

Priority 5 – Safeguarding - To ensure the children feel safe at school and their voices heard.

Why is this a priority: This area is highlighted in KCSIE 2025 and the new Ofsted Inspection Framework

Success Criteria includes:

- To ensure there is a culture at Juniper where we listen to the children and take account of their views and wishes
- To address the safeguarding actions identified from recent training and from reading KCSIE2025.

Strategic plan, future priorities

- Continue to develop digital learning curriculum, this is a 3 – 5-year priority.
- Continue to support our most vulnerable children,
- Be become a Kagan Model School
- Continue to improve the school environment



School Development Plan

2025-2026

Information Leaflet for Families

What is a School Development Plan?

A School Development Plan (SDP) is a strategic plan for improvement. It brings together in a clear, simple way, the school's priorities, the actions and measures the school will take to raise standards. It details the targets the school intends to achieve and the resources needed.

Juniper is a restless, reflective school. We aim to create an exciting, interesting school, that is full of opportunities, and to support everyone in the Juniper Community to achieve their best.

Juniper has a clear, comprehensive SDP that is reviewed every term. To support our families and community understand our SDP priorities and the progress we have made, we have produced this leaflet. The full SDP document is an internal working document used by the Leadership Team and Governing Body. Staff across the school contribute to sections of the SDP, the full document is regularly shared with all staff.



Kindness Enjoyment Achievement

Courage Curiosity Community Creativity Respect Independence

September 2025

Juniper Hill School's Current SDP Priorities

Priority 1 – Digital learning is a core life skill. To use digital learning to enhance the curriculum and support ALL learners.

Why is this a priority: Use of digital learning across the curriculum improves outcomes especially for disadvantaged pupils (EEF). This will prepare children for the future.

Success Criteria includes:

- 🏠 The school is clear about which platform we will use.
- 🏠 The school has produced, with support from the governors, an analysis of the costs, alongside the teaching and learning benefits.
- 🏠 To bring the curriculum to life using virtual and augmented reality experiences.
- 🏠 To school is clear about the computing skills taught, in which half-term, by which year group, across the school. Identify opportunities to teach the different skills in other curriculum areas.
- 🏠 To provide a clear CPD action plan to implement the digit learning strategy. This will be a separate document.
- 🏠 To develop a separate action plan for AI.
- 🏠 To ensure the children at Juniper have a progress, informative Online Safety Curriculum that is responsive to changes in the digit world.

Priority 2a - To ensure all vulnerable and disadvantaged children enjoy all Juniper can offer, are supported to overcome barriers to learning, and make the best academic progress they can. *'No child left behind'*

Why is this a priority: Juniper is a highly inclusive school. It's important all of our vulnerable and disadvantage children make the best academic progress.

The school has a higher-than-average number of LAC / PLAC. To support the Juniper Team's understanding of SEMH and the barriers to learning some of our children have.

Success Criteria includes:

- 🏠 The curriculum is rich in extra opportunities for our most vulnerable children.
- 🏠 The school demonstrates exceptional standards of inclusion, the most vulnerable children make outstanding progress in all areas.
- 🏠 The most vulnerable children have a voice in the school and feel empowered to share their views about school life.

Priority 2b - For 'more able' children across the school to learn in an environment with high expectations and challenge

Why is this a priority: Stakeholders Feedback (March 2025), a theme emerged around challenging the more able. Some families felt (in the upper end of the school only) more able children were not stretched and challenged.

Success Criteria includes:

- 🏠 Families report back, via the stakeholder questionnaire more able children are stretched and challenged.

Priority 3 - Subject leadership, planning and delivery *'No leader left behind'*

Why is this a priority: Juniper has new subject leaders due to staff changes. We need to ensure all subject leaders understand how their subject is taught and the progression of knowledge of skills across all year groups. We need to complete knowledge organisers for all subjects, be clear about the knowledge and skills the children will learn, and develop our Be Like a... (subject specific skills)

Success Criteria includes:

- 🏠 To ensure all subject leaders understand how their subject is taught and the progression of knowledge of skills across all year groups.
- 🏠 To complete knowledge organisers for all subjects, be clear about the knowledge and skills the children will learn, and develop our Be Like a... (subject specific skills)

Priority 4 - To increase pupil participation and engagement in learning by continuing the school's Kagan journey – focusing on 'Everyone Answers'

Why is this a priority: This improves attainment, social skills, learning, knowledge retention, class relationships, behaviour and attendance (children enjoy their lessons and want to come to school).

Success Criteria includes:

- 🏠 Support teachers in philosophy that every time a question is asked this is an opportunity to use a structure. Replace 'Call on One' to 'Everyone Answers'
- 🏠 Maintain a focus on the 7 Keys for Successful Implementation, in particular Class building and Team building.