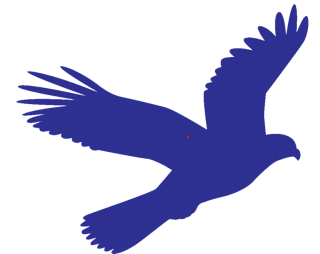


School Development Plan

Falcon Junior School



Introduction

Our aim and the vision is that every Falcon Junior school pupil will receive a good English and Maths lesson every day in an orderly and engaging learning environment. Staff expectations for learning behaviours will be high and across the school, staff will be consistent in their modelling and expectations of these. Being an inclusive school where all children matter means that where pupils face barriers to their learning, adaptations to the environment, curriculum and individual positive behaviour plans will be implemented to enable all pupils to make the best progress possible. Progress across the curriculum includes personal, social, emotional as well as academic. Inclusion at Falcon means high expectations for all pupils, no matter what their starting point is. It is our moral duty to work with parents to ensure that both parties are doing as much as possible to provide the correct level of challenge and support to enable pupils to make as much progress as they can independently.

Our School Development Plan targets support our vision set out above. The aim is for children to be successful and make progress through the provision of a well-thought out curriculum which is adapted to meet the needs of every pupil. Staff will be supported and trained to deliver high quality teaching using researched based approaches and drawing upon techniques and resources that encourage pupils to make the most progress with the least intervention. We want pupils to become independent learners and by establishing a calm, appealing learning environment, as well as having clear, consistent behaviour expectations, we will facilitate the perfect conditions to allow all pupils the opportunities to achieve.

1. Quality of education - core subject provision

RAG: ● Red

Dates: 01/09/2025 to 31/08/2027

Success Criteria:

Status: In Progress

Ref: 339

● 1: Enhanced Quality in the Teaching of Writing Resulting in Improved Pupil Outcomes

Cost: £

Responsible: SH

● 2: Enhanced Quality in the Teaching of Maths Resulting in Improved Pupil Outcomes

Staff time: h

Monitor: SH

● 3: Enhanced Quality in the Teaching of Reading Resulting in Improved Pupil Outcomes

Description: Our aim is to provide our pupils with the best life chances by ensuring that they receive the highest standard of support to achieve and attain as students at Falcon Junior School. The school will develop a clear, research informed strategy for teaching which will lead to progress in every class. All teaching staff to develop their skills for 'activating hard thinking' by planning and delivering lessons that are engaging and effective. We are reflective in our planning having begun to work more collaboratively with our feeder schools to bridge gaps between the KS1 and KS2 reading, writing and maths curriculum and expectations.

Strategy: Writing at Falcon :

EEF advice: Schools should, "target teaching and support by accurately assessing pupil needs in writing composition, including assessments of sentence structure, text structure, grammar and punctuation, and composition of coherent, engaging texts appropriately adapted for purpose and audience."

Four years into our Talk For Writing journey has seen an improved consistency in teaching strategies for writing across the school. Writing outcomes are still not where we need them to be to ensure pupils are KS3 ready. Teachers will continue using T4W teaching methodologies. The English Leads will plan with year groups to replace less successful T4W units with relevant and engaging curriculum linked units to improve pupil engagement, enjoyment, progress and success.

All Year 3 teaching staff and the writing leads will work with our feeder schools to develop a better understanding of KS1 writing and planning for pupils to become T4W ready by the time they leave Year 3. Pupils are arriving at Falcon without the independence in writing required for our T4W curriculum.

The writing leads will work more closely with teachers where gaps in subject knowledge or teaching techniques are not strong enough can be supported through 1:1 coaching to make rapid improvement. This will be monitored and revisited regularly.

Reading at Falcon:

Achieving the expected results in KS2 reading is strongly linked to better life chances.

Children who meet the expected standard in reading at age 11 are more likely to succeed academically, have better career prospects, and experience improved health and well-being outcomes. Strong reading skills are a foundation for future learning and participation in society.

Currently, the Reading curriculum is set at four guided reading sessions per week and in order to help pupils make better progress, more teaching and learning time is required. Pupils will be read to daily in class giving them a greater experience of, and exposure to, a

greater range of genres and vocabulary. A reading spine has been created to encompass themes that link to the Falcon curriculum and there will be an expectation that a daily class reading session takes place. We want to foster a greater love of reading and introduce children to new authors and subject content.

Maths at Falcon:

EEF : "Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school."

The Falcon maths lead is developing relations with our two feeder schools in order to improve transition from the KS1 maths curriculum to the demands of the ks2 maths curriculum. Conversations around a more explicit teaching of times tables at KS1 are taking place.

