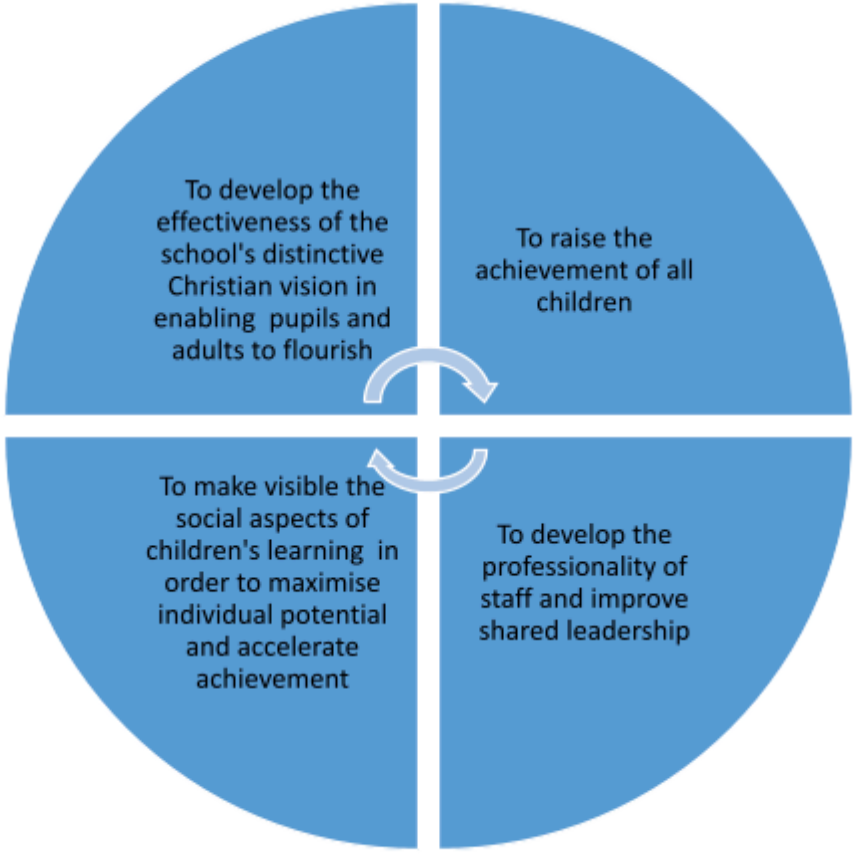
Wormley C of E Primary School Development Plan 2026 2027

With God all things are possible **(Matthew 19:26)**

Have Faith, Show Respect, Take Responsibility and Achieve

Building a Learning Community

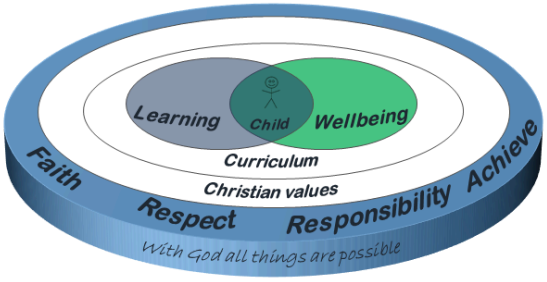


School Development Plan 2026 - 267

The development plan context

Wormley Church of England Primary School (VC)

Our school community comprises: all children, parents, carers, staff, governors and others associated with the school, including the Diocese and the church, community groups, local charities, business and support services and all external educational agencies.



Vision

Our vision is that, from arrival at Wormley CofE Primary School, each child should **grow in their awareness of themselves and others**, moving forward in their learning journey and **maximising their learning potential** in school and beyond. Our intention is that they come to know that they are loved by God, and through him, **all things are possible**.

As a result, we provide opportunities that support children to develop as individuals with the **knowledge, skills, behaviours and attitudes** necessary to **navigate** and **flourish** in our rapidly changing society, where high technology must be balanced with respect for humanity and the natural world.

Ethos

Wormley Church of England Primary School is a caring church school with a distinctive Christian ethos. It sets high store on the value of all of its community. Expectations of care and concern for the well-being of all children, staff and families are a central core of our Christian ethos. Wherever possible, this informs our relationships and the nature of our interactions.

