



Middleton School Development Plan - 2026-2027

Created April 2026

Learning for Life

Why do we have a School Development Plan?

The School Development Plan (SDP) is created to provide Staff, Parents, Governors and associated professionals with a clear document that outlines key development targets for the school for the next one to three academic years.

How does this differ to the School Action Plan?

The School Action Plan lifts three key actions from the School Development Plan, providing high focus and ensuring confident delivery of these actions in the coming months. It aims to communicate key actions of the school effectively to all, and informs current INSET and development.

How is the School Development Plan created and developed?

During the Spring Term all stakeholders are consulted with regard to reviewing elements of the existing plan and to consider the priorities for the new School Development Plan. Contributions are discussed at full staff meetings, SLT meetings, Governors meetings and also forwarded from individuals to the Senior Leadership Team. Analysis of performance data identifies key areas for development. With the introduction of the new Curriculum Teams at Middleton, subject leaders will also be asked to provide action plans to inform the development of individual subjects.

When does the action plan start and how is it reviewed?

A new plan is created in April of each year and its cycle finishes the following March (Although actions are identified over a three year period). This time scale follows the financial year and therefore the SDP is more easily linked to budget preparation and outcomes. The SDP is reviewed at least termly. Progress relating to actions is reviewed by both the Senior Leadership Team, and whole school staff team, as well as by the Governing Body.

Who approves the School Development Plan and how is it shared?

The Governing body is responsible for the approval and effectiveness of the School Development Plan. The School Development Plan is also required to be shared with Hertfordshire Education Authority. A copy of the School Development Plan is shared on the school website and is available upon request.

At Middleton school we value:

- A **SAFE** and **SECURE** environment in which pupils feel confident to engage in new experiences and grow as a learner.
- A **VIBRANT** and **MEANINGFUL** curriculum which enriches life opportunities and engages the pupil at their own individual level.
- The **PUPIL VOICE** in an environment where all pupil contributions are listened to valued and incorporated into small scale and large scale decisions alike.
- **INDEPENDENCE** and **RESILIENCE** in preparation for future life experiences and optimum individual potential.
- **KINDNESS** and **FRIENDSHIP**, fostered through the holistic ethos of the school and mutual respect for all.
- **WELL BEING** for all stakeholders including pupils, staff, visitors and families.
- **HIGH ASPIRATION** and **PERSONAL ACHIEVEMENT** for all. Pupils are encouraged to extend their learning through enrichment opportunities, gaining confidence in their skill set to equip them for their adult life. Pupils are encouraged to not set boundaries upon what they may achieve, but to strive for their own personal goals in life.

The following school development plan indicates priorities for development over the next one year, three years and, in some cases, five years.

Items coded in black are yet to be developed.

Items coded in orange are part way through development.

Items coded in green have almost reached completion and are unlikely to appear on the next school development plan.



Through the initiatives laid out in this plan, Middleton School aims to continue to:

Provide:

- A safe, happy, fun and secure environment in which adults and children learn through their own experiences and develop their individual interests and strengths;
- A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- An environment in which each member of the school community feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Develop in the school community:

- Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;
- Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity, ethnicity, gender and sexuality;
- Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- Questioning, thinking and problem solving skills;
- The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.

Encourage:

- Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- Positive relationships between parents/carers and staff, parents/carers and their children.
- Respect for democracy and for public institutions and services



Inclusion -

	INTENTION	IMPLEMENTATION	IMPACT	RESPONSIBILITY	COMPLETED BY	BUDGETARY CONSIDERTATION
1)	To continue to provide appropriate access to the curriculum for those pupils with complex needs through the provision of a specialist curriculum and teaching space.	- Continued provision of the M Team resource for 26/27 - Potential expansion of M team provision to differentiate between cognition needs and SEMH needs. - CPD for staff team working within this provision. - Request for additional LA funding for those pupils with complex needs. - To explore strategies which support adaptation of the current curriculum for the changing cohort of new starter pupils. - Explore the extended use of Outdoor learning and a kinaesthetic approach to learning. - Purchase resources which support a changing curriculum approach. - Review the curriculum for our M1 – M4 learners and make appropriate adjustments. - Monitor pupil engagement.	- Reduction in violent incidents across the school. - Reduction in potential exclusions for pupils. All pupils able to learn at an appropriate pace and depth. - Increase in staff confidence and expertise. - Pupils make good progress. - Small steps of progress are well evidenced for M1-M4 learners. - Staff confident in the delivery of an appropriate curriculum for all learners. - Outdoor space used effectively to support learning.	DeH SLT NO'N Staff team Governing body	Jan 27	E01 £60,000 E02 £40,000 E19 £3,500

