



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Key aspects of School Development in 2026 - 27

Priorities identified for inclusion within the School Development Plan have arisen from our School Self Evaluation Processes. Self-evaluation and school improvement are inextricably connected and we constantly self-evaluate – our SEF (Self-Evaluation Form) is reviewed on a regular basis by the Senior Leadership Team. Similarly, actions and directions which might drive forward further school improvement are considered throughout the school year. During audits and reviews, existing SEF content is reviewed, as are outstanding actions on subject leader evaluations. From these processes, in addition to considering priorities at a National level, actions are identified for inclusion within our School Development Plan.

The following have been identified as our priority areas for development in the 2026 -27 academic year – CONSISTENCY, INCLUSION, CORE SKILLS.

Action plan:	Action plan:	Action plan:	Action plan:
Safeguarding	Inclusion	Curriculum & Teaching	Achievement
<u>Priority Actions for 26-27</u> S1 Areas of Focus: TO STRENGTHEN A CONSISTENT, INCLUSIVE WHOLE SCHOOL SAFEGUARDING CULTURE IN WHICH ALL STAFF RECOGNISE AND RESPOND EFFECTIVELY TO VULNERABILITY, AND FOR ALL PUPILS TO DEVELOP THE CORE KNOWLEDGE, VOCABULARY AND CONFIDENCE THEY NEED TO KEEP THEMSELVES AND OTHERS SAFE.	<u>Priority Action for 26-27</u> I1 Areas of Focus: TO STRENGTHEN A CONSISTENTLY INCLUSIVE WHOLE SCHOOL APPROACH THAT IDENTIFIES AND REMOVES BARRIERS TO LEARNING, ENABLING EVERY PUPIL TO ACCESS THE CURRICULUM, DEVELOP SECURE CORE SKILLS AND ACHIEVE THEIR POTENTIAL.	<u>Priority Action for 26-27</u> CT1 Areas of focus: TO SECURE A CONSISTENT, INCLUSIVE APPROACH TO THE TEACHING OF HANDWRITING SO THAT ALL PUPILS DEVELOP THE FLUENCY, ACCURACY AND AUTOMATICITY NEEDED TO SUPPORT SUCCESSFUL WRITTEN OUTCOMES ACROSS THE CURRICULUM.	<u>Priority Actions for 26-27</u> A1 Areas of Focus: TO MAXIMISE ACHIEVEMENT THROUGH THE EARLY IDENTIFICATION OF PUPILS' STARTING POINTS, CONSISTENTLY HIGH EXPECTATIONS AND PRECISELY TARGETED TEACHING AND SUPPORT, WITH A PARTICULAR FOCUS ON SECURING STRONG TRANSITION FROM OUR PRE-SCHOOL INTO RECEPTION AND ACCELERATING PROGRESS FOR THE CURRENT Y6 COHORT.



