



SCHOOL DEVELOPMENT PLAN

September 2026 to July 2027

The Erme Primary School

Rooted in our rural communities, we are a federation of outward facing, inclusive schools where high expectations, rich learning experiences and strong relationships enable everyone to flourish.

Together, we offer a distinctive education that connects our schools to the wider world.



1. SCHOOL CONTEXT [as at 1 st September 2026]					
Number of pupils on roll	78	Number of pupils eligible for pupil premium [% in brackets]	20 [26%]	Number of pupils with an identified special educational need or disability (SEND) [% in brackets]	26 [33%]
Percentage of pupils with English as an additional language (EAL)	5 [6%]	Number of children in care [% in brackets]	0	Number of pupils an education, health and care plan (EHCP) [% in brackets]	7 [9%]
Most recent Ofsted grade and date	Expected standard: 2 Needs attention: 5 31/03/2026	Suspensions [days and number of pupils] 2025-26	3 children, 3 days total	Most recent SIAMS grade and date [if applicable]	n/a
Overall attendance [Sept 2025 to July 2026]	94%	PPG attendance	92.9%	SEND attendance	91.1%
Key Ofsted actions from last report	- Improve the quality of teaching by embedding effective teaching approaches that support pupils to learn effectively. - Support staff to raise expectations of pupils' engagement within lessons so that pupils display pride in their work and have a positive attitude to learning. - Address gaps in older pupils' foundational knowledge so that they achieve as well as their peers nationally. - Continue to increase the rigour and pace to bring about improvements required so that pupils consistently benefit from a high-quality education.				

Data Summary July 2026		
Reception GLD: 65%	Year 1 Phonics: 67%	Year 2 Phonics retake: 80%
Year 2 Reading: 50%	Year 2 Writing: 63%	Year 2 Maths: 63%
Year 2 RWM: 50%	Year 4 MTC average: 15.6	Year 6 Reading: 78% [13% GLD]
Year 6 Writing: 69% [0% GLD]	Year 6 Maths: 63% [6% GLD]	Year 6 RWM: 44% [0%]

2. SCHOOL EFFECTIVENESS

Exe Valley & Moorsway Federation strengths:

- Enabling schools to flourish and develop their own unique character and opportunities and remaining child-centred in everything we do
- Understanding how small schools work at the heart of their communities whilst benefitting from being part of a bigger school grouping
- Governing effectively with strong leadership, good communication and understanding of strategic role
- Designing and refining curriculum models that work for small schools, exceed the National Curriculum and have been proven to meet the expectations of the Ofsted State-funded School Inspection Toolkit
- Building a strong track record of school improvement within the federation and beyond by working with school leaders and groups of schools to raise standards and rapidly prioritise resources according to need
- Implementing a robust school review programme that ensures accurate self-evaluation and enables the School Improvement Team to target support as needed
- Building strong leadership teams across schools and providing leadership coaching and support
- Facilitating the sharing of good practice for staff at all levels and other CPD opportunities, including appointing to senior leadership positions within the EVMF
- Identifying and tracking the progress of disadvantaged pupils to enable them to feel that they belong to their school community
- Creating opportunities for collaborative and competitive events for children for personal development
- Enabling Church schools to live up to their foundation through their vision and practice through training, flourishing trails and RE professional development

Exe Valley & Moorsway Federation development areas:

- Working with new partners to create a combined vision and purpose for the future sustainability of a large school grouping
- Refining and updating the curriculum in preparation for the new National Curriculum and maintaining an effective curriculum structure
- Building strong foundational knowledge and skills across the core and wider curriculum
- Developing pedagogical understanding through work on precise design of tasks to match objectives and adapting learning to the needs of individuals
- Raising standards in writing through focusing on teaching early transcriptional skills consistently and effectively
- Managing leaders' and teachers' workload and wellbeing effectively
- Promoting inclusive classrooms and school practices that recognise where necessary adaptations can be made to enable pupils to succeed.

