School Development Plan
2026 – 2027

Safeguarding
Inclusion
Curriculum Teaching / Achievement
Attendance and Behaviour
Personal Development and Well Being
Early Years
Leadership and Governance

Development Area 1

Ensure that the maths curriculum and the writing (handwriting and spelling) curriculum are delivered with fidelity across all classes and strong foundational skills and knowledge are secured.

I/CT/A/EY

Development Area 2

Strengthen the use of internal and external evidence and data to demonstrate impact and inform strategy.

S/I/A/B/L&G

Development Area 3

Improve staff expertise in ensuring inclusion through well matched adaptations and a high-quality teaching approach for all children.

I/CT/A/EY

Development Area 4

Improve attendance, behaviour, and pupil wellbeing through a continuing broad personal development curriculum, an enhanced PSHE programme and improved lunchtime experience and provision.

A&B/PD&W

Development Area 5

Secure the positive future of the school by further stabilising finances working collaboratively and acknowledging future financial commitments.

L&G

Success Criteria	
DA1	• The maths and writing curricula are delivered consistently across all classes, in line with agreed schemes and expectations.
	• Pupils demonstrate secure automaticity, recall and application of key foundational skills in maths, handwriting, and spelling.
	• Work in books reflects consistent progression and high expectations across year groups.
	• Monitoring (e.g. lesson visits, book looks) confirms high-quality, consistent teaching of agreed approaches.
	• Gaps and needs are identified quickly and are addressed
DA2	• Leaders use CPoms, SIMS, attendance and external data sets to produce regular, clear analytical reports.
	• Data from a range of sources is combined to provide an accurate understanding of pupil needs and trends.
	• Reporting to leaders and governors is clear, timely, and demonstrates impact using quantitative and qualitative data.
	• Leaders can use accurate data with confidence to demonstrate an informed understanding of the school 's context, strengths and areas for development.
DA3	• The needs of pupils who may face barriers to their learning and/or wellbeing are identified quickly and accurately
	• Barriers to learning are reduced through well-planned, appropriate support and adjustments with oversight from the SENCo.
	• Teaching assistants are deployed effectively, with clear roles that maximise pupil progress and independence.
	• Teachers and teaching assistants adopt a 'graduated approach' (a continuous cycle of 'assess, plan, do and review') to ensure that pupils receive an appropriate level of support.
DA4	• Staff use attendance data and analysis well to identify the causes of poor attendance, intervene early, remove barriers and monitor closely.
	• Overall pupil attendance shows measurable improvement across the school with timely and appropriate adjustments to the strategy made for individuals
	• The vast majority of pupils consistently demonstrate expected behaviours across the school day with timely and appropriate adjustments to the strategy made for individuals.
	• Consistent application of rules and routines contribute to a safe and calm environment
	• The revised PSHE curriculum is fully implemented and pupils can articulate key learning about wellbeing and relationships.
	• Pupil and staff feedback indicates increased satisfaction with lunchtime provision, including food quality and the social experience
DA5	• Adherence to the budget ensures that the three-year forecast is positive and shows that provision in the school is sustainable
	• School resources provide best value and have a positive impact upon the provision within the school
	• Continued collaboration with other schools and organisations secures improvements and maintains autonomy
	• Strategic planning and actions reflect the school's decision to lower the school age in September 2027.
	• Leaders and governors demonstrate clear, informed oversight of decisions, ensuring staff and pupils thrive.

Introduction 2026-2027

The School Development Plan shows the school's priorities for improvement and development over the next year and beyond. It has been written with the aim of ensuring that the priorities identified will improve the experience the school offers to all of its community and in response to the recent Ofsted report. We aim to provide for the needs of all the children emotionally, socially and academically, impacting positively on the standards they attain and their outcomes. We want pupils to experience small successes that build a strong foundation for the next stage of education while creating memorable moments in the here and now.

In 2025-2026 we spent time again consolidating our curriculum and developing our assessment processes. As a school we have retained all our staff and have invested heavily in opportunities for professional development. This has led to greater expertise and subject knowledge across the school. This will hopefully underpin our development as we take on changes in the national curriculum and Ofsted framework. Ongar Place Nursery has thrived again this year, under the guidance of Mrs Pirie, we are oversubscribed. We have been able to take on more 2-year olds which has increased funding. As a school the number of pupils who attract pupil premium is increasing and the number of pupils with SEN/D, we need to ensure we remain inclusive and serve all our community as best we can.

As we look towards 2026-2027 leaders and staff have decided on the development areas above to further embed and consolidate our provision and practice, rise to challenges that face us and make the most of opportunities.

The School Development Plan has again been structured as five specific development areas. These are linked to the Ofsted Toolkit (revised for September 2026).