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

CONSISTENCY – Ensure agreed safeguarding procedures, recording, professional curiosity and responses to concerns are understood and applied consistently by all staff. INCLUSION – Strengthen identification and support for pupils whose SEND, Communication needs, disadvantage or other vulnerabilities may increase safeguarding risk or create barriers to disclosure. CORE SKILLS – Ensure the curriculum systematically develops pupil' age-appropriate knowledge, vocabulary and communication skills around relationships, boundaries, online safety, trusted adults and seeking help. Intended Impact: Pupils feel safe, know how to keep themselves safe: staff demonstrate consistent safeguarding practice and are particularly alert to the needs of vulnerable pupils.	CONSISTENCY – Establish clear, shared expectations for inclusive classroom practice, adaptive teaching, reasonable adjustments and graduated support across all classes and phases. INCLUSION – Improve the early identification of barriers and ensure provision is responsive to pupils with SEND, disadvantage, EAL and other vulnerabilities, whilst maintaining high expectations for all. CORE SKILLS – Prioritise communication, reading, writing and mathematics as the essential tools for accessing the wider curriculum, with timely intervention where pupils are at risk of falling behind. Intended Impact: All pupils access ambitious learning and make strong progress from their individual starting points; staff confidently adapt teaching without unnecessarily lowering expectations; and gaps in core skills are identified and addressed quickly.	CONSISTENCY – Establish and embed clear whole-school expectations for handwriting teaching, modelling, terminology, letter formation, joins, presentation and practice across all year groups and subjects. INCLUSION – Ensure handwriting teaching is responsive to pupils' individual starting points and needs, with early identification of barriers relating to fine motor skills, coordination or SEND and appropriate adaptations and intervention. CORE SKILLS – Recognise fluent, automatic handwriting as a fundamental component of writing, reducing transcriptional demand so pupils can concentrate on composition, vocabulary, spelling and the quality of their written work. Intended Impact: Pupils develop increasingly fluent, legible and automatic handwriting; expectations are consistent across school; pupils at risk of falling behind are identified and supported promptly; and improved transcriptional fluency contributes to stronger writing outcomes across the curriculum.	CONSISTENCY – Use assessment information consistently to identify starting points, gaps, and next steps, with regular pupil progress discussions ensuring that teaching and intervention respond quickly where pupils are not on track. INCLUSION – Ensure provision is shaped around individual starting points and barriers to achievement, so that pupils who need additional support receive it promptly while expectations remain ambitious for all. CORE SKILLS – Prioritise early language, communication, phonics, reading, writing and mathematics in Reception, and sharply target identified gaps in reading, writing and mathematics in Y6. Intended Impact: Children entering Reception from Pre-School build successfully and immediately on prior learning, demonstrating strong progress from clearly understood starting points. Year 6 make accelerated progress in identified areas of need, gaps in core knowledge and skills reduce and the proportion achieving age related expectations increases from their starting points.
---	--	---	--



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Link Governors/Sub Committee – Pupil Support/Rob Fordyce Responsible members of staff – Alison Hodgson	Link Governors/Sub Committee - Pupil Support Responsible members of staff – Marie Byrne	Link Governors/Sub Committee – Teaching, Learning & Curriculum Responsible members of staff – Kirsten Finley Hannah Gomersall	Link Governors/Sub Committee – Teaching, Learning & Curriculum Responsible members of staff – Kirsten Finley/Alison Hodgson All Phase Leaders
---	--	---	---



