Curry Rivel Church of England Primary School, Little Pips Nursery & The Nest

SCHOOL & NURSERY DEVELOPMENT PLAN

Priorities for 2025 – 2026

NB: This is a live working document with impact from the SEF informing implementation.

EYFS priorities in purple font

School strategy:

- *To maintain a strong and sustainable school.*
- *To ensure that Curry Rivel Primary School and Nursery is the school of choice in the local area.*
- *To secure the future of the school within The Priory Learning Trust.*

RAG Rating

Intent	Implementation	Impact
	Not completed (Please note why)	*No or negligible impact*
	Implemented to some degree	*No evidence or not measured yet*
	Mostly Implemented	*Some evidence of positive impact*
	Fully implemented	*Good level of positive impact*

Priority 1: Enhance School and Nursery Sustainability and Growth

Rationale: As a school committed to joining the Pathway Trust, there is limited awareness of the Trust dividend and how everyone works together for the benefit of all. Morale across the school & nursery is good, reflected in positive staff surveys, but can fluctuate with staff absence. There is a waiting list in nursery, but some out of catchment families are going to other primary schools- we have the opportunity to retain them. Recruitment for teachers is positive but nursery & support staff recruitment can be more challenging with a higher turnover. Retention of staff is strong with the average staff member being at the school for 5+ years

Monitoring: Chair of Governors, Nursery Governor   **Ofsted link:** Leadership

Intent	Implementation	Led by	When	Resources/ Cost	Success Criteria
Prepare for a smooth transfer to the Pathway Family of Schools (Trust)	• Leadership to attend termly Pathway Strategy Days • Pathway Lead support to be accessed E.g. EYFS, Maths & SEND • Pathway Team to complete Standards and Priority review (October) • All subject leaders to collaborate with Pathway on developing revised curriculum model for Sep 2026 • Where appropriate, Pathway Policies to be adopted E.g. AI	AP	On-going		• Staff to be aware of benefits of collaboration within a Trust • Leaders to feel supported • Revised curriculum plans to be ready for September 2026 implementation
Increase collaboration between the Curry Rivel settings (School, Little Pips and the Nest)	• Identify shared vision and values • Hold collaborative sessions E.g On SEND or SDP priorities • Nursery to build in their own INSET days to align with school • All staff to know one another's names and roles • Organise CPD sessions that include both nursery and school staff. • Consider whole-site newsletters or digital platforms to keep everyone informed. • Celebrate milestones and events together (e.g., end-of-term parties, INSET days). • Pair staff from nursery and school for peer support or project work	AP HW	On-going	Cover to visit other settings	• School and nursery staff feel like ONE team through being more knowledgeable about one another's settings.
Increase the number of children and families who go through from 0/2 years- 11 years at Curry Rivel	• Use local intelligence to promote the school/nursery to known families in the catchment • Annual Weekend Open Day in the summer term as part of Village fete • Reciprocal school and nursery staff tours so we all know 'what it looks like' • Nursery and office staff to have 'patter' to promote the school to all parents • Nursery staff to have leaflets/flyers for open days, tours and parent sessions etc • Staff to be aware of how admissions to school works • Continuity of care and ease of transition to be promoted by all, including the use of social media, transition stories and 'meet the teacher' sessions • Nursery tours to include a few minutes with HT • All teachers to lead a session in the nursery e.g. Sharing of a story • School led parents/carers sessions, stay and play, school readiness workshops • PTA film of life in school used in social media • Meet the HT coffee and a chat session for nursery parents	AP HW	On-going		• Increased staff knowledge of one another's settings • Increase in numbers of children and families retained into Reception class
Enhance well-being of staff	• Reduce obligation to cover time in and running a club every term. • More social occasions as a team- bringing people together outside of work. • Subject leadership time to be allocated time again • Class SEND meetings • Staff to go to other schools to observe	AP			• Interventions and actions taken reflected in staff surveys and staff views

	• Recognising staff personal achievements through 'meet the team' focus in newsletters • Roller blinds on staffroom windows for better breaks • More opportunities for constructive feedback on performance • Team Teach training for all • Embed Buddies and Secret Buddies systems				

Priority 2: Raising Outcomes for All

Rationale: 2025 KS2 and Phonics outcomes were in line/above the national average. Although GLD outcomes improved last year, embedding is required especially as we move to a mixed R/Year 1 class. We have moved to a 5-class structure, which has an impact on curriculum design. In 2025, there will also be a new Ofsted framework which we need to prepare for.