2)	To ensure that pupil provision is appropriately matched to ability and learning potential and that pupils requiring a change of provision have their needs met.	• Regular monitoring and assessing of identified pupils who are working outside of the remit of our main cohort of pupils. • Open communication with parents regarding provision and the needs of their child. • Support parents in visiting provisions locally. • Review EHCP needs and content. • Effective communication with governing body with regard to pupil needs and provision. • Learning effectively differentiated to meet needs within this provision • Support transition of individual pupils into the mainstream sector	• Pupils make or exceed the progress expected of them. • All stakeholders are aware of the needs of individual pupils and routes to achieve this. • Increase in confidence of parents that their child is appropriately placed. • Pupils EHCP reviews held to reflect changing needs	SLT Class teachers Governors LA	Mar 27	Staffing cover £1,000 E01
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Curriculum & Teaching -

	INTENTION	IMPLEMENTATION	IMPACT	RESPONSIBILITY	COMPLETED BY	BUDGETARY CONSIDERATION
1)	To improve access to the computing curriculum through the application of a new programme of study.	To further develop and improve the delivery of computing through the purchase of new resources which support the computing programme of study. - Review of National Curriculum requirements. - Audit of current resources and suitability for supporting the new programme of study. - Purchase appropriate resources. - CPD for staff in the appropriate use of new resources. To raise the confidence of all teachers in the delivery of the teaching of Computing across both key stages. - Training needs audited and identified - Dedicated INSET time to focus on the computing curriculum. - Observations planned for peers to observe the teaching of computing. - Moderation of assessments planned across the key stages.	- Pupils make at least good progress in computing and technology. - Pupil engagement with learning increases. - Staff more confident in the delivery of computing and the use of resources to support this delivery. - Pupils have access to a wider range of resources. - All staff more confident in the delivery of the computing curriculum. - Pupils make at least good progress within computing. - Increased confidence in the accuracy of assessments of attainment – Spring 26 term staff meetings held to address pupil needs and assessment M4-M9 and a Focus week delivered May 25	MF DH NO'N Computing curriculum team All staff Science and technology team All staff SLT	Autumn 26 Autumn 26	Part of rolling programme -E20 £10,000 £ 500 Training costs E09 £ 800 Training costs

2)	To improve pupil outcomes by ensuring staff have consistency and effective acquisition of knowledge and skills through the development of induction and CPD modules to explore Middleton practise and expertise.	- Identify leaders with specific areas of expertise. - Create teaching modules within agreed key areas. - Staff to undertake foundation modules in 'the Middleton Way' – either as part of an induction process or continuing professional development process.	- Continuity of approach in all key areas of teaching and learning, communication and behaviours and attitudes. - Staff confidence (especially when new in role) increased. - Development of leadership roles and lead expertise. Staff meeting time given to identifying areas of need and content – Spr 26 - Communication module written Jan 26 - Behaviour module allocated to team leader	All staff	Jan 27	E09 £800 for supply cover while modules are created. E01 & E03
3)	Further develop a kinaesthetic approach to learning for pupils by developing an outdoor learning programme to include forest learning.	- Astroturf the ground area by outdoor classroom - Storage facilities for resources purchased. - Clear pathways to learning space created. - Staff allocated to forest learning and appropriately trained - Outdoor learning sessions timetabled. - Staff training in diagnosis such as ADHD and the strategies which support these pupils to learn best.	- Outdoor learning more prevalent in the school community. - Outdoor learning area accessible all year round. - Pupils engaged in the learning process. - Staff aware of a range of learning styles and teaching styles to meet the needs of all.	Site staff All staff	Spring 27	E13 £6,000 E19 £2,000

Achievement -

	INTENTION	IMPLEMENTATION	IMPACT	RESPONSIBILITY	COMPLETED BY	BUDGETARY CONSIDERTATION
1)	To improve pupil achievement by extending curriculum provision for the higher attaining pupils.	- Higher attaining pupils identified. - Intervention groups put in place where appropriate. - Ability group learning planned where appropriate. - Staff CPD to look at M12- M15 curriculum and the way in which this is delivered. - Analysis of independence, confidence, resilience and engagement of higher attaining learners. - Review of programmes of study and curriculum planning where appropriate.	- All pupils make good progress. - Higher attaining pupils are challenged in their learning. - Pupils work with greater independence and engagement. - Resources deployed appropriately to meet pupil needs. - Curriculum addresses current AND future learning needs of pupils. - Pupils increase reading competency across all subjects - Barriers to achievement are removed	All staff Curriculum leads Governors	Jan 27	£2,000 (teaching interventions) E01
2)	To raise attainment for all pupils in the area of Writing	- Analyse trends in pupil attainment data and identify any groups who may not be achieving as highly as expected. - Plan intervention groups to support lower achieving pupils. - Plan a focus week with a focus on writing. - Identify specific challenges for SEND pupils when focussing on the writing element of the English curriculum. - Staff CPD to ensure confidence among the teaching team when delivering writing lessons.	- Pupils make greater progress in the area of Writing - Barriers to learning identified and addressed. - Assessment is used effectively to identify next steps in learning. - The teaching of writing is consistently taught well. - Pupils are well prepared for the next stage in their learning. - Higher quality work produced by pupils.	English team All Staff		£5,000 staffing for intervention groups E01, E02 £1,000 CPD E09

