

Regent Farm First School
SDP 2026-2027

To strengthen our inclusive culture so that every pupil, regardless of need or starting point, thrives academically, socially and emotionally through high-quality support and ambitious expectations.

To further strengthen leadership at all levels through collaboration, professional growth and evidence-informed decision making to ensure every child experiences a happy, safe and fulfilling start to their education.



To further strengthen curriculum implementation and consistently excellent teaching so that all pupils experience a rich, ambitious and knowledge-rich curriculum.

Continue to strengthen our EYFS provision, ensuring every child enjoys the very best start to their educational journey, with an approach that is flexible, dynamic, and tailored to each individual.

To maximise achievement for all pupils through precise assessment, responsive teaching and a relentless focus on securing strong progress from individual starting points.

To further strengthen the positive culture of learning so that pupils demonstrate excellent attitudes, high levels of engagement and strong attendance.

To develop confident, articulate and aspirational young people who are well prepared for success in modern Britain and beyond.



Inclusion

To strengthen our inclusive culture so that every pupil, regardless of need or starting point, thrives academically, socially and emotionally through high-quality support and ambitious expectations.

Priority Actions

Enhance SEND provision and classroom practice

*Further embed effective SEND support strategies.
Further refine pupil centred planning to ensure personalised next steps.
Continue to build staff expertise and confidence in meeting an increasingly diverse range of needs.*

Strengthen speech, language and communication support

*Further embed SALT-informed practice through utilising knowledge from ASK and Elklan specialists.
Develop communication-rich learning environments.
Enhance identification and support pathways, involving parents.*

Expand inclusive communication strategies

*Increase opportunities for Makaton training and implementation.
Promote consistent use of visual and communication supports.
Develop pupil confidence in communication approaches.*

Priority Actions

Advance adaptive teaching across the school

*Refine adaptive approaches to ensure ambitious learning for all.
Share and evaluate highly effective classroom practice across RF and GST to maximise impact on pupil outcomes.
Develop further scaffolding and challenge approaches linked to task design.*

Develop nurture and wellbeing approaches

*Extend Thrive and trauma informed practice.
Strengthen emotional regulation support, linking to Zones of Regulation and Support Beyond the classroom.
Ensure families can access support quickly and effectively at times of need.*

Ensure intervention programmes have measurable impact

*Review and refine intervention provision across school and use of additional adults.
Implement clear entry and exit criteria for interventions/groups.
Strengthen evaluation of outcomes and progress.*



Curriculum and Teaching

To further strengthen curriculum implementation and consistently excellent teaching so that all pupils experience a rich, ambitious and knowledge-rich curriculum.

Develop excellence in mathematics

*Further strengthen reasoning and problem-solving.
Extend opportunities for high quality mathematical discussion and reasoning.
Identify emerging learning needs promptly and provide timely support.*

Continue to strengthen writing outcomes

*Use moderation outcomes to strengthen teaching.
Secure strong outcomes for all groups through high expectations and ambitious curriculum experiences.*

Enhance pupil ownership of learning

*Build on the use peer critique and formative assessment.
Further embed strategies to support pupils in becoming more reflective, independent learners.
Further strengthen approaches that help pupils retain and apply learning over time through retrieval, meaningful practice and task design.*

Develop a strategic approach to the responsible use of AI to enhance teaching, learning and efficiency

*Explore the ethical, safe and effective use of AI to enhance learning, support teacher efficiency and prepare pupils for an increasingly digital future.
Develop pupils' understanding of AI, its benefits and risks.
Work closely with middle school to ensure work is progressive.*

Advance adaptive teaching across the school

*Refine adaptive approaches to ensure ambitious learning for all.
Share and evaluate highly effective classroom practice across RF and GST to maximise impact on pupil outcomes.
Develop further scaffolding and challenge approaches linked to task design.*

Embed and evaluate Oracy Skills (Voice 21)

*Develop progressive oracy outcomes linked to our Voice 21 work.
Establish effective methods for measuring impact.
Increase opportunities for purposeful talk across all subjects.*



Achievement

To maximise achievement for all pupils through precise assessment, responsive teaching and a relentless focus on securing strong progress from individual starting points.