Monitoring: Curriculum Committee, English and Maths Governors   **Ofsted link: Curriculum & Teaching and Achievement**

Intent	Implementation	Led by	When	Resource / Cost info	Success Criteria
Develop staff interactions with children to support children's engagement and learning during routines and play.	• Encourage the sharing of best practice between staff in the Nest • Provide targeted training for staff to strengthen consistency • Staff to take parts in Bristol Hub baby room network training • Peer-to-peer observation cycle to be in place • Half-termly baby room meetings to share and reflect on practice	HW	On-going	£500 for training and release time	• Routines are consistently implemented • Practitioner knowledge of early literacy and interaction is increased • Common consistencies across the nursery are evident during observation
Maintain GLD levels are closer to national level	• Review current practice in line with Education Endowment Foundation EEF guidance and evidence base: 'Preparing for Literacy' and 'Improving Mathematics in the Early Years and Key Stage 1' Free DfE training to be used for Little Pips Staff • Further develop assessment processes across EYFS to ensure ease of tracking and ability to identify gaps and adaptions. Initial assessments all completed • Access CPD on observation in EYFS • EYFS Staff to access Phonics/Literacy/Maths PD, coaching and resources • School readiness to be supported by assessment handover • FS teacher to attend training/visit another setting within Pathway Trust to support mixed R/Year 1 planning and to implement good practice: E.g Planning up from FS to Year 1 outcomes; increasing resourcing to enhance creativity e.g. Unifix, Kapla, blocks etc; change classroom layout and location of IWB • 'What is good oracy' to be clear in EYFS • FS teacher to plan for enhanced outside provision including themes and learning objectives which can only be done outdoors, and promote gross motor skills	ZDE HW JB SS	Spring 2025		• Practitioners' knowledge of all areas including Mathematics and Literacy increased • An evidence-based maths programme to be used across nursery and FS • English Hub Phonics good practice to be implemented across EY • Rich oracy environment observed • EYFS outcomes in line with national average