Mission statement

With God all things are possible (Matthew 19:26)
Have *Faith*, Take *Responsibility*, Show *Respect* and *Achieve*.
Our mission is to provide a unique environment and curriculum in which all participants are welcomed, valued and enabled to flourish.

Visitors to Wormley Church of England Primary School comment on the warm, calm and friendly atmosphere within the school. We believe that children feel happy and secure in this environment and this in turn creates the best possible climate for learning. But this school is not for children alone so we extend our vision to our stakeholders that they may feel that same sense of warmth, calm and community.

Inspiring lifelong learning

Wormley Church of England Primary School aims.

Within a distinctive Christian ethos, we intend to provide a welcoming, safe and stimulating learning environment which offers a rich, relevant and motivating curriculum to develop individuals and inspire life-long learning.

To facilitate our vision we aim:-

- To continue to ensure that every child enjoys learning and achieves their full potential regardless of gender, age, race, physical or intellectual capacity, economic situation or class, in a happy and secure learning environment.

- To raise standards by ensuring that the skills, knowledge, dispositions and values of individuals are fully developed

- To promote the health, well-being and confidence of all learners within the school, enabling them to see themselves as valued and valuable members of a wider society

- To provide a strong framework for promoting good behaviour and positive attitudes in order to cultivate a safe and secure community in which everyone may flourish

- To give our pupils a sense of success and pride in all their activities and prepare children for future economic well-being

- To provide opportunities for our pupils to become successful independent learners and leaders through a wide variety of physical, intellectual and aesthetic experiences.

- To develop the school's role in the local and wider community and each child's understanding of citizenship by continuing our strong links with the church and local primary schools, liaising with nearby larger secondary schools and encouraging links with local industry, residents and organisations.

We encourage all children to develop key values. We want them:

- To have **faith** in God, themselves and others
- To show **respect** for themselves and others, and the world in which we live
- To take **responsibility** for themselves and in their learning
- To **achieve** their potential by developing as resilient, resourceful and reflective beings

Becoming life-long learners

Introduction

The school development plan is an important document. It focuses the direction of the school and outlines areas of development that will improve the school. All stakeholders should be aware of its priorities and hold the leadership of the school to account in considering its impact. A number of strands and improvements, both national and from within the school, are brought together in the plan. These have been the subject of discussions with staff and governors and reflect extensive innovation and improvement, and subsequent consolidation over many years.

The plan is annually compiled and sets aims and objectives for the school. The Headteacher, Deputy Headteacher, Assistant Headteacher, Subject Leaders, staff and governors conduct a review of the SDP each term. At the start of the Summer Term, through staff and governor discussions, the Headteacher prepares a draft plan for the next academic year. Following the allocation of financial resources by the governing body this is finalised at the end of the Summer term. The plan is submitted to the governors for approval at the beginning of the Autumn term.

Purpose

The central focus of Wormley Primary School Development Plan is to inform all stakeholders of how the school intends to ensure all pupils fulfill their potential. Through the use of well managed resources, careful planning. We aim to serve all partners in the school community responsibly and effectively. We will promote quality educational experiences and help each partner to achieve his / her full potential through equality of access, entitlement and opportunity.