School strengths:

- Personal development for children, including leadership opportunities, choral speaking, a wide range of visits and visitors, residential visits
- Relationships between children and adults are strong and the relational approach has been introduced across the school
- Leaders place an emphasis on inclusion and make sure it is at the heart of the school's work.
- Pupils benefit from tailored support to reduce their barriers and any anxieties. Staff carefully select resources to help pupils to grow in independence and to manage their needs.
- Strong links with the local community, engaging in local festivals, with the church and local nursing homes

School development areas:

- Embedding effective teaching approaches that support pupils to learn effectively, ensuring that work is adapted to meet individual needs
- Raise pupils' engagement and behaviour for learning within lessons, through fully embedding the relational approach
- Address gaps in older pupils' foundational knowledge so that they achieve as well as their peers nationally.
- Continue to increase the rigor and pace to bring about improvements required so that pupils consistently benefit from a high-quality education.

3. FEDERATION DEVELOPMENT PLAN AIMS FOR 2026-27	
Aim 1: Educational Excellence: Learning for Life <i>Deliver consistently high quality teaching through a rich, context driven curriculum that builds strong early literacy, numeracy and speaking skills and ensures all pupils make excellent progress and achieve highly.</i>	• Focusing on early oracy skills, writing transcription and mathematical fluency • Providing wider curriculum opportunities, including low-cost, high value, residential visits • Teaching pupils about online safety, including safe use of AI in schools • Providing guidance for pupils and parents on the safe use of smart phones • Giving pupils opportunities to be agents of change in their school
Aim 2: Inclusion, Wellbeing & Belonging <i>Provide an inclusive, trauma-informed environment with strong pastoral support, skilled staff, and effective early-help partnerships to meet the needs of every pupil and adult.</i>	• Increasing capacity for supporting pupils with additional needs through the inclusion team, focusing on speech and language, pastoral support and Early Help • Narrowing the attainment gap through inclusive practice and precise interventions • Enhancing relational practice through training and sharing good practice • Valuing all staff through a strong wellbeing offer, including supervision for Inclusion Leads and all school leaders • Supporting new school leaders to flourish in their roles and drive continuous improvement through coaching and team support
Aim 3: Distinctive rural education <i>Equip pupils for their future by celebrating local culture, promoting sustainability, building strong digital skills and online safety, and preparing them confidently for the next stage of their learning journey.</i>	• Developing outdoor learning opportunities and eco initiatives in each school • Involving local artists, historians and community members in school projects • Providing a strong secondary transition programme for Year 6 leavers • Promoting Equity, Diversity, Inclusion and Justice so that pupils confidently challenge injustice through deepening understanding of worldviews • Sustaining Church school distinctiveness through induction training and Flourishing Trails
Aim 4: Outward-Facing Collaboration <i>Build wide-ranging connections through pupil experiences, professional networks, and partnerships with secondary schools, the Diocese of Exeter, cultural organisations, and the wider community.</i>	• Building leadership capacity through an educational partnership with South Hams Federation • Exploring purposeful partnerships with universities and colleges to enhance pupils' experiences • Creating professional development opportunities to support colleagues in other schools in the partnership and beyond • Preparing for the new National Curriculum and the inclusion of RE and Christianity as a world religion through professional development opportunities • Developing links with the Diocese of Exeter through participating in training and sharing good practice with other Church Schools
Aim 5: Sustainability and Growth <i>Ensure long-term sustainability through strategic pupil-number planning, forward-looking collaboration, strong financial resilience and continued investment in digital infrastructure.</i>	• Sustaining pupil numbers by broadening provision for two-year-olds and wrap around care and planning for future expansion where necessary • Introducing Greening our schools projects in each school • Developing sustainability projects to reduce carbon footprints and reduce environmental impact • Preparing for new systems of school management through exploring options for joining a Local Authority MAT or converting to academy status independently • Building future leadership capacity through accessing nationally accredited training courses