Review and adapt curriculum sequencing and planning to meet needs of pupils in mixed age classes in new 5 class structure	• All subject leaders to evaluate and adapt overviews and collaborate with team to ensure coherence and continuity and progression is maintained, and make necessary changes. • Website and curriculum newsletters to reflect changes • Subject leaders to monitor changes in subject leaders' time	SLs	On-going	SL cover	• Curriculum plans are coherent, ensure progression, coverage and avoid duplication
Explore AI platforms that effectively support teacher planning, resource creation, and enhance children's learning experiences	• AI Policy and guidance to be developed • DfE AI training materials to be used • 'Green list' of GDPR aligned platforms to evolve • AI steering party to meet half termly • AP to share good practice from Mr P training E.g. Use of Seesaw • Provide training on the effective and ethical use of AI, including awareness of misinformation, bias, stereotypes • Adapt curriculum for the pupil to include AI	AP EM	On-going		• Evidence of platforms and AI being used by teachers with evaluative next steps and feedback. • Teachers to feel supported, not overwhelmed, by new tools.
Improve teacher pedagogical knowledge and implementation	• Teachers to attend Jeremy Handscomb training • Teachers to implement and reflect upon 'How do we do it here' documents and self-identify areas of improvement • Embed the EEF 'Five-a-day' principles for high quality teaching which benefits all pupils, especially those with SEND • Planned peer to peer coaching/mentoring to be built in to observe teaching and provide constructive, non-judgmental feedback which may include video reflection or co-teaching • Teachers to carefully plan: sharing mornings with parents, learning enrichment, Primary Futures, outdoor learning, trips and visits in the locality (E.g Church) and beyond.				• Consistency in pedagogies across classes • Teachers to be confident in the use of pedagogical language. • Primary Futures, outdoor learning, parental engagement & external visits to be visible, high profile and to increase engagement • Reduced worksheets
Strengthen adaptive and responsive teaching	• Fast feedback policy to be reviewed in light of evidence base, with emphasis on in the moment live fast feedback in class by all staff around basic skills • Strengthen use of on-line assessment tool 'INSIGHT' • Review Pathway 'INSIGHT' good practice with consideration of objectives-based assessments • Robust Science assessment procedures to be developed • Consider how AI can effectively support adaptive and responsive teaching e.g. LBQ • Target pupils to be identified who are one subject from ARE in RWM	AP HvC SLs	Dec 2026		• Teachers use effective strategies to check pupils' understanding systematically, identifying and remedying any gaps or misconceptions. • Teachers give effective feedback that supports pupils to improve. • On-line assessment platform, INSIGHT, continues to be used • New science assessment in place
Further develop Oracy skills	• Active listening and discussion guidelines to be embedded • Teachers to use a range of simple strategies, activities and tools as agreed collaboratively. E.g. Sentence stems, listening ladders • Introduce Oracy Framework strands to pupils and use warm up activities in each weekly oracy lesson • All pupils to be taught one subject through oracy every week using Voice 21 Toolkit objectives • All pupils to have opportunities to 'present' in a public speaking presentation	AP SS	April 2026		• Staff use the Oracy Framework to plan, assess, and reflect on talk. • Oracy is valued and visible in school life (e.g., assemblies, displays, pupil voice). • Pupils are given regular opportunities to speak in varied contexts.

Adapt NCTEM effectively to support mixed age teaching	• Ally Webb (Pathway Trust Maths Lead) to observe and feedback next steps • Staff to use the provided progression maps and overviews to structure and adapt learning • Staff to continue to use end of term assessments to create and adapt NCETM overviews according to the needs of their learners • Deepen the teachers' understanding of the NCETM materials and their benefits • Provide staff with a rich catalogue of resources and challenge materials linked to the NCETM planning • Look at possibility of introducing Mastering Number in early years to secure recall of number facts early • Sign up for Mastering Number KS1 (For procedural and conceptual fluency), Y 4/5, MN embedding the impact for Sept 2026 • Promote consistent stem sentences across year groups • Use TPLT Primary Curriculum Packs; NCTEM ppts, Spine PD Devt documents (Pedagogy) and activities from within Spine documents (Incl embedded resources like 'I see reasoning') • Implement easy wins: Flashback to year groups together; teach to the top; GD to challenge themselves including 'dive deeper'	JB	On-going		• Consistent planning and resourcing across the school • Increased confidence in delivery and adaption of NCETM materials • Increased use of manipulatives in classrooms • Five question flashback in each Maths lesson (10 in Y6) • All staff using NCETM spine materials to support planning and teaching • Raised teacher confidence in NCETM materials, vocabulary and stem sentences
Implement effective and impactful intervention for priority year groups	• SL to identify priority children for intervention based on Summer 2025 data • Implement high quality daily intervention for identified children to aid progress • Monitor effectiveness of intervention • Increase use of manipulatives in all year groups to aid conceptual understanding • Ally Webb of Priory Learning Trust to support staff's confidence with appropriate use of manipulatives	JB	On-going		• Recognised and proven intervention scheme in place • Improved attainment levels, particularly in target cohorts of Yea 3 and 6 • Increased use of manipulatives in Maths lessons
Writing	• Reception teacher to complete 'Drawing Club' training and embed this story-led and engaging approach in Pippin class • Embed Handwriting 'patter' to be consistent across the whole school • Clear scheme 'Letter Join' to be implemented • Standardised vocabulary key displays • New Literacy Tree Planning to be reviewed for mixed age classes • Increasing pupil engagement in the modelling & shared writing process • Deepen the teachers' understanding of the Writing process • Develop our processes which give children opportunities to recap and review taught spellings • Spelling tests/homework to be introduced • Develop understanding of the editing aspect	SS	On-going		• All year groups have defined 'patter' • Consistent vocab displays • Improved spelling outcomes in NFER • Increased pupil engagement in modelling/shared writing • 75% reaching ARE • Improved handwriting in books