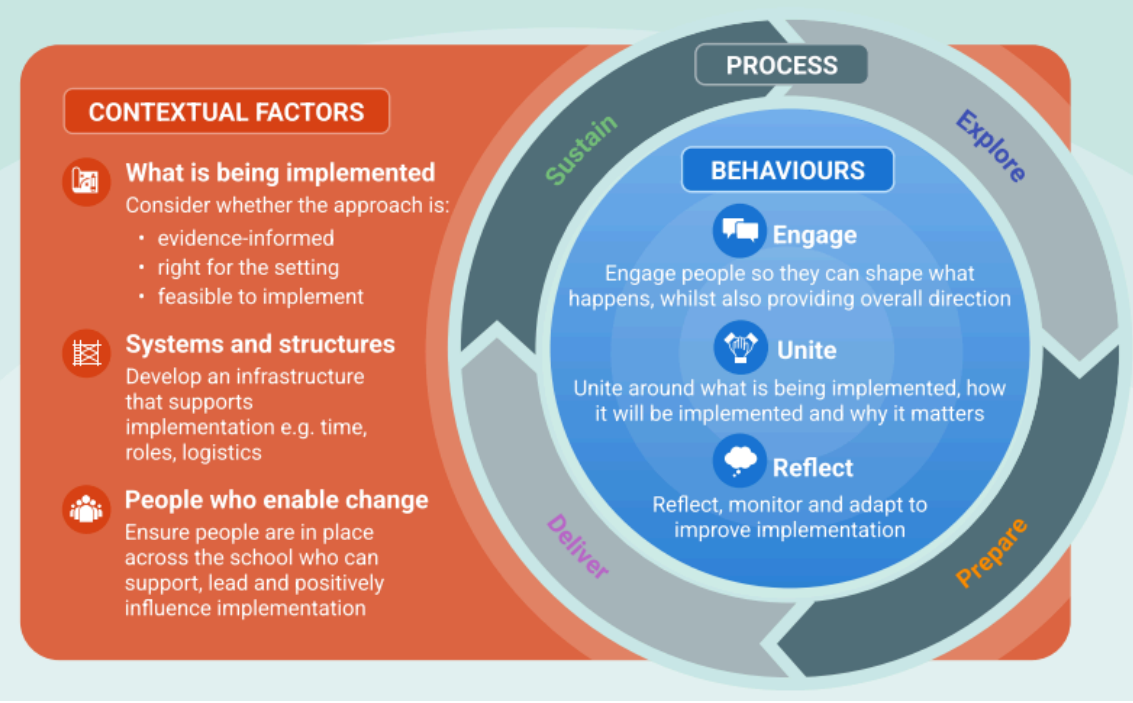
Development plan aims

The development plan aims to provide a realistic and practical framework to:

- secure and extend existing good practice and promote whole school improvement
- remedy deficiencies
- enable an agreed analysis of need so as to prioritise programmes of activity
- construct a timetable for addressing priorities within available resources
- co-ordinate budget preparation
- communicate the school's aims and intentions to all partners.

Development plan objectives

- to assist the school in enhancing the quality of learning experiences
- to provide a realistic framework for review and evaluation
- to encourage collaboration, partnership and ownership
- to provide a framework for accountability of resource allocation.



Our plan is developed on the principles of the **EEF Schools Guide to Implementation** document

2026-27 SDP Summary

Key Priority	Stage	Lead by	By the end of the year
Developing pupil's oracy	Explore / Deliver	Ben W Steve E	• Good quality opportunities to develop exploratory talk are evident in a range of curriculum areas • Opportunities to develop Oracy are embedded into assemblies and collective worship, including worship led by the children • All the teachers are confident to use the Oracy Framework to assess children's Oracy skills • There is evidence of Oracy being used effectively by the children to learn and evaluate their learning e.g., end of unit questions
Promoting equity and developing a more inclusive school	Deliver	Tracy G Steve E Deb H	• Develop our school to reflect the diversity of our children and ensure that all have a strong sense of belonging • Achieve the SEND Inclusion Award recognising the school's inclusive ethos • Improve attendance of all pupils and reduce persistent absenteeism • Increase the numbers of pupils who reach the expected standard in core subjects, including our disadvantaged pupils • Ensure a culture of high challenge and high support through a relational approach
Developing resilience in our pupils, families, staff and community	Explore	Tracy G Steve E Deb H	• Explore and develop strategies which build resilience in pupils, staff and families • The children can talk confidently about how their brain works and how this affects their ability to learn. They recognise when they deploy their agents • Families feel empowered to support their children to overcome difficulties and maximise their learning potential (questionnaire after support)

Ofsted points for action: Ofsted inspection in March 2026	SIAMS points for action: SIAMS inspection in October 2024

What the school should do to improve further: ● Leaders should continue to develop and embed the assess, plan, do, review cycle to ensure that assessment is used effectively to inform planning, support pupils' learning, and secure even better progress over time for vulnerable pupils and for those with additional needs. ● Leaders should ensure that their chosen approaches to teaching the curriculum are implemented consistently.	**What the school should do to improve further:** ● Develop a shared understanding and language of spirituality. This is so that each person is better able to recognise, engage with and articulate spiritual experiences and growth. ● Expand pupils' understanding of inequality and injustice, locally and beyond. This is so that pupils can be effective agents for change in a wider arena.

