

Copplestone School Development Plan

2025 – 2026

Quality of Education	Develop children's oracy skills across the curriculum	Review the planning and delivery of the wider curriculum units	Develop recall of the curriculum in all subject areas	Continue to develop Maths Mastery approach.	Embed strategies from 2025 Writing Review
Current Position	Many children struggle to explain their understanding (particularly in maths) develop their views and ideas and give reasons for their responses verbally and in writing.	Grammarsaurus planning being used across school for most subjects. Teachers are supplementing with other sources and resources to engage children's interest and understanding.	Recall and retrieval in all lessons (quizzes, knowledge organisers, elicitation tasks). Knowledge Organisers have been made age-appropriate organisers (not DT and Music).	All teaching staff have now had mastery training with the Jurassic Hub and have utilised resources from NCETM. Mastering Number programmes from Rec up Very experienced subject leader now completing NPQ.	Experienced English lead has successfully worked with EYFS and KS1 staff to introduce phonics and reading scheme. Writing is identified as a key area for development this year based on end of year data. National Writing Review published.
Actions	KS1 & 2 staff appraisal target: To purposefully and frequently model language for children to express their ideas, explain their work and build on the ideas of others. <ul style="list-style-type: none"> · Explicitly teach age and stage appropriate and subject specific vocabulary. · Scaffold with sentence stems and conjunctions · Model and repeat back. · Acknowledge and praise. 	Introduce DT curriculum. Publish Music development plans. All staff to add in engaging activities, particularly investigation, S&L and drama. Subject leaders to monitor quality of resources.	KOs for DT in Musi. Use assessment of key learning objectives with precision to effectively check what pupils have learned. identify gaps in prior knowledge so that subsequent learning builds on what pupils already know and remember. Head of school and subject leaders monitor through pupil voice with books.	Maths lead to develop action plan to Focus on building confidence and positive attitudes for maths. Maths Mastery to be developed with a focus on R, Y1 2 3 and 4.	English lead to develop action plan to focus on spelling, grammar and writing. Add longer writing tasks to planning. English lead to attend conference and lead on whole staff training to implement strategy.

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Behaviour and Attitudes	Attendance maintained at National or above for all groups.	Develop Cultural Capital	Focus activities on British Values, protected characteristics and world views on religion	Further develop relational support approach for pupils	Develop a Federation Climate Action Plan with a focus on sustainability
Current Position	Attendance across the school is very good. 95% at end of last academic year. However, there are a small number of families who have lower than 90% attendance. We follow Devon reporting which is now statutory. Parents are informed that family holidays are unauthorised.	Strong music curriculum and opportunity for individual flute, drumming lessons. Introduced art curriculum with focus on study of world renown artists. PE taught by trained staff and a sports coach weekly. Extensive on-site Forest School utilised by all classes weekly. Broad range of trips and KS2 residential.	New RE Syllabus has been introduced. Think Equal in Reception. Many children have limited knowledge and experience of life outside Copplestone / Devon. Several children have used homophobic, misogynistic and racist language in school. Some parents have shared experiences of exclusion in the community.	Behaviour in class is very good across the school. Bespoke co regulation plans are used when needed. There are frequent KS2 arguments and skirmishes at playtime, usually around disagreements of rules of games with a group of children. A high number of our children have experienced ACEs – that we know of.	Recycling systems in all Federation schools – but adult led. Sustainability part of the curriculum in UKS2.
Actions	Monitor attendance regularly, identifying patterns and following up with policy. Use attend framework with identified children and families to prevent persistent absence. Inform parents that LA may fine.	Seek opportunities for all children to experience live music and theatre. KS2 visit to places of worship, art and music venues. Embed real life videos, photos and artifacts into the curriculum.	Ensure focus on diversity in curriculum and assemblies PSHE Curriculum. Use CPOMS to record behaviour incidents so HoS can monitor. Report homophobic, racist and misogynistic incidents to Devon CC.	Training for all staff to understand trauma and embed PACE (Playfulness, Curiosity, Acceptance, Empathy) . All staff to confidently use restorative conversations and reflection activities with children. Train and support Y5 Play Leaders.	Audit projects and actions across the federation. Attend training Develop and monitor federation plan.

