

Orchard School Development Plan 2026-2027

Priority 1: Leadership, Monitoring and Governance Further develop leadership systems for curriculum monitoring and evaluation so that leaders and governors have an accurate and comprehensive understanding of the quality of education across all subjects, enabling timely action and continuous improvement.	Priority 2: High-Quality Interactions and Foundational Learning Develop the quality and consistency of adult-child interactions across EYFS and Key Stage 1 so that all adults maximise opportunities to deepen learning, strengthen communication and language, and secure the core foundational skills that underpin future success.
Rationale: Leaders have established effective systems to monitor English, mathematics and phonics. The next stage of development is to strengthen curriculum evaluation across all subjects so that leaders have a detailed understanding of curriculum implementation, strengths and areas for development. By further developing monitoring systems, strengthening subject leadership and enhancing governor oversight, leaders will gain a sharper understanding of what is working well and where further improvements are needed. This will enable leaders and governors to evaluate the impact of school improvement actions more effectively and ensure high-quality provision across all subjects. Our Focus Areas: • Strengthening subject leadership. • Developing a robust curriculum monitoring cycle. • Improving evaluation of curriculum implementation and impact. • Strengthening governor monitoring and challenge. • Using evidence effectively to inform school improvement. • Evidencing the impact of improvement actions over time.	Rationale: High-quality adult-child interactions have a significant impact on children's learning, communication, language development and long-term success. Whilst strong practice is evident across the school, leaders recognise the need to further strengthen consistency in the way adults use questioning, modelling, vocabulary development and sustained shared thinking to move learning forward. By developing a shared approach across EYFS and KS1, the school will strengthen the core foundations of language, reading, writing, mathematics, self-regulation and learning behaviours, ensuring children are well prepared for future learning. Our Focus Areas: • Developing high-quality adult-child interactions. • Enhancing communication and language development. • Strengthening vocabulary, oracy and thinking skills. • Securing core foundational skills across EYFS and KS1. • Improving consistency in teaching and learning approaches.
Priority 3: Curriculum Development - Music and Computing Develop and maintain a sharper focus on Music and Computing to ensure curriculum progression, subject leadership, resource provision and pupil outcomes are strong and sustainable.	Priority 4: Inclusion, SEND and Specialist Provision Maintain and further embed the school's highly effective inclusive practice, ensuring pupils with SEND, disadvantaged pupils and other vulnerable learners receive the support they need to thrive and achieve well.
Rationale: Music and Computing provide important opportunities for creativity, self-expression, digital literacy and cultural development. As the curriculum continues to evolve, leaders will review progression, curriculum content, assessment and resources to ensure pupils receive high-quality learning experiences in both subjects. By strengthening subject leadership, monitoring and curriculum evaluation, alongside developing links with St Lawrence Junior School, the school will ensure continuity, progression and high-quality outcomes for all pupils. Our Focus Areas: • Reviewing curriculum progression and content. • Strengthening subject leadership and monitoring. • Developing resources and staff expertise. • Increasing pupil voice and curriculum engagement. • Strengthening links with St Lawrence Junior School.	Rationale: Inclusion is a significant strength of Orchard Infant School and was recognised by Ofsted as an area of strong practice. The development of Blossom provision, effective adaptive teaching, strong partnerships with families and robust systems for supporting pupils with SEND have enabled children to thrive and achieve well from their individual starting points. Building on these strengths, leaders will focus on embedding, refining and sustaining highly effective practice across mainstream and SLCN provision. Particular attention will be given to strengthening assessment systems, including Cherry Garden Branch Maps, consolidating specialist provision, further developing support for disadvantaged pupils and ensuring effective transition pathways so that all pupils continue to receive the support they need to flourish. Our Focus Areas: • Consistent inclusive practice and adaptive teaching • Effective assessment and identification of need • Specialist provision, including Blossom and sensory curriculum • Outcomes and opportunities for SEND and disadvantaged pupils • Transitions, family engagement and external agency support • Monitoring, evaluation and governor oversight