Key Priority 1: Developing pupil's oracy so that all have a voice

Highlight the stage of the implementation plan			
Explore: What problems are we seeking to solve in the academic year 2025 - 2026? Are there adequate solutions, in the form of evidence-informed practices or programmes?	**Prepare:** Do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?	**Deliver:** how can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?	**Sustain:** how do we best maintain new practices, for both staff and pupils, across a full academic year? How will we nurture motivation and ensure that we acknowledge and support good practice?

Problem (why?)	**Intervention Description (what?)**	**Implementation Strategies (how?)**	**Implementation Outcomes (how well?)**	**Final outcomes (and so?)**
What problems are we solving? What needs to change?	*What is the approach? What will people do to address the needs?*	*What blend of strategies are required to implement the approach?* *What behaviours and contextual factors will support these strategies?*	*What milestones can be measured along the way to know the approach is being implemented well?*	*What do we want our plan to achieve? How will pupils, teachers and the school benefit?*
1.Many of our pupils are unable to express themselves in a clear, confident manner. We want to change this because when pupils become more effective speakers and listeners, they are empowered to grow in greater awareness of themselves and others, and the world around them. Being an effective orator is a route to social mobility therefore it is essential to	Further develop pupils' oracy skills - oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. **The approach:** Work in partnership with Voice 21- the charity that supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life. Implement Voice 21's	**Engage:** Reflect with staff: ● Sign up for the Design a Curriculum for Oracy Programme (Development Day 1 — October 20, 2026, Development Day 2 — January 28, 2027,). **Unite:** Share literature / research which identifies the power of being a good orator ● Continue to embed Classroom Practice strategies for exploratory talk across the school. Take a look at the 60 second strategies and Springboards for Talk pack to give	**Short term:** ● Development days lead to increased expertise and knowledge for the Oracy team ● All children are familiar and can use Talk Tactics: Instigate, Build & Challenge. UKS2 will use all the Talk Tactics with increasing confidence across the curriculum ● Every class uses the Oracy Guidelines and refers to it when teaching Oracy skills. ● All classrooms display	**Year 1:** **Short term:** ● All teachers feel confident to include oracy into some lessons **Medium term:** ● Good quality opportunities to develop exploratory talk are evident in a range of curriculum areas ● Opportunities to develop Oracy are embedded into assemblies and collective worship, including worship led by the children ● All the teachers are confident

empower all pupils, not just some, to find their voice to succeed in school and life (Voice 21). 2. We need pupils to use talk as a means to deepen their learning and understanding and share their thinking Oracy should serve as a tool to deepen pupils' thnking	oracy framework (model in appendices).	staff inspiration for purposeful stimuli for talk. ● Explore the module, 'Design a curriculum for oracy' and use it within professional development. ● Continue to use the Student-friendly Oracy Frameworks ● Continue to use Collective Worship as a space to experiment with oracy. ● Plan for wider opportunities for presentational talk as a way to develop staff confidence/ expertise, student experience of types of talk, and parent understanding of the vision for oracy. **Reflect:** Regular reflections as part of our CPD programme to evaluate: ● The oracy team to become familiar with the Oracy Framework Progression Tool in preparation for the Design a Curriculum programme in your third year. ● Continue to monitor the impact of oracy across the year using pupil voice / staff voice. There are some resources attached to emails summarising consultation and in the Implementation toolkit here.	Talk Tactics & oracy guidelines. **Medium term:** ● Teachers are beginning to use oracy based activities in a range of subjects to learn *throug*h talk as well as learning *to* talk ● Teachers can use the oracy framework to start to evaluate children's oracy ● CPD for support staff through TA Lite Bites. **Long term:** ● Increased engagement in learning ● Improved academic outcomes ● Improved confidence and wellbeing ● Better transitions and enhanced employability ● Equipped to thrive in democratic and civic life	to use the Oracy Framework to assess children's Oracy skills **Long term** ● We are prepared to include oracy to support children with learning *to* talk and learn *through* talk. **What our staff gains:** ● *In-depth practical experience of effective oracy practice in the classroom and the research that underpins this.* ● *A deep understanding of how to plan and deliver high-quality talk opportunities that develop students' thinking, learning and oracy skills.* ● *Structured opportunities to trial and reflect on talk-rich approaches to teaching.* ***What our school gains:*** ● *A whole-school understanding of why oracy is important for students in your setting.* ● *An opportunity to develop excellent oracy classroom practice tailored to your context that can be shared within the school.* ● *Pupils who show* improved oracy skills and greater engagement in learning, particularly in whole-class and group discussion.

