



Copplestone Development Plan 2026/2027

Overview

Safeguarding	Shared understand that safeguarding is everyone's responsibility through training	HoS to maintain strategic oversight of all aspects of safeguarding	Early identification and intervention for vulnerable pupils. (PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military.)	The voices of pupils are heard, including those who are not on school site or on p/t timetables.	Attendance is monitored closely as a tool to help identify any safeguarding concerns.
Action	New SENDCo to have level 3 training. All staff to have annual refresher training, including the Prevent strategy, KCSIE 2026All staff to have Allergy and Anaphylactic training, defibrillator and Epipen training Designated staff have paediatric first aid training. Y5 team have bespoke diabetes training. Children have safeguarding training	New staff to be trained to use CPOMS Promote an open culture and work effectively with a range of agencies to support pupils. Evaluate the impact of safeguarding actions and report termly to FGB.	Monitored on an individual level and as groups.	1:1 mentoring provided for school and home referred and self-referred pupils. Led by two different people Relational approach used when managing behaviours. Pupils conferencing after an incident for perpetrator, alleged preparator and victims with time to reflect and rebuild. Annex R is used only in appropriate circumstances, closely monitored, and impact is measured.	Support to attend offered such as strategies to reduce anxiety and to praise attendance on individual and family basis. Warm welcome First day calling Support meetings, Early help and signposting to Devon Family Hub for wider support.



	through the Scarf PHSE programme, online safety and NSPCC.				
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Inclusion	Staff identify needs quickly, and support is provided to reduce barriers to learning and well-being. There are high expectations for all pupils. Staff have evidence-based research to learn from –EEF. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching	The Federation develops a clear inclusion strategy with a measurable impact. SENDCos work with HoS to drive this forward and rigorously evaluate the impact. https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/developing-an-inclusion-strategy-using-the-inclusive-mainstream-fund	Work with DCC and Olive Academies to implement the new inclusion strategy for Devon Maintained Schools, including place-based working, inclusion partners and Experts at Hand.	Leaders monitor and audit current provision, including effective use of OAIP. Track SEND pupils – attendance, engagement, enrichment, achievement.	Provide extensive enrichment opportunities during the school day so children have a growing awareness of the world beyond their locality. Ensure focus on diversity in our curriculum and assemblies.
Actions	Needs identified using needs identification tool. SMART but high expectations in target setting. OAIP and provision mapping informs intervention, measure impact of short-term goals.	Progress and attainment of children with SEND measured using ILP targets, internal assessment and statutory testing Newly appointed SENDCO induction to school timely and supportive. Open lines of communication between	Training to be cascaded for new inclusion strategy, led by SENDCO. HoS to attend place-based conferences and work with local leaders to map and provide for all local children. HoS and Inclusion partner meet termly and prioritise	Identify needs across classes and key stages, use provision mapping to plan interventions across classes, harnessing staff expertise Progress meetings focus on attainment and progress monitoring of pupils with pupil premium funding, targeted and enhanced funding, identified with SEND, those who are / have	Staff to ensure visits, visitors, events and activities give opportunities for local, national and global awareness. Embed real life videos, photos and artifacts into the curriculum, particularly in RE and geography. Ensure there are topics regarding equality and diversity are explicit and



	HoS reporting to Executive Head to include PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls and EAL.	SENDCO, HoS and staff, and scheduled fortnightly meetings with HoS SENDCO ensures plan do review cycle for ILPs and EHCPs SENDCO and staff communicate effectively with families	actions and share information.	been known to social care and those with known protected characteristics. Impact of intervention assessed and reviewed.	implicit taught in the PSHE Curriculum. Ensure staff are confident to challenge stereotypes and model curiosity and understanding
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Curriculum and teaching	Ensure there is writing progression EYFS to Y6	Handwriting policy and progression to be standardised across all federation schools and to be implemented consistently	Develop an oracy strategy to include expectations for oracy in the curriculum.	Foundational skills in maths to be strengthened with high expectations – using NCETM materials.	Further develop the quality and impact of foundation subject plans and resources
Actions	Clear curriculum mapping focusing on quality texts. Short focused tasks. Opportunities for creativity e.g. in RE, for children to write own interests and real purpose - recording assembly, role play and letters.	Fine motor skills intervention where this is identified as a barrier. Handwriting timetabled Invest in Little Wandle resource for reception class Communicate aims of scheme to parents from pre-school (please don't	Build on previous Oracy 21 work, plan for drama S&L games and activities and oral presentation in planning. Provide new opportunities for oracy activities e.g. Introduce poetry recital Work with federation English group and school leaders to develop a	Whole school INSET led by Maths specialist - what do you notice approach, focus on process, not correct answer. 2 HLTAs to start Maths Mastery training in January 2027 Paired and supported planning using NCETM	Teachers given the scope to refine and improve units of learning, especially in KS2 history and geography without losing key threads and disciplinary knowledge. Children should continue to know and remember more, and this must be monitored by teachers, so