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Personal development	Revisit Behaviour Policy with all staff, parents and pupils	Continue to promote positive mental health for all pupils.	Continue to provide a variety of in-school and after-school clubs	Children to articulate systems which keep them safe	
Current Position	Behaviour across the school is good, however a minority of children are not following the Golden Rules at playtimes.	10 a day School staff report an increase for the need of strategies to support positive mental health, in line with national picture. Identified children have 1:1 work with Mark Williams – church youth worker.	Breakfast Club and After school club are well attended. Many staff have run clubs after school and at lunch time in the past.	NSPCC workshops for y5 and Y2 annually. Lanyard colour meanings are displayed. Child Line posters are displayed. Pantasaurus taught in KS1.	
Actions	Revisit Golden Rules in assemblies and PSHE Use explicit examples of following and not following the rules. Training for staff to adopt a trauma aware relational approach. Introduce reflection activities. Inform and reassure parents.	Embed EH4MH strategies to support pupils' wellbeing Trauma Informed Training for staff. Staff to identify known ACES. Staff to be aware of function of Vagas Nerve.	Staff to be asked to volunteer to run a club of their choice at lunch time or after school for a half term. Pursue parent and local expertise (e.g. science club).	PSHE to explicitly teach safeguarding. Children to understand and articulate what systems keep them safe and how they can keep safe.	

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Leadership and Management	School leaders, including those responsible for governance, regularly check the impact of the curriculum on pupil attainment.	Support new and recently appointed Heads of School to become effective leaders	Develop subject leaders' expertise	Implement more effective communication across the Federation.	Support students and ECTs to become effective practitioners.
Current Position	Planned system of regular learning walks, book looks and data drops in place.	Appointment of new head of school following 7 years of leadership by Alison Mackey who is now Federation Executive Head.	All teaching staff have at least one subject leadership responsibility.	Teachers of year groups currently work independently. Some collaboration between administrators and heads of schools.	No current ECTs. History of Initial Teacher Training with Exeter University, NVQ placements through Exeter College and Queen Elizabeth student placements.
Actions	Continue as above within Copplestone and across Federation schools Develop peer support across Federation Utilise MSTeams for communication.	Detailed handover began in Summer Term 25. Weekly meetings with Executive Head and Business Manager. Federation HoS peer support. Performance Management cycle follows plan do review cycle.	Continue to support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence, coaching and the ability to articulate clearly about their subject.	Set up and develop the use of Team SharePoint, emails and Teams groups for staff groups internally and across the federation.	HoS to train to be school lead for Exeter University ITT. Continue Exeter College Student placement for EYFS. Continue to offer QE work experience students in summer term.

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Early Years	Continue to develop the EYFS Curriculum to meet the needs of children in each school	Ensure the effective use of purposeful continuous provision that is accessible to all pupils.	Ensure continued effective transition between pre-school and reception	Develop oracy across settings	Create cross-Federation links between EYFS practitioners
Current Position	Established and experienced staff teams in preschool and Reception. Transition effective from Preschool to Rainbow. Little Wandle established.	All areas of EYFS curriculum reflected inside during continuous provision. Activities rotated and refreshed so not always the same. Children invited and encouraged to try things they don't usually choose.	Good communication across EYFS. Current reception settled well in Autumn 2025.	Many children are entering preschool and reception with lower than age expected oracy skills. SALT advice is sought for individuals.	Twice yearly meetings with Early Years Leads. Sharing good practice across schools.
Actions	New curriculum to be introduced. More opportunity for shared practice across school. Vocabulary boards to be embedded across pred school and Reception.	Develop provision opportunities in outdoor area. Increase range of opportunities for mark making. Maintenance and gardening to keep outdoor areas tidy and inviting.	Weekly meeting between Pre School Leader and Reception Teacher. Shared activities with older preschool and reception to aid transition from Autumn term. Transition opportunities for new to setting arrivals.	EYFS staff appraisal target: To purposefully and frequently model language for children to communicate their needs, express their ideas and name their feelings. <ul style="list-style-type: none"> · Explicitly teach age and stage appropriate vocabulary. · Scaffold with sentence stems. · Model and repeat back · Acknowledge and praise. NELI SALT programme in place in Autumn term Continue to act on advice from SALT.	Working together on policy and practice. Sharing innovation and new ideas across settings.

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SEND and Inclusion	Increase the profile given to supporting positive pupil behaviour and relationships	Embed the knowledge and use of OAIP/Targeted Support Framework (TSF)/Needs Identification Tool	EP-developing the role to move beyond solely 1:1 work.	To promote pupil engagement in the wider core curriculum/extra-curricular activities promoting inclusion.	
Current Position	Golden Rules displayed and referred to Praise in assembly weekly for 'the 6 Cs' and Golden Rules. Behaviour in lessons is very good. Children with difficulties have plans in place.	Established plan, do, review cycle of ILPs. Provision Maps in place.	New EP started in September 2025 who will work with all schools across the federation.	Club registers are kept.	
Actions	Introduce zones of regulation so children as self-regulate, restorative conversations for managing playground despite Reflection space and activities for de-escalation.	Staff meetings to continue to promote knowledge and use of OAIP, TSF and Needs Identification Tool.	September 25 Inset focus on universal provision and evidence-based strategies for teaching and learning of all, specific SEND pupils. SEND team to explore what parental support could be offered.	Ensure SEND pupil engagement in extracurricular activities, and responsibility roles such as class jobs, school council, team captains and prefects.	