

TPAT Primary School Development Plan

BRIDLEWOOD 2025-26

Under each whole school priority, Key Performance Indicators (KPIs) outline the measurement of success the school are working to achieve, and whole school action has been planned with clear leadership responsibility identified. Throughout the year, leaders will report progress towards achieving these goals in the Progress Review section. Each term will be coded using the following key, and a new commentary added to support this self-judgment. Leaders will use their internal and external review activities to inform their reviews. The whole school KPIs, Pupil progress are reviewed in term 3, 5 and 1 – considering the reported progress for the previous term.

Red	Running behind schedule (at risk)
Amber	Delayed (adjusted plan in place)
Green	On schedule
Purple	In progress but not yet evaluated
Black	Not yet commenced (planned date not yet reached)

WHOLE SCHOOL KEY PERFORMANCE INDICATORS																			
Early Years	TARGET 25/26	T3	T5	T6	Phonics Screening & Times Tables	TARGET 25/26	T3	T5	T6	KS1	TARGET 25/26	T3	T5	T6	KS2	TARGET 25/26	T3	T5	T6
GLD	73%	69%			Year 1 Phonics (Dis, SEND)	93% (100% /60%)	90% (100%/ 50%)			ARE Maths (Dis, SEND)	85% (50%/ 100%)	80% (100% /100%)			ARE Maths (Dis, SEND)	73% (67%/ 40%)	72% (67%/ 40%)		
ALL PUPILS					Year 2 Phonics (Dis, SEND)	100% (100%/ 100%)	84% (100%/ 100%)			ARE Reading (Dis, SEND)	78% (50% /100%)	64% (0%/ 100%)			ARE Reading (Dis, SEND)	73% (83%/ 60%)	83% (83%/ 60%)		
Attendance% (YTD)	96.2%	95.6%			Year 4 Times table (Dis, SEND)	>21.5 average score (>21/ >15)	17.5 (16.5/ 11.2)			ARE GPS (Dis, SEND)	78% (50%/ 100%)	Focus on phonics: no GPS testing			ARE GPS (Dis, SEND)	77% (83%/ 60%)	55% (33%/ 20%)		
Persistent Absence (<90%)	<10%	9.7%								ARE Writing (Dis,SEND)	78% (50%/ 100%)	68% (0%/ 100%)			ARE Writing (Dis, SEND)	70% (67%/ 40%)	69% (67%/ 20%)		
Review Term	COMMENTARY # of pupils of concern and outline of actions in place				COMMENTARY # of pupils of concern and outline of actions in place				COMMENTARY # of pupils of concern and outline of actions in place				COMMENTARY # of pupils of concern and outline of actions in place						
	X4 additional pupils have potential and being targeted to also achieve GLD – this would equate to an additional 12%. NELI 4/5 times per week; targeting children during				X4 year 2 pupils yet to pass phonics screening. Rapid catch-up phonics and staff training for TA delivering. X1 new pupil to school in year 1 since setting target with low scores – SEND.				Reading QLA key areas – Inference and word meaning. Phonics catch up has been focus for class. X1 pupil applying for EHCP (potentially SOS) further x2 pupils to add to SEND support. Additional adult support diverted				GPS is actual test scores so more of the curriculum to cover and should be on track for target. Adjusting maths check ins from January. Targeting pupils in writing who are also on track in both reading and maths.						

	independent learning and carpet sessions. Some keep up sessions using the LW assessments. Some Sp&L support. Bespoke interventions and curriculum for x2 EHCP pupils awaiting specialist settings		from ELSA to class for x4 mornings from January.	
5				
6				

School Vision		
<i>A place for learning, caring, sharing and growing together</i> Bridlewood is committed to securing the best for and from its pupils by shaping, guiding and developing the children and giving them every opportunity to achieve and be the best that they can be. We actively encourage the involvement of parents/carers and the community in building strong partnerships. As a small school we all know and care for each other; we are a very close community. We all have pride in our achievements and are proud of our school. We are a school aiming for outstanding teaching and learning through a rich and motivating curriculum. Through our core values of respect, responsibility and honesty, we aim for all members of our school community to: • value effort as well as achievement • have a love of learning • feel safe • encourage independence as well as teamwork • be curious and active learners • be confident enough to take risks and learn from mistakes • care about where we live • be polite and respect others' values and beliefs • provide equal opportunities for everyone regardless of ability		
School Development Priorities for 2025–26		
Priority 1 Raise standards in Maths across the school.	Priority 2 Embed the TPAT teaching and learning principles consistently across the school.	Priority 3 Enhance the support for SEND & disadvantaged pupils through OPAL, Trauma informed practice and adaptive teaching.

