

Marner's 2026–27 School Development Plan arises directly from the September 2026 SEF. It focuses on four pupil-facing priorities and two enabling priorities, with safeguarding as the non-negotiable foundation. The plan is deliberately concise, evidence-informed and reviewed termly so that leaders and governors can test implementation, impact and next steps. The plan moves from the previous SDP to self evaluation and on to focused improvement.

Starting point	Key 2026 baselines				
Strong KS2 achievement and a positive school culture provide a secure platform for improvement. The next phase is greater precision around equity, consistency and impact in Early Years, attendance, leadership impact and long-term organisational resilience.	79%	90%	81%	91%	65%
	KS2 RWM	Reading	Writing	Maths	GLD
	80%	93.9%	18.2%	45.3%	42.1%
	Y1 Phonics	Attendance	Persistent absence	SEND	PP

Six connected priorities

1 Achievement & Equity <i>pupil-facing</i> Sustain strong outcomes while identifying and reducing variation for disadvantaged pupils and those with overlapping barriers.	2 Early Years & Early Reading <i>pupil-facing</i> EYFS is evaluated as Expected Standard. Sustain and deepen effective provision, communication and language, adult interaction, phonics and early reading so increasing proportions leave Reception well prepared for Year 1.	3 Inclusion & Removal of Barriers <i>pupil-facing</i> Embed a whole-school Inclusion Strategy that links barriers, provision, resources and measurable pupil impact.
4 Attendance & Persistent Absence <i>pupil-facing</i> Improve attendance and reduce persistent absence through precise analysis, casework, family support and sustained intervention.	5 Leadership, Accountability & Implementation <i>enabling</i> Embed clear accountability so senior, phase and subject leaders own implementation, evidence and impact.	6 Financial Sustainability & Organisational Resilience <i>enabling</i> Use multi-year roll, budget and workforce modelling to make timely decisions while protecting educational quality and inclusion.

How improvement will be evaluated

Improvement cycle: Identified issue → Intended impact → Focused action → Evidence → Evaluation → Next action Termly review: Autumn – establish & diagnose Spring – evaluate & refine Summer – sustain & decide	Safeguarding remains the non-negotiable foundation beneath all six priorities. Central question: What difference has it made for pupils, how do we know, and what needs to happen next?
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Governance and assurance

Evidence Evidence Directory, achievement and attendance data, QA, safeguarding assurance and stakeholder voice are used to test each priority.	Termly review Autumn checks implementation; Spring evaluates emerging impact; Summer determines sustained impact and next steps.	Governor challenge Governors test evidence, scrutinise strategic risks and record the next leadership or governance action required.
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