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Priority Actions

Priority Actions

Further strengthen outcomes for disadvantaged pupils

Further work to narrow the attainment gaps across Writing and Maths.

Focus on vocabulary development and writing stamina.

Continue to develop mathematical reasoning skills and problem solving application.

Continue to improve outcomes for boys

Review content of the curriculum and texts to ensure engaging and accessible by all.

Continue work around Write Stuff approach to structure writing and support stamina/sentence content.

Continued monitoring and targeted support if needed.

Ensure timely support and challenge

Refine approaches that ensure pupils keep up rather than catch up.

Provide targeted support and challenge that enables all pupils to thrive.

Evaluate impact carefully to maximise pupil achievement.

Further develop deep and connected learning

Strengthen pupils' ability to retain, retrieve and apply learning over time.

Build increasingly secure knowledge across the curriculum.

Promote higher-order thinking through reasoning, discussion and problem solving.

Secure excellent progress for all learners

Continue to strengthen outcomes for disadvantaged pupils and pupils with SEND through ambitious curriculum access.

Ensure every pupil makes strong progress from their individual starting points.

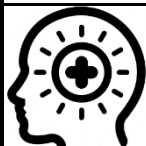
Share highly effective practice across the school and Trust.

Develop pupils as confident and independent learners

Further strengthen approaches that support pupils in planning, monitoring and evaluating their learning.

Develop resilience, independence and confidence when faced with challenge.

Support pupils to understand, articulate and take ownership of their next steps.



Attendance and Behaviour

To further strengthen the positive culture of learning so that pupils demonstrate excellent attitudes, high levels of engagement and strong attendance.

Embed consistently high expectations for behaviour

Provide staff training for new staff to ensure staff are familiar of school expectations.

Further strengthen positive behaviour systems.

Promote exemplary conduct across school.

Strengthen a culture of excellent attendance

Continue to reduce absence across school through positive promotion and coloration with parents.

Challenge poor attendance and work with families, and the LA, where issues do arise to rapidly address the barrier to attending school.

Work with the SEMH team where children begin to show signs of EBSNA and monitor impact.

Personalised attendance support through RADY ethos

Work with staff to create the bigger picture around target children from each class.

Explore key questions such as what interest them; what is their home life; what big changes have occurred; what might be a barrier to them enjoying and engaging with learning.

Develop a bespoke attendance plan around the child and their individual circumstance and audit impact regularly.

Attendance & punctuality data review

Amend attendance tracking data across school to review punctuality and attendance figures for all.

Consider vulnerable groups such as disadvantaged/SEND and share with staff to monitor patterns.

Review those children with high levels of broken weeks.

Ensure personalised support (inc support beyond the classroom offer) has impact

Monitor behaviour and attendance interventions.

Monitor impact from nurse, counsellors etc.

Evaluate effectiveness for targeted pupils.

Post-absence intervention planning

Review the offer of interventions following a period of absence to help children keep up with their peers.

Work closely with parents where attendance is falling to demonstrate educational impact.

Agree wider strategies to help child catch up quickly.



Personal Development and Wellbeing

To develop confident, articulate and aspirational young people who are well prepared for success in modern Britain and beyond.