Key Priority 2: Promoting equity and developing a more inclusive school

Highlight the stage of the implementation plan			
Explore: What problems are we seeking to solve in the academic year 2024-2025? Are there adequate solutions, in the form of evidence-informed practices or programmes?	**Prepare:** Do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?	**Deliver:** how can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?	**Sustain:** how do we best maintain new practices, for both staff and pupils, across a full academic year? How will we nurture motivation and ensure that we acknowledge and support good practice?

Problem (why?)	**Intervention Description (what?)**	**Implementation Strategies (how?)**	**Implementation Outcomes (how well?)**	**Final outcomes (and so?)**
What problems are we solving? What needs to change?	*What is the approach? What will people do to address the needs?*	*What blend of strategies are required to implement the approach?* *What behaviours / contextual factors will support these strategies?*	*What milestones can be measured along the way to know the approach is being implemented well?*	*What do we want our plan to achieve? How will pupils, teachers and the school benefit?*
Resilience is difficult to teach and to secure. We want all children to feel a sense of value and belonging in our school. The social ties that accompany a sense of belonging are a protective factor helping manage stress and self-regulation. When we feel we have support and are not alone, we are more resilient, often coping more effectively with difficult times in our lives (Mayo Clinic 2021)	Develop an inclusive school in which all children feel included and represented. <u>The approach:</u> In partnership with HfL and other schools in our hub, we will strive to: ● become comfortable talking about protected characteristics. ● create safe and brave spaces for staff and pupils to talk about their needs	**Engage:** Reflect with staff on our thoughts and beliefs about inclusion ● *To what extent do our children feel like they belong?* ● *What has been the impact of our work so far? (teacher voice from # youbelong)* ● *What more should we do to make our school more inclusive?*	**Short term:** Create a school EDI policy / handbook **Medium term:** Audit of all aspects of our provision in order to adapt our curriculum **Long term:** All teachers consider representation and inclusion in their daily practice = culture shift.	**Year 1** **Short term:** The school's policy sets out expectations and everyone is held accountable **Medium term:** An environment and curriculum which reflects equality, diversity and inclusion **Long term:** Reduced numbers of race incidents / homophobic language and other hate crimes A clear plan for further

We have children who face one or more barriers to success in their lives: poverty, homelessness, worklessness, cultural barriers such as EAL, discrimination, SEND, neuro-diversity. Teaching them to be more resilient in the face of challenge is beneficial for all children We continue to experience racial and homophobic language	• Teach children to understand themselves and their identity • address unconscious bias and examine inequities and under-representation • take action to ensure all children feel represented and included	**Unite:** • Relational approach to behaviour INSET and CPD • Embed our Blueprint for our Rights, Responsibilities and Relationships policy. **Reflect:** Work collaboratively to acknowledge impact through adult and pupil voice		adaptations of the curriculum for 2026-2027 Assessment of children catching up *Termly suspensions linked to provision- make*
We want all pupils to make excellent progress in their learning because they come to school at least 96% of the time and persistent absenteeism is below 10% We want attendance to be high because children want to come to school; parents understand how important high attendance is to their children's achievement	Create an environment & culture conducive to high attendance so that • pupils want to come to school • parents understand the value of high attendance to their child's achievement • staff recognise their role in attendance Staff are clear about the steps to follow in the event of a child's absence. The systems are designed to support staff & processes are clearly communicated to parents Leaders are doing the right things - analysing, planning, delivering, monitoring,			

	evaluating			

Key Priority 3: Developing resilience in our pupils, families, staff and community

Highlight the stage of the implementation plan			
Explore: What problems are we seeking to solve in the academic year 2026-2027? Are there adequate solutions, in the form of evidence-informed practices or programmes?	**Prepare:** Do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?	**Deliver:** how can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?	**Sustain:** how do we best maintain new practices, for both staff and pupils, across a full academic year? How will we nurture motivation and ensure that we acknowledge and support good practice?