Priority 1: Raise standards in Maths across the school

Success Statement:

- Outcomes for Y4 MTC and Y6 KS2 SATs are at least in line with the national average.
- The Maths mastery approach is embedded within lessons across the school.
- Staff engage proactively with the Mobius maths hub for CPD in mastering number and Year 4/5 mastery programmes
- Maths leader engages proactively with the Mobius maths hub for CPD in the sustaining mastery programme

**SLT
Owner:**
VS/JHu

Impact:

- A. Year 4 MTC average score above 21.5 & percentage achieving full marks is at least 34%
- B. Year 6 achieving the expected standard or above in Maths is at least 73%
- C. Internal/External review of the quality of education in maths is validated as 'good' or 'effective'

**TPAT
Strategic
Pillar:**
High
Quality
and
Inclusive
Education

Actions	Budget / Resources	Expected Impact (state how this action will improve outcomes and make us a driven, happy and healthy place to work)	Monitoring Evidence (state how this action will be measured)	Date to be achieved
Engage with Mobius Maths Hub CPD programmes	DFE funded	Enable staff to feel confident in their Maths mastery teaching.	Attendance on the programme Learning walks Pupil progress meetings Book scrutiny Appraisal targets	31.7.26
Increase quantity of timetabled maths within the curriculum	N/A	Children have increased focused maths sessions.	Timetables on website	30.9.25
Regular learning walks for all staff and targeted support for those identified or new and inexperienced	Release time/leadership time	Early identification of any areas for development so they can be addressed in a timely manner.	Learning walks ECT termly targets Support plans as required Appraisal targets	31.7.26
Regular targeted intervention for identified year 6 pupils	HT leadership time	Increase confidence and application of arithmetic calculations for identified year 6 pupils to achieve ARE in Maths SATs.	Weekly check in sessions and daily early morning work set. Pupil progress meetings	May 2026

New assessment papers and QLA to focus areas in class.	£395 for testbase Staff meeting time for QLA	QLA will enable more effective identification of gaps to address in teaching. Papers will be better matched to end of Key stage SATs	Pupil progress meetings	Papers ordered Sept 2025 X3 per year assessments
Engagement with parents through maths workshop/information morning	Leadership release time	Parents are better able to support their child with maths at home	Parent feedback from the session	18th September 2025 9am-14th/21st January 2026
Provide opportunities for staff to observe effective maths mastery teaching within the school and across other schools e.g. Milton Keynes school	Release time	Leaders identify further strategies to support and implement in maths teaching & learning in the classroom	Feedback at staff mtg CPD reflection shared with SLT Learning walks	Term 1 2025 MK visit VS & JHu Observations by end of term 4
Maths leader and HT to attend regular Primary Trust strategy meetings for maths	After school meetings	Leaders work collaboratively to improve outcomes across the trust	Feedback at staff mtg	X3 per year

Progress Review: Using the key, each term is rated for progress towards the KPIs, with commentary added for each Governor Review below

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Term 1 Review	All mastery programmes have started. Monitoring of lessons shows staff are applying the approaches to teaching and learning. Timetables all show additional maths session per day. Testbase is set up ready for term 2 assessments. JHu has visited MK school and shared findings with staff. RB new member of staff has observed JHu. Intervention for arithmetic for year 6 with the HT completed 6 sessions so far. Parent work shop rearranged for January.				
Term 2 Review	Average MTC Term 1 was: 14.75 with 0% scoring full marks. Term 2 is: 17.5 with 21% scoring full marks. Year 6 currently on track for 72% expected or above. Ofsted achievement strand judged as 'expected'. Maths outcomes across the year groups is at least in line with national for the expected standard. Mastering number having good impact in year 1/2/3. QLA from testbase has been used to support target areas for next term.				
Term 3 Review	Average MTC for term 3 was: 20.32 and 36% full marks. Year 6 76% currently on track for expected or above in term 3 practice SATs. All mastering number CPD sessions attended by relevant staff. Next whole school data drop is next term. Parent maths morning held 5 th Feb with good attendance. FB has observed JHu teaching. Primary trust maths mtg attended by VS/JHu 2.2.26.				
Term 4 Review					
Term 5 Review					
Term 6 Review					

