communicate progress with parents regularly and provide guidance as to how to support at home
- CPD, networks and training to support a rich classroom environment which is tailored to the children, needs and community to ensure good or better progress

Main Priorities

School Development Target 3



COMMUNITY | To establish strong partnerships with families and the wider community to foster engagement, support, and a positive school culture.

Objectives

- At least 75% of families attend initial welcome events.
- Host regular events at school to engage, support and connect parents.
- Positive feedback (80%+) from parent surveys on school including communication and involvement.
- At least one community partnership projects established by end of year.

Actions

- Track attendance at events and connect with families to understand barriers to attendance so that this can be minimized.
- Work with a small parent group to establish a community event (an informal PTA, guided by the school).
- Reach out to other community stakeholders to connect them with the school, curriculum and community events.
- Host regular stay'n'play and workshops to support families and connect with the school.