The 2026-27 priorities for development and improvement are based on the following:

- A thorough evaluation of the SDP 2025-2026
- The schools Ofsted report January 2025 (Ungraded: has taken effective action to maintain the standards identified at the previous inspection.)
- Analysis of the current strengths of the school and areas/opportunities for enhancement
- The current political and economic climate – as far as we know
- Analysed statutory assessment information and progress information from across the school
- Staff experience, knowledge and needs
- Observations, monitoring and evaluation both internal and external

Ongar Place Primary School 2026-2027

Ongar Place is a lively and motivated community which prides itself on its enthusiastic and positive attitude to learning and its inclusive nature. Our aim is that the children should leave Ongar Place independent and self-confident and eager to continue their learning.

Ongar Place is a small primary school and we value every member of our school community. We are committed to learning and academic progress but we believe that our responsibility to each child is to identify and nurture their different skills. We aim to help them to develop the resilience and the skills to embrace opportunities and overcome challenges. All our staff are dedicated to building good relationships with our children. We make good use of CPD opportunities to further enhance staff knowledge, skills and understanding. We want to ensure everyone flourishes academically, socially and personally while having fun and enjoying some memorable moments!

Ongar Place has been a one form entry Primary School since 2014. In 2022 we set up Ongar Place Nursery. Falling birth rate has had an impact on the intake of all local schools however our numbers remain stable. The National Curriculum 2014 and assessment is embedded throughout the school and the success of both of these were recognised by Ofsted in January 2025. We continually review our curriculum provision to ensure it remains sequential and progressive. We work alongside other schools to moderate and develop further and we work hard to be 'outward facing' – providing support and welcoming advice.

Ongar Place was described by OfSTED in 2025 'Pupils are rightly proud of their vibrant school, where everyone feels included and happy'…'the school has ensured that an ambitious, broad and balanced curriculum is in place'…'staff are experts in teaching phonics'…'pupils behave well … and expectations are high'…'during lessons, pupils are keen and attentive learners'…' pupils' personal development is very well considered'…'in early years children quickly gain confidence and independence'…'pupils are well prepared for the next stages of their education'. We have taken note of the suggested next steps and incorporated these into this SDP.

We recognise the valuable contribution that parents and Governors have made to this judgment and believe that through continuing to work together we can continue to provide the best environment in which children feel safe and secure and can learn and achieve.

We invite you to read our School Development Plan and consider how you can contribute to the school's improvement and the children's continuing progress.

Links to Ofsted Toolkit (2026) – Expected Standard

Inclusion	
Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children 's social care, and those who may face other barriers to their learning and/or well - being.	D1 D3
Leaders have high expectations for these pupils. They engage proactively and in a timely manner with them and their families to help reduce barriers to their learning and/or wellbeing. Typically, the support they provide (following engagement and any specialist advice, if needed) reduces barriers to their learning and/or wellbeing.	D1 D3
Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.	D3
Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.	D3 D2
Where relevant, the qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.	D3
Leaders are committed to, and understand, their role in the local area partnership 's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.	D3
Leaders support pupils who are known (or previously known) to children 's social care, including looked -after and previously looked - after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.	D1 D2 D3
Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.	D3 D5
Curriculum and Teaching	
Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.	D1 D2
Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.	D1
Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.	D1 D3
Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.	D1 D3 D5
Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	D1
Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.	D1 D3
Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.	D1 D2
Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	D1 D3
Achievement	
On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.	D1
Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.	D1
On the whole, pupils, including those with barriers to their learning and/or wellbeing, achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.	D1
Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.	D1
Attendance and Behaviour	
Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.	D2 D4
Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.	D4
Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.	D4
Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.	D4
Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.	D2 D4
Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.	D4
Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.	D2
Overall attendance is broadly in line with national averages or shows an improving trend over time.	D2 D4
Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.	D4

Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or wellbeing, such as young carers. Any interventions are timely, well-chosen and targeted.	D4
Personal Development and Well-Being	
A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.	D4
The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.	D4
Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.	D4
Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. The school's careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.	D1 D3 D4
Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.	D4
The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.	D1 D2 D4
A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.	D4
Early Years in Schools	
Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.	D1 D3
Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school.	D1 D2 D3
Leaders ensure that statutory guidance for safe sleeping arrangements and food preparation and provision is well understood and implemented effectively.	D2
Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.	D1 D3 D4
Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children. Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled.	D1 D3 D4

Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1.	D2
There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics. Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy.	D1
Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.	D1 D3
By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency.	D1
Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or wellbeing typically achieve well from their starting points. This means that they are generally ready for the next stage of learning	D1 D3
Leadership and Governance	
Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.	D2 D5
Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff wellbeing and workload.	D2 D5
Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.	D1 D4
Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school.	D2 D5
The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant.	D1 D3 D4
Leaders protect time for professional learning. Leaders support staff's wellbeing and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.	D2 D5
Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.	D2 D4
Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.	D5
Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	D1

Safeguarding (Met or Not Met)
Leaders have established an open culture in which safeguarding is everyone 's responsibility. Multi -agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.
Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.
All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school 's systems confidently and consistently.
Leaders fulfil their responsibilities in relation to child -on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).
Leaders know and fulfil the statutory requirements for These include managing safer recruitment, reporting, referrals, record - keeping and the 'Prevent' duty.
The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.
Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.
Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.