



St George's
C of E School

School Development Priorities 2025 - 26





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“I have come that they may have life in all its fullness.” John 10:10

At St George's CE Primary School our vision is that every child carries Christian values with them into their daily lives. We nurture children to grow into confident, kind, thoughtful, and selfless individuals, prepared to contribute positively to the world around them. Our vision is evident throughout our school – in the way our children learn, play and interact with one another.

We live out this vision in all that we do, ensuring that every child experiences fullness of life and is equipped to flourish now and in the future. Our vision is rooted in the Gospel of John, particularly chapter 10: *“I have come that they may have life in all its fullness.”* Guided by this teaching, we aim to enable children to embrace life in its fullness, preparing them to thrive in an ever-changing world. Our school vision is underpinned by our six Christian values – Compassion, Love, Truthfulness, Thankfulness, Forgiveness, and Hope – which shape who we are and who our children become.



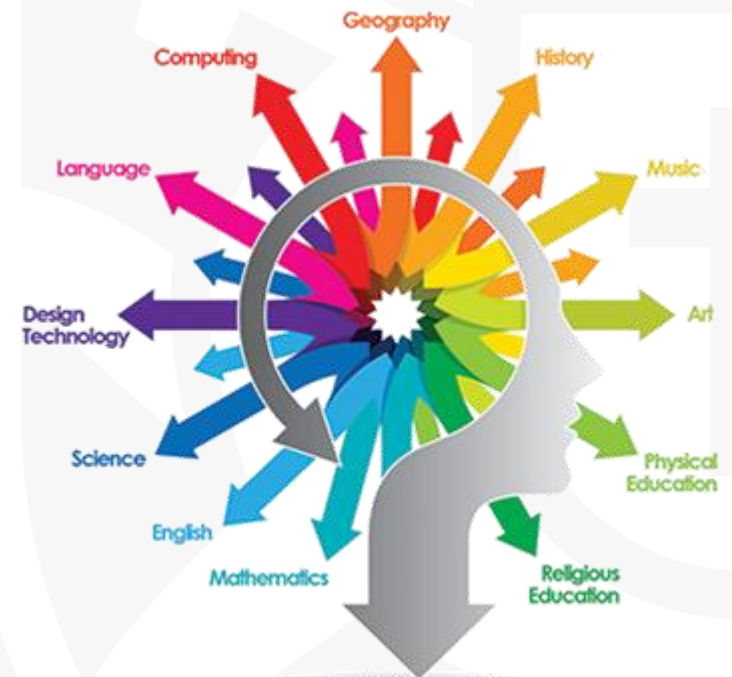
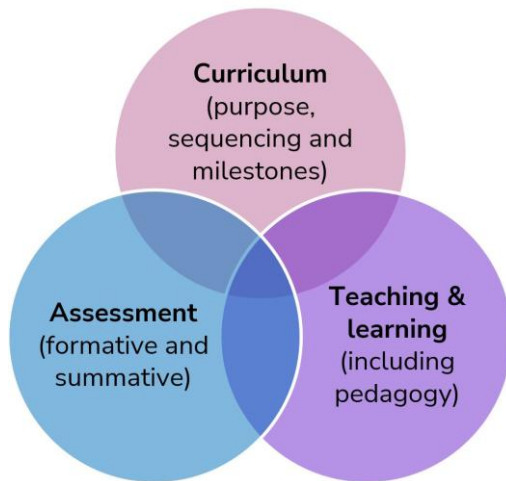
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Key Priority 1 – Curriculum and Subject Leadership Development:

To further strengthen subject leadership to ensure a high-quality, coherent curriculum accessible to all pupils including disadvantaged and SEND.





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Key Priority 2 – Teaching and Learning:

To further strengthen adaptive teaching by ensuring formative assessment is used consistently to adapt teaching and support the progress of all pupils, including disadvantaged and SEND.



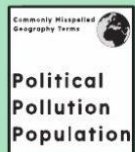
**Embedding
Formative
Assessment**

Programme Summary

TEACHER WALKTHROUGH

5 ADAPTIVE TEACHING STRATEGIES

ZEPH BENNETT HIGHLIGHTS SOME FURTHER CLASSROOM STRATEGIES FOR SUPPORTING STUDENTS WITH DIFFERING NEEDS

				
1	2	3	4	5
ADAPTED EQUIPMENT Altering the length of a badminton racket handle can make hitting the shuttlecock easier – adapt to students' movement by using different equipment	KEYWORDS You can help to prevent common misconceptions and spelling errors by providing a glossary or knowledge organiser containing a series of keywords	STARTER SENTENCES Longer questions can be made easier to construct with sentence starters for each paragraph or example within the question	CHUNKING Giving students a large piece of text can cause cognitive load issues for some; breaking down text into smaller, more manageable chunks will reduce the burden on their working memory	REDUCE THE PACE All students learn at a different pace; knowing when to pause or slow down so students can keep up is the most important adaptive teaching strategy of all



Key Priority 3 – Behaviour and Attitudes:

To continue to ensure the renewed behaviour policy is consistently adhered to by all staff.