Priority 2: Embed the TPAT teaching and learning principles consistently across the school

Success Statement:

- The TPAT teaching and learning principles are recognised and understood by all staff
- The TPAT teaching and learning principles are applied consistently by all staff for planning, teaching and assessing pupils
- The TPAT teaching and learning toolkit is accessed by all staff to support areas for development in teaching and learning
- Staff engage in TPAT CPD groups to further develop their pedagogy

**SLT
Owner:**
VS/SB

Impact:

- Outcomes for pupils are at least in line with the National average for key performance measures
- Increased number of staff observed as delivering expected or exemplary practice over time
- Internal/External review of the quality of education across the school is validated as 'good' or 'effective'

**TPAT
Strategic
Pillar:**
Workforce

Actions	Budget / Resources	Expected Impact [state how this action will improve outcomes and make us a driven, happy and healthy place to work)	Monitoring Evidence (state how this action will be measured)	Date to be achieved
Staff use the TPAT Hub to access the TPAT toolkit for teaching and learning (also explored through staff meetings each term)	Staff meeting time	Staff have an increased number of strategies to support their teaching and know where to find support for identified areas for development.	Learning walks Book scrutiny Pupil progress meetings Staff mtg minutes Appraisal evidence	31.7.26
Appraisal target linked to TPAT T&L principle	Release time/meeting time for appraisal targets Blue Sky	All staff take responsibility for their own professional development and implementation of the T&L principles.	Appraisal targets, reviews and evidence on Blue Sky	Sept/Oct 2025 target setting & review of previous year Feb/March 2026 mid-year reviews
Engage in CPD group research and discussion across Trust (Responsive Teaching; Habits of Excellence; Growth Zone & Motivation)	Directed time after school meetings	Staff draw on up to date research to support their teaching practice and work collaboratively with colleagues across the trust.	Attendance at meetings CPD reflection through appraisals	X3 online meetings: 6/10/25; 9/2/26; 15/6/26
Peer lesson visits and feedback focused on identified T&L principle	Release time	Staff feel supported in their own professional development. They are reflective about their own	Peer lesson reflection Recorded lessons	End of term 4

		and others practice focused around the T&L principles.			
Regular learning walks and targeted support for: those identified, new and inexperienced staff, particularly focused on phonics and Reading.	Release time/leadership time	Early identification of areas for development so they can be addressed in a timely manner.	Learning walks ECT termly targets Support plans as required Appraisal targets & evidence	31.7.26	
Progress Review: Using the key, each term is rated for progress towards the KPIs, with commentary added for each Governor Review below					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Term 1 Review	Appraisal targets all set to include CPD linked to T&L principles. Staff mtg 17.9.25 focus on T&L principles and shared some walk thrus linked to high expectations from the TPAT Hub. Learning walks carried out included Phonics/Reading sessions and the phonics interventions – some coaching and additional feedback and support provided by the phonics lead. All teaching staff attended the first TPAT Partners research and discussion group sessions with variable feedback – Reading set for the next session.				
Term 2 Review	Year 6 data shows on track exp 62%/GD 3% combined. Writing and GD across the subjects are the key areas for focus. Year 1 phonics on track data is strong and GLD on track data is in line with national. Teaching and learning data shows some staff, in some of the T&L principle areas as needing improvement. Additional adult support in class and revisiting behaviour routines for high expectations to be revisited in January. Ofsted inspection graded teaching and curriculum strand as ‘expected’				
Term 3 Review	Peer learning walks held focused on reading with reflections shared. X2 staff meetings with a focus on TPAT toolkit walk thrus for teaching and learning. Trust February INSET day led by WalkThru team 23.2.26 with positive feedback. TPAT partners session held and all staff engaged 9.2.26 but with variable feedback. Coaching in the moment and support in place for identified staff. 66% are on track for combined expected in year 6 SATs practice with 9% GD combined.				
Term 4 Review					
Term 5 Review					
Term 6 Review					

Priority 3: Enhance the support for SEND & disadvantaged pupils through: OPAL, Trauma informed practice and adaptive teaching.