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Action plan:	Action plan:	Action plan:	Action plan:
Attendance & Behaviour	Personal Development & Wellbeing	Early Years	Leadership & Governance
<u>Priority Actions for 26-27</u> AB1 Areas of Focus: TO SUSTAIN CONSISTENTLY HIGH EXPECTATIONS FOR BEHAVIOUR AND ATTENDANCE, ENSURING THAT ALL PUPILS FEEL INCLUDED, READY TO LEARN AND ABLE TO BENEFIT FULLY FROM THE SCHOOL'S CURRICULUM AND WIDER OPPORTUNITIES. CONSISTENCY – Ensure expectations, routines and response to behaviour and attendance are understood and applied consistently by all staff, with attendance concerns identified early and followed up systematically. INCLUSION – Identify and address the individual barriers affecting attendance, engagement or behaviour, particularly for pupils with SEND, disadvantage or other vulnerabilities, using	<u>Priority Action for 26-27</u> PDW1 Areas of Focus: TO STRENGTHEN PUPILS PERSONAL DEVELOPMENT AND WELLBEING THROUGH A CONSISTENT WHOLE SCHOOL THRIVE AND OUTDOOR LEARNING APPROACH, DEVELOPING THE EMOTIONAL, SOCIAL AND LEARNING BEHAVIOURS THAT ENABLE EVERY CHILD TO FEEL INCLUDED, RESILIENT AND READY TO LEARN. CONSISTENCY – Embed a shared whole school approach to Thrive and outdoor learning, with clear expectations for how both contribute to pupils' personal, social and emotional development across phases. INCLUSION – Use Thrive informed practice and purposeful outdoor learning to identify and respond to	<u>Priority Action for 26-27</u> EY1 Areas of focus: TO ENSURE THAT EYFS PROVISION IS FULLY COMPLIANT WITH, AND REFLECTS THE EXPECTATIONS OF, CURRENT STATUTORY DOCUMENTATION AND GUIDANCE, SUPPORTED BY RISE TRAINING FOR EYFS STAFF, WHILE EMBEDDING CONSISTENT, INCLUSIVE PRACTICE AND SECURING STRONG FOUNDATIONS IN CORE SKILLS. CONSISTENCY – Audit EY provision against the eyfs statutory framework, ensuring curriculum, safeguarding and welfare requirements, staffing, assessment policies and procedures are consistently implemented. Use Development Matters to support coherent curriculum progression across EYFS. All relevant staff complete RISE early years training with agreed learning	<u>Priority Actions for 26-27</u> LG1 Areas of Focus TO SECURE THE LONG-TERM SUSTAINABILITY OF THE SCHOOL THROUGH STRATEGIC LEADERSHIP AND GOVERNANCE THAT PROTECTS PUPIL INTAKE IN THE CONTEXT OF FALLING BIRTH RATES AND LOCAL COMPETITION, WHILST MAXIMISING REVENUE AND ENSURING RESOURCES ARE DEPLOYED EFFECTIVELY TO SUPPORT CONSISTENTLY HIGH-QUALITY, INCLUSIVE PROVISION AND STRONG PUPIL OUTCOMES. CONSISTENCY – Ensure leaders and governors maintain a consistent strategic focus on pupil numbers, admissions, financial sustainability and value for money, using accurate information to respond promptly



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

appropriate support while maintaining high expectations. CORE SKILLS – Recognise that strong attendance, positive learning behaviours and self- regulation are prerequisites for securing core knowledge and skills; closely monitor the academic impact of absence and ensure gaps in learning are addressed promptly. Intended Impact: Pupils demonstrate consistently positive behaviour and attitudes to learning: overall attendance remains strong and persistent absence reduces: vulnerable pupils are well supported to attend and engage successfully: and absence does not result in pupils developing avoidable gaps in core skills. Link Governors/Sub Committee – Pupil Support Responsible members of staff – Matt Learmonth	pupils' social and emotional needs, strengthen relationships and belonging, and enable vulnerable pupils to engage successfully in school life. CORE SKILLS – Develop the communication, self- regulation, resilience, independence, collaboration and confidence that underpins pupils' capacity to engage with learning and secure strong academic outcomes. Intended impact: Pupils' develop increasing confidence, resilience, independence and emotional regulation; they feel a strong sense of belonging within the school community and are increasingly able to recognise and communicate their needs. Thrive and outdoor learning are embedded consistently across school and have a demonstrable impact on pupils' readiness to learn, engagement and well being. Link Governors/Sub Committee – Pupil Support Responsible members of staff – Marie Byrne	translated into consistent whole-team practice. INCLUSION – Ensure provision reflects statutory expectations relating to equality of opportunity, SEND and meeting individual needs, alongside the SEND Code of Practice, Keeping Children Safe in Education and Working Together to Safeguard Children. Use learning from RISE training to strengthen early identification, inclusive practice and appropriate adaptations. CORE SKILLS – Use Development Matters to strengthen progression in communication and language, early reading and phonics, writing and mathematics, ensuring strong foundations for transition into KS1. Intended Impact: Early Years provision is demonstrably compliant with current statutory requirements. Staff have secure and up to date knowledge of their responsibilities, strengthened through RISE training, and this is evident in consistently high quality practice across EYFS. Children experience an inclusive, coherent curriculum that builds effectively from their starting points and prepares them well for their next stage. Link Governors/Sub Committee –	to emerging risks. Ensure that the quality and distinctiveness of the school are communicated consistently to prospective families. INCLUSION – Position the school as a high performing inclusive school of choice, clearly communicating how provision meets the needs of a wide range of pupils and families. Ensure decisions about income generation and resource allocation protect equitable access and direct resources towards areas of greatest pupil need. CORE SKILLS – Ensure financial and strategic decisions continue to prioritise the quality of education and the teaching of reading, writing and mathematics, maintaining our strong outcomes and educational reputation that contribute to parental confidence and demand for places. Intended impact; The school maintains a strong and sustainable pupil intake despite
--	--	--	---