Problem (why?)	**Intervention Description (what?)**	**Implementation Strategies (how?)**	**Implementation Outcomes (how well?)**	**Final outcomes (and so?)**
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Many children and adults struggle to be resilient in the face of adversity. They give up easily. *They lack grit, perseverance, determination, stickability and courage to keep trying*	Staff will learn and share strategies for developing resilience. <u>The approach:</u> In partnership with training from Laughology, we will build a common understanding of what resilience is and how we might develop it. Expect staff to practice high challenge, high support daily	**Engage:** INSET tactics for developing resilience - Flip-it Thinking: Teach Focus, Language, Imagination, Pattern breaking Develop further a definition based on the characteristics of Agent Resilient: perseverance, grit, bouncebackability, commitment, optimism, determination, bravery	**Short term:** Resilience is a value to revisit in the first half term. **Medium term:** Complete SEND Inclusion Award and implement the agreed strategies. **Long term:** Children will have positive wellbeing.	**Short term:** ● Develop a whole school approach to resilience **Medium term:** ● Explore and develop strategies which build resilience in pupils, staff and families **Long term:** ● The children can talk confidently about how their

	Staff explicitly use the language of resilience (Agent Resilient) Staff use affective statements to explain how others behaviour impacts on their own	Teach the children about equity and how their brain learns. Teach them that they have the power within to make changes **Unite:** CPD to develop strategies to develop resilience Assemblies and collective worship based on the theme of resilience **Reflect:** Children reflect on how what they have learned about resilience and complete a project with their family as part of homelearning		brain works and how this affects their ability to learn. They recognise when they deploy their agents • Staff learn strategies to build their resilience and feel supported by other staff • Families feel empowered to support their children to overcome difficulties (questionnaire after support)

2026 2027	Autumn 2026		Spring 2027		Summer 2027	
Monitor and Develop	Science	Science	Computing	Computing	RE & WV	RE & WV

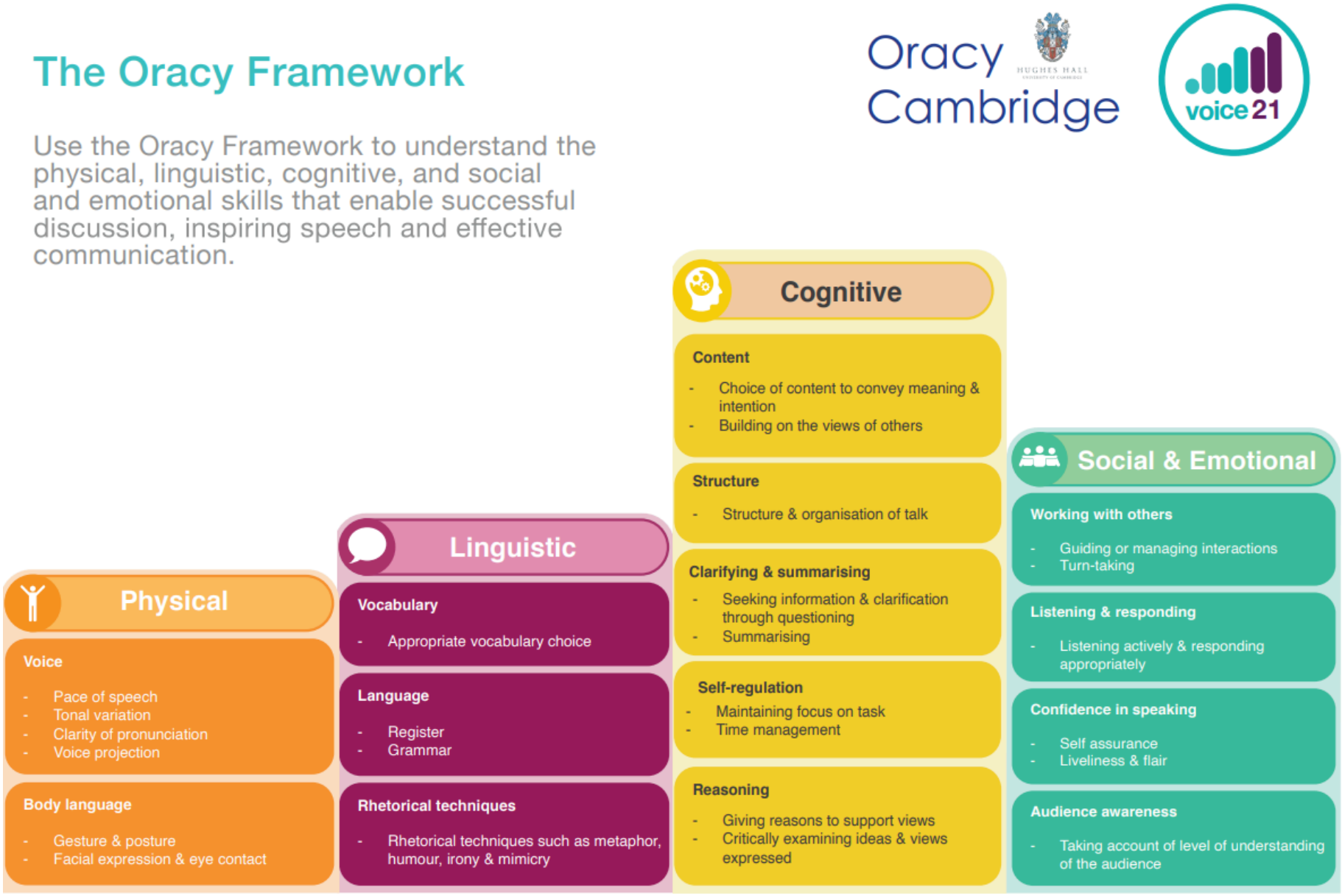
2027/2028	Autumn 2027		Spring 2028		Summer 2028	
Monitor and Develop	Music	Music	Geography	Geography	DT	DT