To help pupils make better progress in maths, we want to more thoroughly embed times tables knowledge and understanding earlier on in the school. Times Tables Rockstar has been a valuable tool to help engage pupils with practising their tables once they know them but we need to improve the numbers of pupils becoming secure in their knowledge through high quality teaching. The maths lead will work in year 4 this year to further advise and monitor teaching and learning in years 3 and 4 with a new teaching tool called Numbersense. The aim is for all pupils to leave year 4 scoring highly in the MTC tests, giving them the maximum chance of achieving the expected or greater depth outcome in the end of KS2 SATs tests. The Maths Lead is responsible for monitoring and training of staff.

Budget implications:

Staff training

Numbersense package

Staff cover for release time to monitor and train staff

Monitoring / Evaluation: July 2025: Year 4 staff all trained to use Numbersense and the programme initiated in Sept 2025 for all year 4 pupils. KS training year 3 staff in Dec 2025 ready to start with Yr 3 pupils in January.

January 2026- Year 3 started and KS has monitored and feedback- extra training delivered to staff. KS to monitor impact through TTRS and MTC checks.

Data outcomes for Spring 2026 shows average point score increase compared to last year (National has also risen)- 58.3% to 81% now scoring 10 and above (within age related expectations). May MTC checks show marked improvement in pupils achieving 100% being slightly above local and national averages.

Writing: GH joined year 4 for September 2025 INSET to plan and resource their first Talk for Writing unit to hit the group running with quality first teaching. RH did the same in year 3 following a planning meeting in July 2025 when GH /RH planned and mapped out year 3's first unit. In addition, GH planned and resourced 2-3 weeks of resources across upper and lower school to precede this and to help target and implement key sentence construction targets across the school. GH created a Non-negotiables list for staff to help keep all target areas as transparent and manageable as possible. focus has been centred on building on our whole school understanding of what makes a clause/sentence (verb and subject) to help build a solid grounding and to allow us to target the gaps we have identified around sentence construction. To support this, we have implemented our daily sentence starters (builder, joiner, improve, innovate and sentence doctor) across the school. GH focused his monitoring around the implementation of this last year. Progress has been good in terms of seeing children writing far more regularly and having a better understanding of core grammatical language. It remains a target as we move forward with the main focus here being the consistency in the pace and effectiveness of our delivery across the school. We have also launched a new spelling approach – based on training received from Emma Adcock – across the school in September with Year 3 shifting focus from daily phonics to spelling patterns. This decision was made following improved KS1 data. In regards to handwriting, we identified the need for a reset as standards across the school were not consistent. Sentence construction has been a necessary focus in recent terms, which has meant transcription has not been at the forefront of our approach. To combat this, we have begun daily handwriting sessions (as of the week beginning 20th October 2025) across the school to help collectively raise standards. Further to this, in Spring 2026, the writing lead has begun the process of working with the writing leads of our two feeder schools to develop a better transition in writing across the two key stages. On March 11th 2026, GH visited Mile Cross Primary again for further support with planning and to gain a deeper understanding of where gaps are with regard to grammar teaching across whole school. SMT also agreed to improve writing assessment so that all year groups, not just year 6, are forensically assessing and have a better grasp of individual pupil needs and adapt planning to address need. GH also directly coaching staff 1:1 to address weaknesses also supporting with delivering and planning in year 4 first and then year 3 Spring term 2026. Move to use the writing assessment grids to check objective coverage, identify gaps and amend planning accordingly. October 2026- Falcon joining the Norfolk Writing Project. Sept 2026- GH class teacher based in Yr 3, tasked with ensuring that pupils quickly catch up where there are gaps. GH met with 2 feeder schools in the summer term 2026- very different schemes and styles of learning taught.

Oct 2025: Falcon Reading Journey display up to promote all the texts chosen by each year group to compliment and enhance our curriculum and to raise the profile of diversity as a theme across the school. AA monitoring impact through pupil voice.

Ongoing: AA to monitor the impact of daily class reader.

AA to also ensure that comprehension and responding to comprehension questions are being taught across all years with a more regular focus on this area. Where teachers are weaker, coaching 1:1 will be implemented. AA also creating a year grp related list of objectives that must be taught to ensure the building blocks are there to underpin better rates of progress before moving on. This will be available before the end of the summer term. Oct 2026- Wensum Hub reading curriculum audit taking place with a focus on phonics.

All core subject leads to produce a condensed and targeted list of objectives/statements that set out each end of year grp expectations and these must be a focus for staff to work towards for all pupils, as advised by Sonia Innes in the November 3rd 2025 Teaching and Learning review. Completed September 2026.