Aim 1. Educational Excellence: learning for life

Aims and objectives		Provision			Outcomes	
AIMS <i>Our long-term vision and goals</i>	OBJECTIVES <i>The specific objectives to achieve these aims</i>	EDUCATIONAL STRATEGY <i>What are we going to do to meet these objectives?</i>	RESOURCE STRATEGY <i>What will we need to do to meet these objectives?</i>	ACCOUNTABILITY <i>Who is responsible for making sure these aims are met? What is the timescale for this?</i>	QUALITY CHARACTERISTICS [success criteria] <i>How will we know when these objectives have been met and we can celebrate?</i>	REALISATION <i>What will our schools look like when we realise this vision?</i>
<i>Deliver consistently high-quality teaching through a rich, context-driven curriculum that builds strong early literacy, numeracy and speaking skills and ensures all pupils make excellent progress and achieve highly.</i>	A] Task Design - Curriculum implementation will continue to be refined through precise task design, adaptive teaching and effective classroom practice so that pupils successfully acquire and apply the knowledge and skills intended by the curriculum.	- Continue professional development focused on adaptive teaching, task design and quality first teaching. - Ensure learning objectives, small steps in learning and classroom activities are closely aligned across the curriculum. - Use school reviews, lesson visits, book looks and pupil conferencing to quality assure curriculum implementation. - Further develop staff understanding of identifying and addressing gaps in learning so that pupils can successfully access new knowledge and skills.	- Federation professional learning opportunities. - School review programme. - Leadership monitoring and quality assurance activities. - Time for professional dialogue and curriculum development.	Head of School, Class Teachers, SIT, Executive Headteacher	- Learning activities are precisely matched to intended learning. - Pupils can explain what they are learning and why. - Staff confidently adapt learning whilst maintaining high expectations. - School review evidence demonstrates strong curriculum Implementation across subjects.	Teaching is consistently effective across the school. Pupils experience carefully planned learning which enables them to build knowledge and skills successfully and achieve highly.
	B] Writing - Outcomes in writing will continue to improve through strengthening pupils' foundational transcription skills and developing their fluency, stamina and confidence as writers, building on the strong foundations established in Reception and Year 1.	- Maintain a strong focus on handwriting, spelling, punctuation and sentence construction across the school. - Implement LW spelling in Y2, and choose and implement new spelling scheme in KS2. - Ensure transcription skills are taught explicitly and consistently in all classes. - Continue regular moderation and professional dialogue around writing expectations. - Develop opportunities for pupils to write across the curriculum whilst maintaining high expectations. - Ensure feedback supports pupils in refining and improving their written work.	- Federation English professional development. - Writing moderation opportunities. - Agreed writing progression documents and assessment materials. - Leadership monitoring activities.	Head of School, English Lead Teachers, Class Teachers, SIT	- Pupils demonstrate increasing fluency and accuracy in transcription skills. - Writing books show clear progression in sentence construction and composition. - Staff apply agreed approaches consistently. - Writing outcomes continue to improve across the school.	Pupils write confidently and fluently for a range of purposes and audiences. Strong transcription skills enable them to focus on composition and communicate their ideas effectively.
	C] Oracy - Communication, language and oracy skills will continue to be developed from Reception to Year 6 so that pupils are able to articulate their thinking, engage successfully in learning and communicate with confidence.	- Provide regular opportunities for high-quality talk and discussion across the curriculum. - Develop pupils' vocabulary through explicit teaching and rich curriculum experiences. - Promote opportunities for presentation, performance and public speaking. - Ensure high-quality adult-child interactions within Early Years.	- Curriculum planning and enrichment opportunities. - Performances, productions and leadership opportunities. - Professional development linked to communication and language.	Head of School, Early Years Lead, Class Teachers	- Pupils speak confidently about their learning. - Vocabulary development is evident across the curriculum. - Children demonstrate strong communication and language skills from an early age. - Pupils participate confidently in discussion	Pupils are articulate, confident communicators who can express ideas clearly, listen respectfully and engage positively with others.