Tranmere Park Primary School
School Development Plan
Audit and Review schedule
2026 - 27

		Teaching, Learning & Curriculum Responsible members of staff – Sophie Bell Helen Beestin Danielle Ingram Sarah Gibson	demographic pressures: Pre School contributes effectively to future Reception admissions: the school maintains it's strong profile and clear identity within the local market and financial decision making enables the school to maintain high quality provision and outcomes. Link Governors/Sub Committee – Resources Responsible members of staff – Kirsten Finley Diane Sanderson
--	--	---	---



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Link Class Governors/Link Subject Governors

classes	teacher	Governor
Ducklings	Sophie Bell sophiebell@tranmerepark.leeds.sch.uk	Jacky Cooper
Robins	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk	Jacky Cooper
Bluebirds	Danielle Ingram danielleingram@tranmerepark.leeds.sch.uk	Jacky Cooper
Eagles	Sarah Gibson sarahgibson@tranmerepark.leeds.sch.uk	James Davis
Skylarks	Lucy Elliot lucyelliot@tranmerepark.leeds.sch.uk	Lucy Roundhill
Hérons	Rachel Wright rachelwright@tranmerepark.leeds.sch.uk	Rob Fordyce



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Red Kites	Sam Broadley sambroadley@tranmerepark.leeds.sch.uk	Ryan Sample
Woodpeckers	Danielle Delph danielledelph@tranmerepark.leeds.sch.uk	Peter Lewis
Falcons	Hannah Gomersall hannahgomersall@tranmerepark.leeds.sch.uk	Helen Perry
Puffins	David Housden davidhousden@tranmerepark.leeds.sch.uk	Louisa Saunders
Kingfishers	Phil Joynson philjoynson@tranmerepark.leeds.sch.uk	Louisa Saunders
Doves	Matt Learmonth mattlearmonth@tranmerepark.leeds.sch.uk Rachel Savage rachelsavage@tranmerepark.leeds.sch.uk	Louisa Saunders
RE/PSHE	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk	Simon Armstrong 1



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Music	Carmel Holland carmelholland@tranmerepark.leeds.sch.uk	Louisa Saunders 1
Phonics and Early Reading	Sarah Gibson sarahgibson@tranmerepark.leeds.sch.uk	Helen Perry 1
History	Lucy Elliot lucyelliot@tranmerepark.leeds.sch.uk	Rob Fordyce 1
Geography	Charlotte Taylor charlottetaylor@tranmerepark.leeds.sch.uk	Ryan Sample 1
DT	Danielle Delph danielledelph@tranmerepark.leeds.sch.uk	Peter Lewis 1
Outdoor Learning	Charlotte Taylor charlottetaylor@tranmerepark.leeds.sch.uk	Simon Armstrong 2
Computing	David Housden davidhousden@tranmerepark.leeds.sch.uk	Ryan Sample 2
PE/School Sport	Phil Joynson philjoynson@tranmerepark.leeds.sch.uk Sam Broadley sambroadley@tranmerepark.leeds.sch.uk	Simon Armstrong 3
Writing	Hannah Gomersall hannahgomersall@tranmerepark.leeds.sch.uk	Jacky Cooper 1
Art	Rachel Savage rachelsavage@tranmerepark.leeds.sch.uk	Jacky Cooper 2