	Celebrate ambitious word choices Writing standards to be held to scrutiny (e.g. using AI prompts developed by DMF) Ensure that spelling is well taught and there is a focus on developing the fundamental skills of spelling. Explicit teaching of editing	teach children to write name in capitals!) Track and monitor the impact in books. Celebrate progress. Most improved handwriting awards.	system to track, monitor and analyse the impact.	Monitor and analyse gaps and address them. Intervention timetable for maths fluency and keep ups Pre teach new subjects to identified children Games, activities and practice tests to prepare children for MTC, celebrate improving scores over time. Ensure calculation policy and MM language is well understood.	misconceptions are swiftly addressed. 'Sticky knowledge' embedded using quizzes, chants, use of knowledge organisers
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Achievement	Analyse where there are gaps and address these	Strengthen the use of formative assessment in lessons so that misconceptions are quickly identified, addressed and monitored.	Develop all pupils' knowledge of the appropriate foundational knowledge to allow them to access the full curriculum – language and communication, reading, spelling, handwriting and maths knowledge.	Pupils will have attainment scores in line with the national averages. (GLD, PSC, MTC, KS2) so they are well prepared for the next stage of their education.	Build confidence, resilience and build a culture of enthusiasm
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Actions	Staff training to confidently use Bromcom and excel. Effectively track all summative data for pupils and identify achievement for all groups. (PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls.) Analyse individual gaps and group trends Use data to drive planning and interventions.	Revisit AfL techniques with teachers and support staff Celebrate mistakes Celebrate success Model in books Use support staff effectively to support catch up interventions.	See specific actions in English and maths curriculum SDP Work with Hubs in maths and English to support this.	Gaps between disadvantaged pupils and those with SEND and non-disadvantaged pupils will start to close, and all pupils will make progress from their starting points. HoS will closely track, monitor and work with teachers to achieve this through half termly progress analysis, book looks and pupil conferencing. What is working well? Plan provision for next term	Adults to make sure their language is always positive about challenges and opportunities Seek out stories about aspirational mathematicians, writers, overcoming barriers (e.g. dyslexic author) Challenge stereotypes Using literature, real life stores and resources such as Herwiki Mistakes help us learn Learning Pit Share successes with parents, at end of day, assemblies, certificates and meetings.
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Attendance and behaviour	Attendance is at least in line with other similar schools for all pupil groups	Work in partnership with parents to help create sustained improvements over time for all pupils.	Behaviour is managed in line with the relational approach.	Effective learning behaviour made explicit using Coplestone Learning Values	Children are safe and ready to learn
Actions	Monitor weekly attendance for all groups: PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls.	Ensure parents are aware of important messages about the importance of good attendance.	Staff will have high expectations for sustained engagement in learning, making use of clear routines and transitions.	Children are able to identify, demonstrate and articulate the positive value of each value Challenge	Staff refer to, explicitly teach and praise positive behaviour using language of Golden Rules.



