

RISBY SCHOOL DEVELOPMENT PLAN 2026/27

Strategic Overview

Our 2026/27 improvement plan is focused on four connected priorities: strengthening assessment, deepening inclusion, improving writing outcomes, and strengthening leadership and governance. Across all priorities, the emphasis is on consistent classroom practice, accurate evaluation, timely action and measurable impact on pupils.

PRIORITY 1 – Improving the Quality of Teaching and Learning Through Effective Assessment

Embed a consistent and effective approach to formative and summative assessment that accurately identifies pupils' learning needs, informs responsive teaching and improves progress and outcomes for all pupils.

Key actions 2026/27

What success will look like

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| • Refine the whole-school assessment policy, framework and calendar following audit and LA support. | • Assessment is consistent, purposeful and reliable across subjects and phases. |
| • Embed Arbor so teachers and leaders can record, analyse and use assessment information effectively. | • Teachers routinely adapt teaching in response to assessment evidence. |
| • Develop staff expertise in identifying gaps, misconceptions and trends and using these to adapt teaching. | • Arbor provides a clear picture of attainment, progress and pupils requiring action. |
| • Strengthen formative assessment, retrieval, feedback, moderation and standardisation. | • Moderation strengthens the accuracy and consistency of teacher assessment. |
| • Track key groups and evaluate the impact of adaptations, interventions and additional support. | • Monitoring demonstrates stronger teaching, targeted support and pupil progress. |

Ofsted links: Curriculum and Teaching; Achievement; Inclusion; Leadership and Governance.

PRIORITY 2 – Inclusion

Strengthen inclusive practice so all pupils, including those with complex SEND, make strong academic and personal progress and development.

Key actions 2026/27

What success will look like

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| • Maintain high-quality SEND plans with measurable targets and regular review of progress and provision. | • At least 90% of SEND support plans demonstrate progress towards identified targets. |
| • Increase SENCO observation, coaching and support for classroom adaptations and teacher-led strategies. | • Pupils with SEND make strong progress from their individual starting points. |
| • Develop staff and TA expertise in inclusive practice, behaviour, visuals, scaffolding and vocabulary pre-teaching. | • Inclusive strategies improve engagement, participation and independence. |
| • Strengthen pupil safety, belonging, regulation, independence and access to learning. | • SEND attendance improves and barriers to attendance are addressed promptly. |
| • Increase parent engagement and use pupil, parent and staff voice to evaluate and improve provision. | • Parent confidence and satisfaction increase; SEMH support reduces lost learning time. |

Ofsted links: Inclusion; Curriculum and Teaching; Achievement; Attendance and Behaviour.

PRIORITY 3 – Improving Writing Outcomes

Improve writing outcomes across all year groups by strengthening the quality, consistency and ambition of writing provision, with particular focus on greater depth and disadvantaged learners.

Key actions 2026/27

- Set ambitious writing targets from the 2025/26 baseline and review progress termly.
- Refine progression in transcription, composition, vocabulary, grammar and authorial craft from EYFS to Year 6.
- Strengthen challenge and provision for pupils capable of greater depth.
- Identify and address barriers for disadvantaged writers through responsive teaching and targeted support.
- Strengthen writing assessment, moderation, diagnostic use of evidence and pupils' independent editing.

What success will look like

- Writing attainment improves from the 2025/26 baseline in every year group.
- The proportion achieving greater depth increases and higher-attaining pupils make strong progress.
- Disadvantaged pupils make strong progress and attainment gaps reduce.
- Monitoring shows consistently ambitious writing teaching and clear curriculum progression.
- At least 90% of pupils can explain how to improve their writing and use strategies independently.

Ofsted links: Curriculum and Teaching; Achievement; Inclusion.

PRIORITY 4 – Strengthen Leadership and Governance

Strengthen leadership and governance through rigorous monitoring and evaluation, stronger subject leadership and governor challenge, and effective use of evidence to drive sustained school improvement.

Key actions 2026/27

- Clarify leadership roles, accountability and expectations and maintain focused, measurable action plans.
- Develop subject leaders' expertise in curriculum, assessment, monitoring, evaluation and action planning.
- Implement a whole-school monitoring and evaluation cycle and strengthen leaders' use of quantitative and qualitative evidence.
- Prepare curriculum plans for the new National Curriculum, maintaining progression, ambition and accessibility.
- Align CPD with identified needs; strengthen governor monitoring, challenge and external validation with the LA and specialists.

What success will look like

- Leaders demonstrate clear accountability and measurable impact.
- Subject leaders accurately identify strengths, priorities and pupil outcomes.
- Monitoring and evaluation lead to timely improvements in provision and outcomes.
- Curriculum leadership demonstrates progression, ambition, accessibility and readiness for the new National Curriculum.
- Governors provide effective evidence-informed challenge and external validation confirms accurate self-evaluation.

Ofsted links: Leadership and Governance; Curriculum and Teaching; Achievement.

Whole-school monitoring rhythm: Termly SLT and pupil-progress review; lesson visits, book scrutiny and pupil voice; assessment and attendance analysis; subject/priority leader evaluation; governor monitoring and challenge; and external validation where appropriate.

Core principle: Monitor implementation, evaluate impact, identify pupils or areas not benefiting sufficiently, and adapt or stop actions where evidence shows limited impact.