	• Develop more authentic, purposeful, real-world sharing opportunities- sharing mornings, 500 word competition for all of KS2- teachers need to plan for more real writing purposes, where appropriate. • Review DfE Writing Framework • Develop high-quality non-fiction books in each classroom • Increase range of challenging, high quality fictions books for able readers.

Priority 3: Enhance outcomes for vulnerable pupils

Rationale:
There is now much better early identification of need and the differentiation in the school's graduated response between concern and SEN Support has helped to ensure that additional provision is provided at the point concerns are identified rather than when a child is moved to SEN Support. This has resulted in numbers of pupils identified with SEND increasing. Our reputation for meeting the needs of pupils with SEND is good, and therefore we are attracting families with children with SEND particularly into our nursery. Our absence rate of 6% is in line with national average, but outcome for children attending 90-95% are a concern.

Monitoring: SEND Governor and Chair of Governors   **Ofsted link: Inclusion & Attendance**

Intent	Implementation	Led by	When	Resources/ Cost	Impact
Enhance skills, improve confidence and inspire early years practitioners to cultivate an inclusive environment for all children	• Staff to access Dingley's Promise training and guides • Key ingredients to be embedded within Appraisal and Supervision meetings • KH to coach team members on inclusive practice • KH to complete EY SENDCo training	HW KH ST	On-going	£300 additional hours / training costs	• Staff more confident in identifying SEND needs • Staff able to adapt provision to meet needs of pupils
Refine and develop school SEND strategy	• Key vulnerable children are profiled so that pupils are known and specific strategies are understood and delivered by teaching and support staff. • SENDCo to devise clear guidance for TAs and teachers, setting out clearly roles and responsibilities, resources, strategies and expectations for planning, recording and reporting • SENCO to review TA PD and gaps and plan PD accordingly • Half termly TA Peer Group Supervision structure and scheduled meetings to be put into place • The SEND register is reviewed so that there is confidence that correct coding is in place • INSIGHT training on SEND and PP to be completed by SENDCo/PP Lead to enable quick filtering, reporting & tracking to evaluate interventions, as well as mange APDRs. It simplifies data management, replaces paper records and spreadsheets, and helps SENCO to better communicate student progress to staff and parents. • Consider 'Transforming SENCO Workload with AI: Abigail Hawkins'	CM SS AP		£10 Abigail Hawkins resource	• Clear strategy in place for SEND and as a result SEND children are making progress. • SEND register is accurate with correct coding and as a result supports planning for SEND children by teachers • INSIGHT is streamlining processes and is saving time for SENDCo and PP lead