					and presentation activities.	
	D] Mathematics - Pupils will continue to develop strong mathematical fluency, reasoning and problem-solving skills so that they can apply mathematical understanding confidently across a range of contexts.	• Continue to prioritise mathematical fluency and secure understanding of key concepts. • Develop pupils' ability to articulate mathematical thinking and explain their reasoning. • Ensure learning activities promote understanding of mathematical structure and relationships, including through the use of manipulatives. • Provide appropriate challenge and support so that all pupils can achieve success in mathematics.	• Federation mathematics professional development. • Curriculum resources and assessment materials. • Opportunities for moderation and professional dialogue. • Leadership monitoring activities.	Head of School, Mathematics Lead Teachers, Class Teachers, SIT	• Pupils demonstrate secure mathematical understanding. • Pupils are able to explain and justify their thinking. • Mathematical reasoning is evident in lessons and books. • Outcomes in mathematics remain strong across the school.	Pupils develop confidence, fluency and resilience as mathematicians and are able to apply their learning successfully in a wide range of contexts.
	E] EYFS Provision - The Early Years environment will be carefully designed to provide rich, well-sequenced continuous provision that strengthens pupils' foundational skills, supports deep learning, high engagement and independence for all children.	• CP is planned and well-matched to the curriculum overview. Intentions for each area of provision are clear. • Identify gaps early and adapt provision to ensure rapid progress for all pupils. • Ensure adults model language, scaffold learning and extend thinking through purposeful questioning. • Prioritise communication and language within provision and ensure that appropriate scaffolds are provided. • Promote curiosity, independence and sustained engagement through well-planned exploration and challenge.	• Federation Early Years professional development. • Curriculum resources and assessment materials, including provision planning. • EYFS federation moderation • Leadership monitoring activities.	Head of School, Early Years Lead, Class Teachers, SIT	• Pupils show sustained attention and independence across all areas of provision. • Assessment data shows pupils make strong progress from their starting points. • Children demonstrate secure development in communication and language, early literacy and early maths.	Provision within the Early Years enables children to demonstrate secure foundational skills and knowledge that equips them confidently for a successful transition into Year 1.

Aim 2. Inclusion, Wellbeing and Belonging

Aims and objectives		Provision			Outcomes	
AIMS <i>Our long-term vision and goals</i>	OBJECTIVES <i>The specific objectives to achieve these aims</i>	EDUCATIONAL STRATEGY <i>What are we going to do to meet these objectives?</i>	RESOURCE STRATEGY <i>What will we need to do to meet these objectives?</i>	ACCOUNTABILITY <i>Who is responsible for making sure these aims are met? What is the timescale for this?</i>	QUALITY CHARACTERISTICS [success criteria] <i>How will we know when these objectives have been met and we can celebrate?</i>	REALISATION <i>What will our schools look like when we realise this vision?</i>
<i>Provide an inclusive, trauma-informed environment with strong pastoral support, skilled staff, and effective early-help partnerships to meet the needs of every pupil and adult.</i>	A] Inclusive classroom practice will continue to be refined and developed so that all pupils, including those with additional needs, are able to access ambitious learning, make strong progress and flourish.	• Continue to develop adaptive teaching and inclusive classroom practice across the school. • Ensure learning activities are carefully matched to pupils' needs whilst maintaining high expectations. • Use pupil progress meetings, SEND reviews and classroom monitoring to evaluate the impact of provision. • Further develop staff confidence in supporting pupils with a wide range of additional needs. • Inclusion Leads to develop role beyond SEND, supported by Assistant Inclusion Lead • Explore opportunities for voluntary mentoring roles for vulnerable pupils.	• Federation professional development opportunities. • Inclusion Lead support and guidance. • School review programme. • Time for monitoring, coaching and professional dialogue.	Head of School Inclusion Lead and Assistant Inclusion Lead Class Teachers SIT	• Pupils with additional needs access ambitious learning successfully. • Adaptive teaching is consistently evident across classrooms. • Staff demonstrate confidence in meeting a range of needs. • Pupils with SEND make strong progress from their starting points.	All pupils are fully included in classroom learning and school life. Staff have high expectations for every learner and pupils with additional needs achieve well and flourish.
	B] Provision for pupils with additional needs will continue to be strengthened through effective identification, graduated responses and strong partnership working with families and external agencies.	• Continue to develop robust systems for identifying and responding to emerging needs. • Work closely with families and external agencies to secure the best outcomes for pupils. • Ensure support staff are deployed effectively to maximise impact. • Secure appropriate funding and specialist support where required.	• SEND funding and specialist support. • External agency involvement. • Time for SEND reviews and professional meetings. • Federation inclusion team support.	Head of School Inclusion Lead and Assistant Inclusion Lead EP Class Teachers	• Needs are identified promptly. • Provision is carefully planned and regularly reviewed. • External support is accessed appropriately. • Staff and families work effectively together.	The school responds quickly and effectively to pupils' needs and provides a highly inclusive environment where children receive the support they need to succeed.
	C] High levels of attendance, wellbeing and belonging will be maintained through strong relationships, effective pastoral support and positive engagement with families.	• Continue attendance monitoring and attendance clinics. • Maintain a relational approach to supporting pupils and families. • Promote positive mental health and wellbeing through curriculum and pastoral opportunities. • Strengthen communication and partnership working with parents and carers. • Use of EBSA resources and Devon's Attend Framework as necessary	• Attendance monitoring systems. • Pastoral and wellbeing support. • Federation wellbeing initiatives. • Time for meetings with families.	Head of School Admin Class Teachers Senior Leadership Team	• Attendance remains above national averages. • Pupils' report feeling safe, happy and supported. • Families engage positively with the school. • Wellbeing remains a strength of the school.	Children enjoy attending school, feel a strong sense of belonging and are able to participate fully in all aspects of school life.