Steps	Steps
Continue to foster a strong sense of belonging and community through pupil leadership roles. <i>Strengthen ambassador roles across school to review impact.</i> <i>Increase opportunities for pupil voice.</i> <i>Develop leadership skills across school.</i>	Enhance careers-related learning <i>Develop understanding of future pathways.</i> <i>Build links with the local community to expose children to as many careers as possible.</i> <i>Involve parents for longer term impact.</i>
Promote wellbeing and personal resilience <i>Develop further opportunities for self-regulation and emotional literacy.</i> <i>Foster positive relationships and self-confidence.</i> <i>Ensure quick support for those families in need.</i>	Broaden enrichment experiences <i>Increase participation in clubs and wider opportunities.</i> <i>Ensure equitable access for all pupils with regular reviews.</i> <i>Continue to review enhancement opportunities for children across school.</i>
Promote diversity & inclusion within the wider school community <i>Further strengthen work in the school community around differences, tolerance and acceptance.</i> <i>Explore further opportunities for work around No Outsiders and School of Sanctuary.</i> <i>Maximise opportunities within RE and PSHE to tackle stereotypes and embrace diversity across community.</i>	Enhance support beyond the classroom <i>Enhance the high-quality support and care available for families through employing further external professionals</i> <i>Review impact of current offer: School Nurse, counsellors and Attendance and Welfare Officer.</i> <i>Provide further opportunities for school staff to develop their skills and expertise to support vulnerable pupils and their families when needed.</i>



Early Years Foundation Stage

Continue to strengthen our EYFS provision, ensuring every child enjoys the very best start to their educational journey, with an approach that is flexible, dynamic, and tailored to each individual.

Enhance the support for changing / complex Needs <i>Further develop specific approaches to supporting children with complex additional needs.</i> <i>Build upon links with special schools.</i> <i>Share the skills of the SEND specialists employed in Spring Term to strengthen impact.</i>	Strengthen early writing development <i>Further develop fine-motor and handwriting provision.</i> <i>Review the curriculum to build strong foundations for future writing success.</i> <i>Consider any further opportunities for writing within provision.</i>
Strengthen early language development <i>Continue to develop speech and language provision.</i> <i>Embed communication-rich environments.</i> <i>Continue to develop high quality purposeful adult-child interactions.</i>	Maintain excellence in phonics provision <i>Ensure outstanding induction and training for new staff.</i> <i>Further strengthen consistency of delivery.</i> <i>Continue to explore opportunities to lay strong phonics foundations in Nursery.</i>
Enhance parental engagement <i>Promote reading at home through meaningful partnerships with families and evaluate engagement/impact.</i> <i>Develop meaningful home-school learning partnerships.</i> <i>Increase family engagement in learning.</i>	Enhance transition and curriculum continuity <i>Share EYFS practice across the school.</i> <i>Improve understanding of developmental starting points.</i> <i>Strengthen further the transition opportunities into Key Stage 1.</i>



Leadership and Governance

To further strengthen leadership at all levels through collaboration, professional growth and evidence-informed decision making to ensure every child experiences a happy, safe and fulfilling start to their education.

Steps	Steps
Maximise the impact of teaching assistants <i>Clarify roles and responsibilities.</i> <i>Strengthen teacher and TA communication.</i> <i>Enhance professional development opportunities.</i>	Promote staff wellbeing and workload balance <i>Review systems and processes including new service purchased last year.</i> <i>Identify efficiencies/resources that maximise impact and share.</i> <i>Sustain a positive working environment for all ensuring clear communication.</i>
Develop professional coaching culture <i>Deliver evidence-informed CPD with Newcastle University.</i> <i>Understand and use coaching and mentoring across school.</i> <i>Conduct coaching project with a specific teaching focus e.g. coaching top strengthen adaptive teaching</i>	Extend collaborative practice through Gosforth Schools Trust <i>Maximise Open Doors opportunities.</i> <i>Share and learn from best practice, within Trust and within School.</i> <i>Strengthen professional networks to accelerate innovation and improve classroom practice.</i>
Effective School Rebuild Planning and Delivery <i>Continue to be the voice of the school community when working with the DfE and Bowmer & Kirkland, to ensure the new school meets the needs of all.</i> <i>Plan carefully the logistics of moving from one build to another.</i> <i>Ensure this opportunity enhances children's curriculum learning and personal development.</i>	Design Positive Learning Environments During School Build <i>Ensure the new interior spaces are immediately inviting and purposeful.</i> <i>Work to landscape outside learning spaces to ensure impact for all.</i> <i>Ensure learning spaces are consistent across the new school.</i> <i>Maximise opportunities for children to contribute and celebrate the redevelopment of their school.</i>