Develop Inclusion of Neuro Diversity	• Use PINs project support and new NHS Autism guidance as evidence base for whole school provision • Facilitate PINS behaviour audit and respond to actions • Support new staff members with undertraining of supporting neurodiversity • Improve approach to gaining pupil voice and adapt provision accordingly • Lead training and coaching to improve staff confidence and competence in supporting neurodivergent pupils • A review of individual classroom learning and whole school environments • Leadership to work with LA on possible development of a SEND classroom- visit other settings to evaluate as part of due diligence. • Work with Somerset Parent/Carer forum to hold termly parent/carer workshops	CM			• Number of school staff trained in neurodiversity-inclusive practices. • Evidence of improved staff confidence and competence in supporting neurodivergent pupils • Establishment and activity levels of parent carer groups in participating schools. • Implementation of tailored support packages (e.g., audits, training, resources). • Evidence of improved outcomes for neurodivergent pupils (e.g., attendance, engagement, wellbeing)
Targeted interventions and alternative curriculum	• Baseline NELI assessments & intervention to be completed • Baseline Talkboost assessments & intervention to be completed • Ensure Forest School provision linked directly to APDR outcomes	CM	On-going		• Pupils who receive Talk intervention make an additional four months' progress in language skills • Evidence of FS provision being linked to APDR outcomes
Implement New Mental Health Policy	• All staff receive basic mental health updates from MHL • Ensure that staff, children and parents/carers are aware of the support and services available to them • Embed graduated approach from newly revised Mental Health strategy • Pupils to become Well Being Ambassadors • Recruitment of ELSA • Place2Be to provide drop in support for pupils	CM	On-going		• Staff, parents/carers know how and when to access support; both for themselves and pupils; know who may have mental health issues.
A focus on increasing attendance for pupils with 90-95% attendance	• Nursery to have a written attendance policy shared with parents, follow up promptly on prolonged or unexplained absences, and consider patterns of non-attendance • AP and KA to look at good practice at Berrow Primary School • Insight trainig to be accessed by AP/KA • Termly targeted support meetings around the school's attendance data to identify pupils and cohorts at risk of poor attendance, using INSIGHT to support this. We will review plans to address the barriers to attendance, agree targeted actions and explore access to services for those pupils.	AP/KA/ HW			• Increased attendance of pupils with 90-95% attendance

Priority 4: Enhance Ethos and Values

Rationale:
- SIAMs report 2017 stated the following areas of development: Promote the school's Christian vision more widely, in a process involving the whole school community, to create a consistent understanding of how biblical principles underpin the school's ethos. Further enhance the children's knowledge about Christianity and other faiths by developing first hand learning opportunities and experiences; Improve the personal spiritual development of all learners by using the outcomes of monitoring and evaluation by the whole school community to help enrich collective worship.

Monitoring: Ethos & Values Committee   **Ofsted link: Personal Development, Well-being & Behaviour**

Intent	Implementation	Led by	When	Resources/ Cost	Success Criteria
Nursery	• Embedding the 5 a day values including: Create visual boards showing Christian values in action (e.g., "We showed kindness when…"); language used with the children. • Learn about world faiths in continuous provision and planned themes.	HW AP	On-going		• Celebration calendar in place • Staff have an increased knowledge and confidence in world faiths
Refresh understanding of the Positive Behaviour Policy and the Relational Approach	• Leadership to ensure clarity on school rules, routines and expectations and need to be known and demonstrated by all children and staff. • Link explicitly teaching of behaviour to school vision and 5 a day values and the 3 Bs • Ensure new staff are inducted into positive relationships and behaviour policy • Refresh all staff with training on the Relational Approach • Refresh all staff with training on the positive behaviour policy and the graduated response. • Develop scripts to support scenarios e.g. Restorative justice; de-escalation • Link weekly award even more to values with half termly value focus awards. • Communicate with parents about our approach via newsletters etc and workshops	CM/AP	On-going		• Staff to embed what is meant by relational practice and what this means practically on a day-to-day basis for how students are interacted with and responded to. • Restorative justice and other scripts to be use consistently • Reduce use of suspensions • De-escalation strategies to be clearly evident around school • Staff surveys show they feel more confident about managing and teaching behaviour • Outreach work to other schools completed • Behaviour at lunchtime is improved and incidents have reduced by at least 10%