Assessment and addressing gaps - PIXL from Sept 2026 to ensure that pupils are making progress with PIXL interventions being used to gap fill and ensure that all building blocks are in place to enable pupils to move on.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Develop topic-led writing opportunities	GHar	07/07/25	Completed
Writing moderation across feeder schools	GHar	07/07/25	Completed
Research T4W being taught in other primary schools	GHar	07/07/25	Completed
Develop a class book reading spine	AAus	07/07/25	Completed
Monitor AR to support reading at home	AAus	07/07/25	Completed
Improve times table teaching	KS	07/07/25	Completed
Moderation across feeder schools	KS	07/07/25	Completed
Improve teaching of reading comprehension	AAus	24/07/25	Not Completed
Review phonics provision	AAus	01/09/26	Not Completed

Disadvantaged pupils reading

RAG: Red

Status: In Progress

Cost: £

Staff time: h

Dates: 01/09/2026 to 31/08/2027

Ref: 431

Responsible: SH

Monitor: SH

- Success Criteria:
- 1:

 Gap in reading outcomes narrows
- 2:

 More disadvantaged pupils make expected progress
- 3:

 Intervention pupils reach exit criteria
- 4:

 Reading support is matched to need
- 5:

 Teachers use agreed reading approaches consistently
- 6:

 Reading progress is reviewed and adjusted regularly
- 7:

 Families support reading at home

Description: Improve reading outcomes for disadvantaged pupils so that they make stronger progress and close the gap with non-disadvantaged pupils. This will support better academic attainment and more equitable outcomes across the school.

Strategy: Use Pupil Premium funding to provide targeted reading support for disadvantaged pupils who are not making expected progress, with careful identification of needs and regular review of impact. Develop staff expertise through focused professional development on reading instruction, so that teachers can adapt support, monitor progress closely and hold interventions to account. Senior leaders should track progress against non-disadvantaged pupils, evaluate the effectiveness of support over time and refine provision where pupils are not improving sufficiently.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Identify pupils needing support	AAus	16/07/26	Not Completed
Deliver targeted reading support	AAus	16/07/26	Not Completed
Train staff in reading instruction	AAus	16/07/26	Not Completed

Strengthen classroom reading teaching	AAus	16/07/26	Not Completed
Review impact each half term	AAus	16/07/26	Not Completed
Engage families in reading	AAus	16/07/26	Not Completed

Assessment and Intervention

RAG: ● Red

Dates: 01/09/2026 to 31/08/2027

Success Criteria:

Status: In Progress

Ref: 433

Cost: £

Responsible: SH

Staff time: h

Monitor: SH

- **1:** Assessment cycle followed consistently
- **2:** Staff interpret PIXL accurately
- **3:** Planning reflects assessment information
- **4:** Interventions start promptly
- **5:** Intervention impact is reviewed
- **6:** Support is withdrawn when secure
- **7:** Families know pupils' priorities

Description: Improve the use of assessment so that gaps in learning are identified promptly and addressed, ensuring pupils have secure foundations for further progress. Strengthen staff understanding of diagnostic assessment, including PIXL assessments and therapies, so that support is matched more accurately to pupils' needs.

Strategy: SLT will establish a consistent assessment cycle that uses formative and diagnostic information to identify specific gaps, inform planning and guide timely intervention. Staff will receive training on interpreting PIXL assessments and therapy outcomes, with clear expectations for how this information is used to adapt teaching and select appropriate support. Leaders will monitor the quality and impact of assessment and interventions through regular book looks, pupil progress discussions and intervention reviews, with accountability for ensuring that support is started early, reviewed carefully and withdrawn when no longer needed. Parents and relevant staff will be kept informed of pupils' priorities so that support is coherent across classroom teaching and additional provision.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Agree assessment cycle	SH	16/07/26	Not Completed
Train staff on PIXL use	SH	16/07/26	Not Completed
Use assessment in planning	SH	16/07/26	Not Completed
Match interventions to need	SH	16/07/26	Not Completed
Review impact regularly	SH	16/07/26	Not Completed
Share priorities with families	SH	16/07/26	Not Completed

Academic transition

RAG: ● Red

Status: In Progress

Cost: £

Staff time: h

Dates: 01/09/2026 to 31/08/2027

Ref: 434

Responsible: SH

Monitor: SH

Success Criteria:

- 1: All feeder schools share agreed transition information on time
- 2: Year 3 staff receive clear pupil profiles before term starts
- 3: Early Year 3 planning reflects prior learning needs
- 4: Targeted support is in place for identified gaps from week one
- 5: Transition information is consistent across feeder schools
- 6: Review meetings lead to a refined transition process

Description: Improve the academic transition between feeder schools and Year 3 so that pupils arrive better prepared to access the KS2 curriculum promptly. This will help reduce gaps in reading, writing and mathematics and support a smoother learning journey.