	Demonstrate what actions have been taken and the impact of these. Identify individual, family and group decline at earliest stage and respond Act if there is sustained high attendance for vulnerable groups over time	Engage with DCC attendance briefings and use the support of inclusion partners to improve overall attendance and engagement with school. Help families remove barriers to good attendance. Use outside agencies where appropriate.	Staff have training and are able to work in cross-federation groups to further develop their practice. in partnership with DCC (Matt Jones).	Curious Confident Caring Creative community	Rewarded – verbally, stickers, certificates, hot chocolate Where a child /children are not safe and ready to learn, Golden Rules are used to identify the situation. Behaviour age and stage of learning dependent on when and how this is done. Quiet word, reflection tie, 1:1 reflection with an adult at lunch time. Parents involved if a pattern emerges.
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Personal development and well being	Implementing new Mental Health and Well-being policy in all schools.	Begin to implement elements of the new non-statutory enrichment framework. https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges	Develop a range of enrichment opportunities for all children and in particular these groups – PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls.	Children are able to demonstrate effective learning behaviour	Ensure the SCARF PHSE/RSE guidance is followed in the systematic delivery of the taught programme.
Actions	New MH lead for the Federation will guide schools into developing or enhancing MH provision in each school.	Ensure vulnerable pupils have targeted access to enrichment and track who is fully participating.	Record enrichment opportunities. Analyse the impact of this engagement. Review the offer for trips and residential to make them	Children are able to identify, demonstrate and articulate their own ability and successes using the values	Engage parents with the RSE aspects of the subject. children to have a voice in their learning



			relevant, affordable and enjoyable for all children. Utilise the local area and environment to promote learning outside and the development of confidence and well-being.	Challenge Curious Confident Caring Creative community	
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Early Years	Coppelstone provide inclusive settings for Early Years children from 2 years upwards. https://www.gov.uk/government/publications/inclusive-early-years-fund-2026-to-2027	Rigorous, evidence-based use of continuous provision across EYFS and KS1	Strong foundations in literacy	Strong foundations in mathematics	PSED opportunities to be further strengthened, including a sharp focus on developing good learning focus and behaviours.
Action	Pre School and Reception class staff meet weekly and work closely together to ensure strong curriculum and well being across both settings Activities planned across the year with a detailed hand over for a smooth transition Working in partnership with parents and other agencies	Shared understanding of aims and purpose of CP. High quality environment provided for children to explore Planned and purposeful selection of resources, prompting questions and challenges to develop skills Maximise what children are learning 'in the moment' through	Quality texts used to drive a language rich environment Involve parents in home reading, workshops and drop ins to support Develop a handwriting strategy which forms a strong foundation for pupils using familiar Little Wandal approach Communicate aims of scheme to parents from	Embed the mastery approach from NCETM. Train two Pre School Maths Champions	Relational approach Kind hands Use of individual relational plans where needed Apply for funding to support early identified needs Work with agencies such as Nursery Plus to



	Wrap around care available.	observing, prompting and intervening appropriately Planned and spontaneous opportunities to develop oracy.	pre school (please don't teach children to write name in capitals!) Activities to develop fine motor skills		support individuals as needed
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Leadership and Governance	Governors challenge school leaders and hold them to account in driving forward school.	Staff have opportunities to undertake professional learning.	School and curriculum leaders' actions have a significant impact on vulnerable and disadvantaged pupils by implementing effective use of the PP fund and drawing on resources to help support	Leaders consider staff workload especially when implementing new initiatives and preparing for Ofsted.	Leaders take account of staff well-being in all decisions.
Action	They are well informed about the impact of leader's actions in the schools through visits and monitoring of reports. They take actions to safeguard the future of the school and Federation.	Currently HLTA, Maths Mastery, Music specialism, working in partnership with other federation staff and external collaboration with Illsham hub, NCTEM and sports coaching. This learning draws on evidence and is related to aspects of the SDP so that it can make an impact. We do not have ECTs at present. Student PGCE teachers are hosted and supported by staff who are regularly trained with Exeter University. HoS has NPQH. She is working in partnership with DSLS and Place	The impact of this is analysed and measured using data and tools such as the IDSR. The Place Based agenda is to specifically identify and support disadvantaged pupils in the geographic area across schools and external opportunities and provision.	Work with Union Rep to identify and support staff individually, as a group and part of a national agenda. Projects and initiatives are planned and carried out with trust and support. Ofsted inspections are well-prepared for and managed with minimal disruption to the operation of the school.	Use the employee assistance programme, and Mental Health in Schools Team or other resources to help support and manage staff well-being and managing absence.



		Based local team of leaders.			
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