• Further develop opportunities for spiritual flourishing are identified in the curriculum. This is to enable pupils to develop the language to express their responses to these experiences.	• Refresh collective understanding and knowledge of definition and shared understanding of spirituality using Windows, Mirrors, Doors and candles approach as well as • Deliver staff refresher training on spirituality and tools to develop within school • Opportunities to develop spirituality linked to curriculum • Concise audit of current evidence of spirituality across the curriculum. • Staff and children able to discuss spirituality, linking to 'window, mirror, door' approach and Wows, Ows and Nows and also using the Spiritual Metaphor of Kintsugi—repairing broken pottery with gold—as a metaphor: Life's cracks (wows, ows, nows) can be filled with "gold," making us more beautiful and whole. • Consider how we can further plan for and capture spiritual moments in the classroom	AP	Autumn term		• Staff are able to identify and nurture spiritual moments in the classroom • Pupils show increased emotional literacy and depth in reflecting on personal and shared experiences. • Spiritual development is embedded and visible across the curriculum, not limited to RE or PSHE.
• Increase opportunities for pupils to learn about Christianity as a vibrant, diverse, global faith	• Use guest speakers or video interviews from diverse Christian backgrounds. • Frame RE lessons around questions like: "How do Christians around the world show love?" OR "What does prayer look like in different Christian traditions?" • Invite visiting clergy or missionaries to share experiences of Christianity in other countries. • Create displays or performances that reflect the global nature of Christianity	AP	On-going		• Pupil voice, RE books, and classroom displays reflect learning about Christian practices and expressions from different cultures and continents. • Medium- and long-term planning documents show inclusion of global Christian perspectives, festivals, and traditions.
• Deepen pupils' knowledge of religious vocabulary and concepts in RE which they are confident to articulate and use in response to big questions.	• Teacher CPD to refresh key vocabulary and concepts, and how our planning tool supports this.	AP	Autumn term		• Pupil voice, RE books, and lesson observations show accurate and thoughtful use of terminology. • Medium-term plans and lesson resources show intentional vocabulary progression. • Learning walks and staff feedback show consistent practice.
• Further develop culture to encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change	• Be more explicit across the school curriculum, and in wider school life, where we are learning about and 'doing justice' • Register with Christian Aid's Global Neighbours to use in Collective Worship	AP	On-going		• Pupils feel empowered to make a difference and understand their role in promoting justice. • A whole-school ethos supports pupils in becoming thoughtful,

				responsible agents of change.

Acronyms used in this document

ARE: Age related expectations
AfL: Assessment for Learning
CPA: Concrete. Pictorial, abstract
CDP: Continuing Professional Development
EEF: Education Endowment Foundation
EHCP: Educational Health Care Plan
ELSA: Emotional Literacy Support Assistant
EYFS: Early Years (EY); Foundation Stage (FS)
GD: Greater depth within the expected standard
LT: Leadership Team
INSET: In service training
IT: Information Technology
KS1: Key Stage One
KS2: Key Stage two
NCTEM : National College for the Excellence of Teaching in Mathematics
NELI: Nuffield Early Literacy Intervention
PPM: Pupil Progress Meeting
PSED: Personal Social & Emotional Development
PFSA: Parent Family Support Assistant
RE: Religious Education
SATs: Standard Assessment Tests
SCC: Somerset County Council
SEF: Self Evaluation Form
SEMH: Social Emotional Mental Health
SENDCo: (Special Educational Needs and Disabilities Co-ordinator)
SL: Subject Leader

SMSC: Spiritual, moral, social and cultural development
SENDCo: Special Educational Needs & Disability Co-ordinator
SIAMS: Statutory Inspection of Anglican and Methodist Schools
TAs: Teaching Assistants
TAC: Team Around the Child Meeting
TAR: Teacher Assessment Record

Initials of Staff

AP: Head Teacher
HVC: Hannah van Cole (Senior Teacher, ECT mentor, Science and History lead)
HD: Helen Davies (Business Manager)
HW: Hollie Westlake (Nursery Manager
CM: Charlotte Monk (SENDCo)
JB: Jack Bridgeman (Maths lead)
FT: Sarah Samuel (English & PP lead)
ZDE: Zoe Davies-Evans (Phonics and Early Reading lead)
KH: Katie Hinton
ST: Sophie Tratt