Stage 1 – First Reminder

- Your teacher will talk to your trusted adult
- You will miss some of your playtime.

Stage 2 – Second Reminder

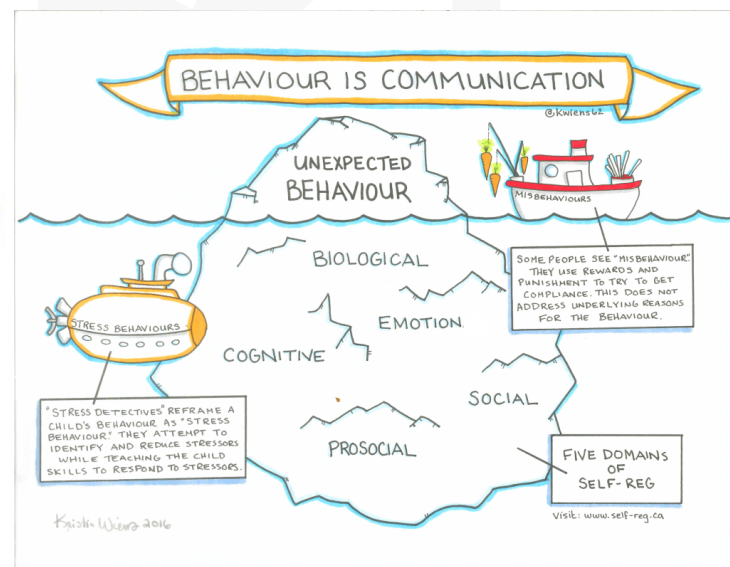
- The Assistant Headteacher/Phase Leader or Pastoral Care Manager will talk to your trusted adult.
- You will miss some of your playtime.
- You may be given an Achievement Chart to help you make good choices.

Stage 3 – Third Reminder

- The Deputy Headteacher will talk to your trusted adult.
- You will lose more playtime.

Stage 4 – Final Step

- The Headteacher will talk to your trusted adult.
- You may have to stay at home for a while or, if behaviour continues, leave the school
- Important:** At any stage, if behaviour is unsafe or stops others from learning, you may be sent home straight away.





Key Priority 4 – Inclusion and Support for Disadvantaged and SEND Pupils:

To further develop inclusive practice to improve outcomes for all pupils including disadvantaged and SEND.

*"When everyone is included,
everyone wins."*

Jesse Jackson

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

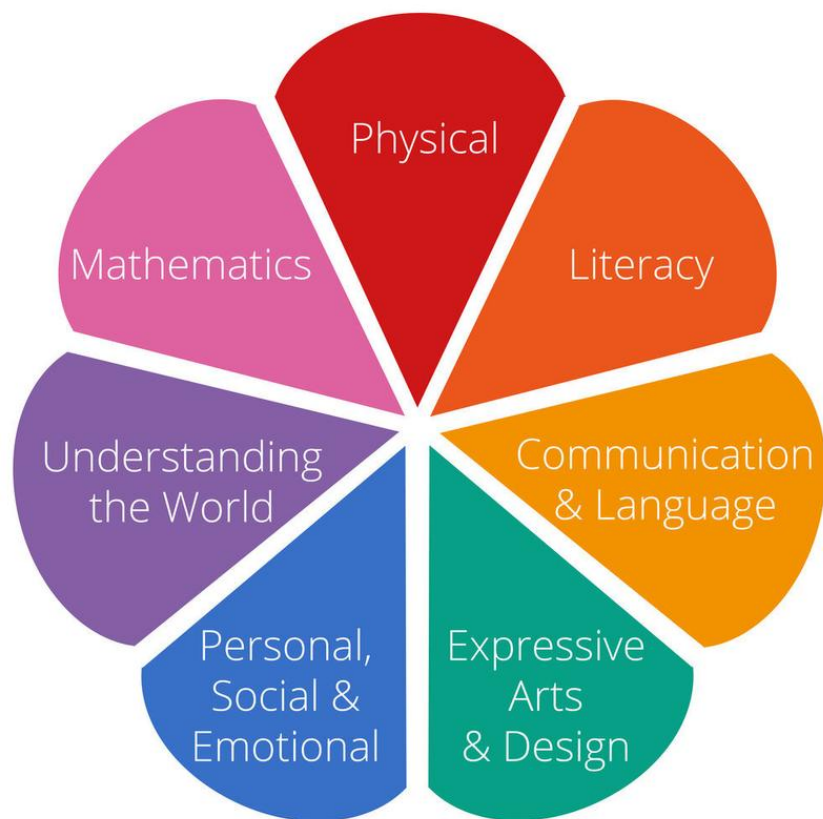




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Key Priority 5 – Early Years Foundation Stage (EYFS):

To continue to review the EYFS curriculum to ensure it reflects the needs of the school's changing context and local community.





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Key Priority 6 – Achievement

To further develop a consistent approach to the teaching of reading.