Success Statement:

- Disadvantaged pupils achieve outcomes at least in line with their peers with similar starting points.
- Successful playtimes for all pupils, including the disadvantaged.
- Adaptive teaching used to support all pupils, including the disadvantaged, to access their learning.
- Trauma informed practice used to support all learners.
- Relationship policy to replace the behaviour policy with trauma informed practice embedded.
- Reduced attendance gap between disadvantaged and non-disadvantaged pupils.

SLT Owner:
VS/NM

Impact:

- A. Reduced number of behaviour incidents recorded
- B. Positive increase in pupil perceptions and feeling safe questionnaires
- C. SEND and PP pupils make at least expected progress from starting points
- D. Attendance gap between SEND/PP and non SEND/PP is less than 2% and above the national average for SEND/PP pupils

TPAT Strategic Pillar:
High Quality and Inclusive Education

Actions	Budget / Resources	Expected Impact (state how this action will improve outcomes and make us a driven, happy and healthy place to work)	Monitoring Evidence (state how this action will be measured)	Date to be achieved
Training on Trauma informed practice for leaders and all staff.	SBC funded Release time for leaders for additional training	Staff feel more confident to understand and use more effective strategies to support pupils with trauma	Feedback from staff Attendance on courses	Lead sessions: 10.6.25; 14.7.25; 6.10.25 SLT sessions: 1.7.25 & 22.9.25 Whole school training session: 2.9.25
Revise and implement the new school Behaviour policy (renamed as the Relationships & Behaviour policy) to incorporate zones of regulation and trauma informed practice.	INSET meeting time Staff meeting time Assembly time Parent workshop Zones of Regulation book £50 'Regulation stations' resourced	Staff feel better able to manage pupils with more challenging behaviours. Pupils recognize their emotions and are better able to manage and regulate themselves in school	New policy on website Regulation stations observed being used by pupils in classrooms Pupil perceptions & feeling safe questionnaires Staff questionnaires	31.7.26

Implement the OPAL playground programme for lunchtime play.	Sports premium funding allocated Pupil premium funding allocated PTA funds allocated Release time for the OPAL team Staff meeting time	Pupils are fully engaged in purposeful play during lunchtime and therefore there are a reduced number of behaviour incidents over time.	OPAL Audit Pupil voice CPOMS behaviour incident report termly	18 month programme with OPAL due to be implemented fully by 2027
Staff apply the T&L principles of 'High Expectations' of behaviour and 'Adaptive teaching' strategies as part of regular practice to support all pupils.	Staff meeting time to explore the T&L toolkit	Staff have an increased number of strategies to support high expectations of behaviour and adaptive teaching and know where to find support.	Learning walks Staff mtg minutes Appraisal evidence PP/SEND case studies & outcomes	31.7.26
Attendance lead to regularly monitor and encourage good attendance for the most vulnerable groups including PP and SEND.	SBC termly attendance briefings SBC termly targeted attendance meetings Newsletter attendance information Letters to parents Meetings with parents (& FPN as appropriate) Parenting support as required ELSA support as required	Attendance percentage of PP and SEND remains above the national average, the gap closes with non PP/non SEND pupils and individuals receive Early intervention and support as required	Attendance monitoring reports PP/SEND case studies	31.7.26

Progress Review: Using the key, each term is rated for progress towards the KPIs, with commentary added for each Governor Review below

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Term 1 Review	All Trauma informed training has been attended. Relationships and behaviour policy implemented. Parent meeting held for Z of R – positive feedback received. Z of R lessons in progress across all classes (all completed at least 10 lessons from the programme) Resources purchased and provided for each class. Feedback from teachers at staff meeting to share good practice and make adjustments. Launch mtg for OPAL held with VS/DH 20.10.25, main training and audit are in term 2. Walk Thrus on high expectations shared at staff meeting 17.9.25. Local authority Attendance briefing attended by VS 15.10.25 and term 1 monitoring completed with letters and meetings for parents identified.				
Term 2 Review	Baseline data for OPAL recorded in order to measure impact on behaviour incidents later in the year/end of the programme. OPAL development meetings and action plan completed. Ordered large storage shed. Planning to launch term 3 with opening up the full site at lunchtimes. Tarcilla from SOS led a staff meeting on managing challenging behaviour. Adaptive teaching T&L principle judged as 100% of teachers expected standard with some teachers needing some improvement for high expectations of behaviour principle. Zones of regulation lessons have all been completed. Attendance for SEND pupils is in line with non SEND pupils. Still a big gap between PP/Non PP pupils. Ofsted graded behaviour & attendance as 'expected'; personal development & well-being as 'expected' and inclusion as 'expected'.				
Term 3 Review	OPAL launch and opened up all zones at lunchtime. Pupils have wellies in school to access the whole site. OPAL meetings and assemblies have continued. Utilising Trust SOS provision to support behaviour for high needs and nurture room set up for SEND pupils requiring specialist provision New storage shed in place. Donations				