Strategy: SLT and RWM leaders will work with feeder schools to agree a shared transition process that identifies pupils' strengths, gaps and wider learning needs before they enter Year 3. Assessment information, teacher discussion and moderated pupil records will be used to build a clearer picture of prior learning, behaviour expectations and learning experiences, with findings passed to Year 3 staff in good time. Leaders will monitor the quality and consistency of transition information and evaluate how well it informs early Year 3 planning and intervention. Regular review meetings with feeder schools will be used to refine the process and ensure it remains practical and sustainable.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Agree transition process	SH	16/07/26	Not Completed
Collect pupil transition records	JR	16/07/26	Not Completed
Hold pupil handover meetings	JR	16/07/26	Not Completed
Use transition data in planning	JR	16/07/26	Not Completed
Train staff on transition use	SH	16/07/26	Not Completed

SHIP provision

RAG: Amber

Status: In Progress

Cost: £

Staff time: h

Dates: 01/09/2026 to 31/08/2027

Ref: 435

Responsible: SH

Monitor: SH

Description: To strengthen the development of the SHIP so that provision is consistently well matched to pupils’ needs, staff roles are clear, and progress is tracked accurately. This will support pupils to access mainstream provision appropriately and ensure that support is responsive and reviewed regularly.

- Success Criteria:
- 1: Staff roles are clear and followed
- 2: CPD matches identified needs
- 3: Earwig records are complete and current
- 4: Pupil progress is reviewed regularly
- 5: Mainstream access is appropriate
- 6: Provision changes in response to need
- 7: Families are involved in reviews

Strategy: SLT will identify the CPD needed to address issues raised through cohort reviews and use this information to inform staff development and follow-up support. Staff performance will be monitored against job descriptions, with regular meetings between the lead teacher and SLT to review strategic direction, resolve operational issues and maintain accountability. Earwig will be used to track and record progress for all pupils, with information analysed to check impact and identify next steps. The staff handbook and checklist will be used consistently to confirm that SHIP children are accessing appropriate mainstream provision, that support is in place, and that provision is reviewed to ensure pupils are making progress over time.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Review SHIP cohort needs	SWag	16/07/26	Not Completed
Set clear staff roles	SWag	16/07/26	Not Completed

Plan targeted CPD	SWag	16/07/26	Not Completed
Use Earwig for tracking	DH	16/07/26	Not Completed
Check mainstream access	DH	16/07/26	Not Completed
Hold regular review meetings	DH	16/07/26	Not Completed
Engage families in review	DH	16/07/26	Not Completed

Wellbeing

RAG: ● Amber

Status: In Progress

Cost: £

Staff time: h

Dates: 31/08/2026 to 31/08/2027

Ref: 436

Responsible: SH

Monitor: SH

Success Criteria:

- 1: Implement and sustain effective support for pupil wellbeing and family support
- 2: Protect Staff Wellbeing & Workload

Description: Pupil and staff wellbeing is a priority so that the school can maintain a holistic approach to learning, behaviour and outcomes. This reflects the increasing national incidence of mental health needs and the school's recognition that wellbeing is central to helping pupils achieve their best.

Strategy: The SLT will establish a whole-school wellbeing approach for pupils and staff, with clear leadership oversight and regular review. Leaders will gather and use information from pupils, staff and parents to identify emerging concerns, monitor climate and wellbeing over time, and check whether support is having the intended effect. Staff will receive consistent guidance and support to respond to wellbeing needs, and pastoral systems will be kept under review so that concerns are followed up promptly and responsibilities are clear. The school will maintain a positive, inclusive culture that supports relationships, reduces barriers to learning and keeps wellbeing visible in day-to-day practice.

Target/Objective: By July 2027, embed a robust whole-school approach to wellbeing that provides early, targeted intervention for pupils using established frameworks, leverages the role of the Parent Support Advisor (PSA) for family networks, and measurably reduces workload strain for all staff.

Monitoring / Evaluation: Monitoring & Evaluation Timeline
Autumn 2026: Staff coaching available and live feedback introduced. PSA establishes a tracking log for Just One Norfolk/NHS referrals. RSHE timetables audited by RSHE Lead.
Spring 2027: Mid-year review / survey of staff wellbeing and new marking policy impact. Evaluation of PSA referral response times.
Summer 2027: Final impact data collection (pupil survey, staff wellbeing, pupil attendance, PSA case files, RSHE monitoring reports and Mental Health Lead reports). Present full impact report to the Governing Body.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Support Pupil Wellbeing & Family Support	RB	02/10/26	Not Completed