3. Distinctive rural education

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Aims and objectives		Provision			Outcomes	
AIMS <i>Our long- term vision and goals</i>	OBJECTIVES <i>The specific objectives to achieve these aims</i>	EDUCATIONAL STRATEGY <i>What are we going to do to meet these objectives?</i>	RESOURCE STRATEGY <i>What will we need to do to meet these objectives?</i>	ACCOUNTABILITY <i>Who is responsible for making sure these aims are met? What is the timescale for this?</i>	QUALITY CHARACTERISTICS [success criteria] <i>How will we know when these objectives have been met and we can celebrate?</i>	REALISATION <i>What will our schools look like when we realise this vision?</i>
<i>Equip pupils for their future by celebrating local culture, promoting sustainability, building strong digital skills and online safety, and preparing them confidently for the next stage of their learning journey.</i>	A] Pupils will continue to develop a strong understanding of sustainability, environmental stewardship and their responsibility towards the world around them through outdoor learning and implementation of the Climate Action Plan.	• Continue implementation of the school's Climate Action Plan. • Develop opportunities for outdoor learning across the curriculum. • Engage pupils in environmental and sustainability projects within school and the local community. • Promote pupil leadership through environmental initiatives and courageous advocacy.	• Climate Action Plan. • Outdoor learning environments and resources. • Community volunteers and local partnerships. • Curriculum and enrichment opportunities.	Head of School School Council Lead Class Teachers	• Pupils understand how they can contribute positively to the environment. • Outdoor learning opportunities are evident across the school. • Sustainability initiatives have a visible impact on school life. • Pupils demonstrate increasing understanding of environmental responsibility.	Children understand their responsibility towards the environment and are active participants in caring for creation, their local community and the wider world.
	B] Pupils' understanding of diversity, inclusion, justice and worldviews will continue to deepen through curriculum opportunities, assemblies and engagement with a broad range of perspectives.	• Provide opportunities for pupils to engage with a range of religious and non-religious worldviews. • Develop opportunities for pupils to explore different perspectives and challenge assumptions respectfully. • Promote understanding of equity, diversity, inclusion and justice through curriculum learning and assemblies. • Continue to develop opportunities for courageous advocacy and pupil leadership.	• RE and Worldviews curriculum. • Visitors and speakers • Assembly overview • Curriculum enrichment opportunities.	Head of School RE Lead Class Teachers	• Pupils demonstrate understanding of diversity and difference. • Pupils engage thoughtfully with a broad range of perspectives. • Children can discuss issues of justice and fairness with confidence.	Pupils are thoughtful, compassionate young people who understand and respect difference, challenge injustice and engage confidently with a range of beliefs and perspectives.
	C] Pupils will be equipped to navigate an increasingly digital world safely, responsibly and confidently through the development of strong digital citizenship and online safety knowledge.	• Teach online safety regularly through the curriculum and assemblies. • Develop pupils' understanding of the safe and responsible use of emerging technologies, including artificial intelligence. • Promote positive digital citizenship and responsible online behaviour. • Engage parents in supporting children to use technology safely beyond school.	• Computing curriculum. • Online safety resources. • Parent communication and guidance. • Professional development opportunities.	Head of School Computing Lead Class Teachers	• Pupils understand how to stay safe online. • Pupils demonstrate responsible use of technology. • Children understand opportunities and risks associated with digital technologies. • Parents feel well informed about online safety.	Pupils are confident, responsible and digitally aware citizens who are well prepared to navigate an increasingly technological world safely and effectively.
	D] Strengthen community partnerships by actively involving local organisations and community members in school initiatives, while ensuring the school contributes meaningfully to wider community projects.	• Continued involvement in local River and Moorland project. • Choir to perform at local community events: Carols in carpark, Ivybridge festival etc. • Engage with local nursing homes for art and singing projects. • Engage with local artists, historians and authors to enhance curriculum projects.	• Curriculum enrichment opportunities. • Community volunteers and local partnerships. • Parent communication and guidance.	Head of School Class Teachers	• Links with the community will be strengthened. • School curriculum projects will be enhanced through positive community relationships. • Pupils will experience memorable curriculum enrichment opportunities, deepening their learning.	Pupils build positive relationships with the local community and contribute actively to meaningful community projects.