	received from parents to build equipment. Positive feedback from pupils. Attendance poor during term 3 for both SEND and PP and gaps not closing. Attendance action plans in place for some pupils and targeted parent meetings have taken place. Pupil Questionnaires next term.
Term 4 Review	
Term 5 Review	
Term 6 Review	

5 Emerging Priorities		SLT Lead: VS
<i>The following are priorities that have emerged through the year, and which require a response at whole school level. This can be planned for in year or monitored during the current year, included in the SEF and as a result is included in the follow year's improvement plan.</i>		
Emerging priority <i>Brief outline of the emerging picture</i>	Term Identified	Response <i>Planned action or review point</i>
Further improve phonics data to be consistently above the national average.	Term 6/Term 1 2025 following Phonics Check	Utilize expertise to ensure there is robust training, coaching, monitoring and tracking of phonics teaching, interventions and outcomes across the school.
Enhance reading opportunities and enjoyment of reading to improve GD outcomes at the end of KS2.	Term 6/Term 1 2025 following KS2 SATs results Term 2 2025 weak Reading data (year 2/3/4)	English lead to implement 'Reading Around the World' challenge to re-launch the expectations for reading at home. KS2 English lead to audit the current Reading lessons and consider the QLA from 2024-25 and consider any changes needed to enhance the outcomes. Reading diaries which are regularly checked by teachers to consider the reading choices made by pupils and signpost to more challenging texts where appropriate. Continue to enhance the library area as a reading experience. To change the approach to teaching Reading lessons in lower key stage 2 to guided reading sessions rather than whole class teaching of Reading from term ¾ (after staff meeting) Support for planning reading lessons for year 5 class (requested) from KS2 Reading lead from Spring term Staff meeting to focus on reading 21.1.26 Peer observations focused on Reading during term 3. Year 4 teacher attending external Reading fluency CPD this year
Respond and take account of new writing framework;	Term 6/Term 1 following the publication	English leads to identify the key areas of implementation needed for Bridlewood within the current writing curriculum and approaches.

Respond and take account of the new Ofsted framework	Term 1 following the publication	Leaders to attend training. Leaders to become familiar with the descriptors for each area of inspection in the new framework. Leaders to consider the current school SEF and make any adjustments as appropriate. Ofsted inspection November 2025 was positive.
Respond and take account of the new RSHE Guidance to be in place for September 2026	Term 1 following the publication	DSL and PSHE lead to attend Jigsaw training. Share the changes and updates with wider staff. Consultation arranged with parents on the new materials using Jigsaw proformas. Update policy. Begin implementation from September 2026 using the new Jigsaw materials. PSHE lead attended Primary Trust meeting for implementation plan term 4 ready for Sept 2026. Jigsaw materials are all updated ready for Sept 2026.
Respond and take account of the updated Early Years Framework	Term 1 following the publication	EY lead & HT to identify and share changes with relevant staff and attend CPD. Re organization of lunchtime and eating arrangements.
Consider the support and strategies to support EAL pupils	Term 2 following 'Best Start in Life Conference' where the Bell foundation was presented. EAL Trust meetings and trial of Flash Academy resource during Autumn term identify EAL as an area to develop. We have seen an increase in percentage of EAL pupils over time and are now at 28%	Develop case studies for those EAL pupils working below expected standards. Utilise the free resources from the Bell foundation (Flash Academy was too costly) This will be monitored this year and introduced as a priority for next academic year.
Address areas for development from the Ofsted Inspection	Term 2 Ofsted Inspection	Areas for development (awaiting exact wording from Ofsted report): - Some pupils struggle to develop deep knowledge as some staff do not revisit previous knowledge before moving on. - There is a clear intent to teach handwriting and staff are following this but there are some gaps in foundational knowledge in terms of writing.