Attendance & Behaviour -

	INTENTION	IMPLEMENTATION	IMPACT	RESPONSIBILITY	COMPLETED BY	BUDGETARY CONSIDERTATION
1)	To improve pupil attendance through deeper analysis of attendance patterns and trends.	• Use of current software and systems to analyse attendance data and identify trends and concerns. • Groups and cohorts explored with regard to attendance figures. • Building of home school relationships and support strategies. • Greater links with LA attendance team established.	• General attendance figures high. • Individuals and cohort attendance improvements. • Better relationships between home and school. • Established relationships between school and LA attendance officer.	FLO MMc SLT Governors	Dec 26	

Personal Development & Well Being -

	INTENTION	IMPLEMENTATION	IMPACT	RESPONSIBILITY	COMPLETED BY	BUDGETARY CONSIDERTATION
1)	To extend pupil connections with mainstream peers through targeted learning and social opportunities.	- Further develop links with local mainstream schools. - Arrange sporting events with mainstream schools. - Invite mainstream peers into Middleton. - Encourage work experience projects with pupils from schools in the locality. - Initiate an extra curricular club which is aimed at both specialist and mainstream sectors.	- Positive role models for pupils. Summer term events have taken place with mainstream peers ie football, cross country badminton, cricket. Spr 26 dance festival. - Sense of inclusion and so positive mental health and well being of pupils. - Pupils accepted by mainstream peers. - Development of friendships across the sectors. - Greater understanding of special educational needs across the community.	SLT CG (well being lead) All staff TW (sports)	Mar 27	Staff Cover £400 ESS-E03 £500 - Minibus hire E19
2)	To assist pupils in the development of periods of reflection and awareness of personal well being through the creation of a Memorial Garden	- Pupil feedback and ideas gathered. - Design agreed. - Quotes from groundwork companies - Area in use by all	- Pupils and staff well being impacted positively. - Reduction in negative behaviour incidents. - Pupils make progress in PSHE	All staff Premises Well being Lead	Oct 26	£6,000 (+£2,000 pupil premium) E13

3)	To raise awareness among all stakeholders of the impact of climate change and how we can support our environment.	- Review the climate change action plan - Hold an environmental awareness Focus week. - Review curriculum programmes of study to ensure content includes this.	- All stakeholders become more aware of actions we can take to look after our environment. - Pupil engagement in the topic established.	All stakeholders	Spring 27	£1,500 + potential grants
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Leadership & Governance -

	INTENTION	IMPLEMENTATION	IMPACT	RESPONSIBILITY	COMPLETED BY	BUDGETARY CONSIDERTATION
1)	To increase governor knowledge and understanding of the school's strengths and areas in need of development	- To allocate specific governor roles in line with the areas outlined on the Ofsted Toolkit. - To allocate class link governors. - To review meeting content, speakers and agendas to ensure relevant knowledge is shared and understood. - To support and challenge leaders appropriately. - Relevant governor training undertaken	- Strategic direction of the school is clearly defined. - Appropriate action is taken to drive improvement where required. - All governors share knowledge of the context and needs of the school.	SLT Governors	Dec 2026	
2)	To offer a wider range of training opportunities to colleagues across the educational provision locally, and a potential income for the	- Create a business plan for 'Jigsaw' and share with governing body. - Identify appropriate staff to deliver training. - Develop a training schedule and share with mainstream colleagues.	- Positive relationships built with colleagues across the sectors. Relationships developed with DSL leads - Increase in staff knowledge and ability to share with others. - Development of an income	SLT Outreach lead and team	Dec 2026	£3,000 Staffing costs (income should balance further costs) £200

	school, through the launch of 'Jigsaw' provision.	Respond to feedback and evaluation with constructive development of further CPD moving forwards.	stream for the school. Three courses delivered for TAs Summer 24, + Autumn 24, Writing CPD for Jan 25 Aut 25 courses already full! Spring 26 - all courses offered full and more scheduled.			reprographics EO3
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Key to abbreviations:

DeH	Debbie Hartley
MMc	Matt McLaughlin
SLT	Senior Leadership Team
No'N	Natalie O'Neil
FLO	Family Liaison Officer
GB	Governing Body
CoG	Chair of Governors (Mel Dorling)
SALT	Speech and Language Therapists
LC	Lisa Cox
TW	Tom Wildey
CG	Charlotte Glynn