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

MFL	Hannah Gomersall hannahgomersall@tranmerepark.leeds.sch.uk	Helen Perry 2
Maths	Matt Learmonth mattlearmonth@tranmerepark.leeds.sch.uk	James Davis 1
Speaking and Listening	Rachel Wright rachelwright@tranmerepark.leeds.sch.uk Sophie Bell sophiebell@tranmerepark.leeds.sch.uk	Louisa Saunders 2
Science	Danielle Ingram danielleingram@tranmerepark.leeds.sch.uk	Peter Lewis 2

SEND	Marie Byrne mariebyrne@tranmerepark.leeds.sch.uk	James Davis 2
Curriculum	Matt Learmonth mattlearmonth@tranmerepark.leeds.sch.uk	Lucy Roundhill 1
Early Years	Helen Beestin helenbeestin@tranmerepark.leeds.sch.uk Danielle Ingram danielleingram@tranmerepark.leeds.sch.uk Sophie Bell sophiebell@tranmerepark.leeds.sch.uk	Jacky Cooper 3
Pupil Premium	Kirsten Finley kirstenfinley@tranmerepark.leeds.sch.uk	James Davis 3



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Safeguarding & Pupils Looked After	Alison Hodgson alisonhodgson@tranmerepark.leeds.sch.uk	Rob Fordyce 3
School Council	Danielle Ingram danielleingram@tranmerepark.leeds.sch.uk	Helen Perry 3
Wellbeing	Kirsten Finley kirstenfinley@tranmerepark.leeds.sch.uk	Peter Lewis 3
Attendance	Matt Learmonth mattlearmonth@tranmerepark.leeds.uk	Ryan Sample 3



Tranmere Park Primary School

School Development Plan

Audit and Review schedule

2026 - 27

Leadership/Governor Audit & Review

assessment data | lesson observation | learning walk | learning conversation | book scrutiny | planning scrutiny | round table moderation | learning environment | stakeholder feedback | files

	autumn 1	autumn 2	spring 1	spring 2	summer 1	summer 2
routine:	routine monitoring should include reference to Inclusion List pupils as much as possible					
Parent Voice	Governors to attend Parent Consultation events	Governors to review parent feedback from Pupil Mentoring process	Governors to attend Parent Forum	Governors to review parent feedback from Pupil Mentoring process	Governors to review parent feedback from Pupil Mentoring process	Governors to review parent feedback from End of Year Reports
Pupil Voice	Governor to attend School Council meetings	Pupil Support Sub to conduct Pupil Interviews – Pupil Premium	Governor to attend School Council meetings	Sub to conduct Pupil Interviews – Bullying/Feeling Safe	Governor to attend School Council meetings	Sub to conduct Pupil Interviews – Safeguarding/Behaviour
Governor Learning Walk/Book Scrutiny	Learning Walk/Work Scrutiny with HTs and English Leads	Curriculum focused Learning Walk/Work Scrutiny with SLT	Learning Walk/Work Scrutiny with HTs and Maths Lead	Curriculum focused Learning Walk/Work Scrutiny with SLT	Learning Walk/Work Scrutiny with HTs and SENCO	Curriculum focused Walk/Work Scrutiny with SLT
Governor Marketplace events	Meet with EYFS/KS1 phase leaders to discuss action plans and their impact in their phase	Meet with a group of subject leaders to discuss action plans and their impact in their subject	Marketplace	Meet with a group of subject leaders to discuss action plans and their impact in their subject	Meet with LKS2/UKS2 phase leaders to discuss action plans and their impact in their phase	Meet with a group of subject leaders to discuss action plans and their impact in their subject



Tranmere Park Primary School
School Development Plan
Audit and Review schedule
2026 - 27



Tranmere Park Primary School
School Development Plan
Audit and Review schedule
2026 - 27