Aim 4. Outward facing collaboration

Aims and objectives		Provision			Outcomes	
AIMS <i>Our long-term vision and goals</i>	OBJECTIVES <i>The specific objectives to achieve these aims</i>	EDUCATIONAL STRATEGY <i>What are we going to do to meet these objectives?</i>	RESOURCE STRATEGY <i>What will we need to do to meet these objectives?</i>	ACCOUNTABILITY <i>Who is responsible for making sure these aims are met? What is the timescale for this?</i>	QUALITY CHARACTERISTICS [success criteria] <i>How will we know when these objectives have been met and we can celebrate?</i>	REALISATION <i>What will our schools look like when we realise this vision?</i>
Build wide-ranging connections through pupil experiences, professional networks, and partnerships with secondary schools, the Diocese of Exeter, cultural organisations, and the wider community.	A] Pupils' cultural capital will continue to be enhanced through participation in performances, visits, visitors, residential experiences and federation-wide opportunities.	- Continue to provide a rich programme of educational visits, visitors and residential experiences. - Ensure all pupils have opportunities to participate in performances, sporting events, competitions and leadership opportunities. - Promote participation in federation-wide events and enrichment activities. - Support disadvantaged pupils to access enrichment opportunities wherever possible.	- Curriculum enrichment budget. - Federation events programme. - Residential visit programme. - Pupil premium funding where appropriate.	Head of School Class Teachers Educational Visits Coordinator	- Pupils participate in a wide range of enrichment opportunities. - Participation rates remain high across the school. - Disadvantaged pupils access enrichment opportunities successfully. - Pupils speak confidently about experiences beyond the classroom.	Pupils leave The Erme with a rich range of experiences that broaden horizons, develop confidence and prepare them well for future education and life beyond primary school.
	B] Partnerships with families, the church, local organisations and the wider community will continue to enrich learning and strengthen belonging.	- Maintain strong links with the church, town council, PTFA and local organisations. - Provide opportunities for pupils to participate in community events and projects. - Invite visitors and volunteers to contribute to school life and curriculum enrichment. - Continue to strengthen communication and engagement with families.	- Community partnerships. - Church and diocesan links. - PTFA support. - Communication platforms and events.	Head of School Class Teachers Foundation Governors Community Partners	- Community partnerships enhance school life. - Parents engage positively with the school. - Community events are well attended. - Pupils demonstrate pride in school and local community.	The school is recognised as a valued and active part of its community, with strong partnerships enhancing opportunities for pupils and strengthening a shared sense of belonging.
	C] Staff will continue to engage in federation collaboration, professional development and leadership opportunities which contribute to continuous school improvement.	- Participate fully in federation professional learning, moderation and curriculum development opportunities. - Share effective practice across the federation and wider partnerships. - Engage with school reviews and collaborative improvement activities. - Provide opportunities for staff to develop leadership skills and contribute to wider federation priorities. - CPD opportunities undertaken by Maths Lead teachers are shared with colleagues - CPD for teaching assistants in English and maths on Staff Professional Day - School Improvement Team to prepare for new National Curriculum in September 2027	- Federation professional development programme. - Leadership development opportunities. - School review programme. - Professional networks and partnerships.	Head of School Executive Headteacher SIT	- Staff engage positively in collaborative professional development. - Effective practice is shared across schools. - Leadership capacity continues to grow. - School self-evaluation remains accurate and robust.	Staff benefit from being part of a strong collaborative network, continually developing their practice and contributing to improvements across the wider federation and beyond.
	D] Pupils will be well prepared for the next stage of their education through effective transition arrangements and opportunities to develop independence, resilience and aspiration.	- Deliver effective transition arrangements between classes, phases and schools. - Work closely with receiving secondary schools and other educational settings. - Work closely with local Preschool for transition arrangements into school - Provide opportunities for pupils to develop independence, resilience and leadership skills. - Support pupils and families through key transition points.	- Transition programmes. - Secondary school partnerships. - Partnership with Preschools - Residential visits and leadership opportunities. - Time for liaison meetings and transition activities.	Head of School Class Teachers Transition Leads Secondary School Partners	- Pupils move confidently between phases of education. - Transition arrangements are effective and well planned. - Pupils demonstrate increasing independence and resilience. - Families report positive experiences of transition.	Pupils leave The Erme as confident, resilient and aspirational learners who are well prepared for the opportunities and challenges of the next stage of their education.