2028/2029	Autumn 2028		Spring 2029		Summer 2029	
Monitor and Develop	Art & Design	Art & Design	French	French	History	History

2026-27 Subject Action Plans

Subject	Area of focus
Art & Design	• *To develop evaluation of artwork/craftwork through pupils' oracy skills* • *To develop children's ability to talk about disciplinary and substantive knowledge through an oracy focus*
Computing	• *To ensure that all units of the computing curriculum are implemented, documented and assessed* • *To ensure all children experience the most up to date online safety lessons*
Design & Technology	• *To use the children's oracy skills to evaluate individual's art and design e.g. using a visualiser, children can discuss how their artwork mirrors the brushstrokes of Van Gogh in Starry Night*
English	• *To develop children's reading fluency and comprehension skills* • *To develop independent, accurate, confident writers across a range of fiction and non-fiction text types* • *To embed oracy within guided reading sessions and class discussions in English lessons*
Geography	• *To implement oracy tasks throughout geography sequences with a specific focus on the final question.* • *To integrate equity within geography topics.*
History	• *To implement oracy tasks throughout history sequences with a specific focus on the final question.* • *To integrate equity within history topics.* • *To establish progression of key language across the school*
Mathematics	• *To develop mathematical thinking through oracy* • *To use manipulatives to deepen understanding of mathematical structures*
MFL French	• *To develop oracy in speaking French with confidence*
Music	• *To use oracy as a vehicle for discussing our thoughts and feelings about different genres of music e.g. listening to some pieces of jazz music and asking children to express how it makes them feel and whether they enjoy it or not.*
PE	• *To develop the children's fundamental movement skills through teacher-led and coach-led PE* • *Increase opportunities for children to experience physical activity including competitive sport*
Science	• *To use oracy techniques to develop the use of scientific language when investigating and writing scientifically.*
RE	• *Exploring misconceptions using Talk Tactics* • *Developing children's spirituality through RE*

APPENDICES


The Oracy Framework
Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.
Oracy Cambridge
HUGHES HALL
voice 21
Physical
Voice
- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection
Body language
- Gesture & posture
- Facial expression & eye contact
Linguistic
Vocabulary
- Appropriate vocabulary choice
Language
- Register
- Grammar
Rhetorical techniques
- Rhetorical techniques such as metaphor, humour, irony & mimicry
Cognitive
Content
- Choice of content to convey meaning & intention
- Building on the views of others
Structure
- Structure & organisation of talk
Clarifying & summarising
- Seeking information & clarification through questioning
- Summarising
Self-regulation
- Maintaining focus on task
- Time management
Reasoning
- Giving reasons to support views
- Critically examining ideas & views expressed
Social & Emotional
Working with others
- Guiding or managing interactions
- Turn-taking
Listening & responding
- Listening actively & responding appropriately
Confidence in speaking
- Self assurance
- Liveliness & flair
Audience awareness
- Taking account of level of understanding of the audience