Aim 5. Sustainability and growth

Aims and objectives		Provision			Outcomes	
AIMS <i>Our long-term vision and goals</i>	OBJECTIVES <i>The specific objectives to achieve these aims</i>	EDUCATIONAL STRATEGY <i>What are we going to do to meet these objectives?</i>	RESOURCE STRATEGY <i>What will we need to do to meet these objectives?</i>	ACCOUNTABILITY <i>Who is responsible for making sure these aims are met? What is the timescale for this?</i>	QUALITY CHARACTERISTICS [success criteria] <i>How will we know when these objectives have been met and we can celebrate?</i>	REALISATION <i>What will our schools look like when we realise this vision?</i>
<i>Ensure long term sustainability through strategic pupil number planning, forward looking collaboration, strong financial resilience and continued investment in digital infrastructure.</i>	A] Increase pupil numbers and parental confidence through high-quality provision, effective communication and the continued promotion of the school's distinctive character within the local community.	- Continue to provide a high-quality educational experience for all pupils. - Promote the school's strengths, achievements and distinctive character through a range of communication channel, including local press and social media. - Maintain positive relationships with current and prospective families. - Monitor admissions patterns and respond proactively to local trends and opportunities.	- School communication platforms. - Open events and transition opportunities. - Community engagement activities. - Leadership and administrative capacity.	Head of School Executive Headteacher Administrative Team Governors	- Pupil numbers remain stable or increase. - Admissions reflect strong parental confidence. - Parents speak positively about the school. - The school maintains a strong reputation within the local community.	The Erme develops to be a thriving and popular school, recognised for its high-quality education and strong relationships.
	B] The school will continue to develop sustainable practices and environmental responsibility through implementation of the Climate Action Plan and wider sustainability initiatives.	- Continue to implement and review the school's Climate Action Plan. - Promote responsible use of resources across the school. - Engage pupils in sustainability projects and environmental leadership opportunities. - Work with community partners to enhance environmental awareness and stewardship.	- Climate Action Plan. - Outdoor learning environments. - Community partnerships and volunteers. - Sustainability initiatives and projects.	Head of School School Council Lead Class Teachers	- Sustainability initiatives are embedded within school life. - Pupils understand how they can contribute positively to the environment. - Environmental awareness is evident across the school. - The Climate Action Plan continues to have measurable impact.	The school community demonstrates a strong commitment to sustainability and environmental stewardship, helping pupils understand their role in creating a more sustainable future.
	C] Staff successfully access leadership development opportunities and increasingly contribute to wider school and federation improvement.	- Engage fully with federation leadership development opportunities. - Provide opportunities for staff to take on leadership responsibilities and contribute to school improvement priorities. - Develop leadership capacity at all levels through coaching, collaboration and professional learning. - Engage with federation-wide planning for future organisational developments and educational priorities. - Senior leaders to embark on NPQH or Church of England professional development courses	- Federation professional development programme. - Leadership coaching and mentoring opportunities. - Professional networks and collaborative projects.	Head of School Executive Headteacher Federation Leadership Team Governors	- Leadership capacity continues to grow across the school. - Staff contribute positively to school improvement priorities. - Leaders are well prepared to respond to future developments. - School self-evaluation remains accurate and forward-looking.	The school is well placed to respond positively to future opportunities and challenges, with strong leadership, effective succession planning and a culture of continuous improvement.

EBSA – Emotionally-Based School Avoidance EP - Executive Principal EHT- Executive Headteacher FLT- Federation Leadership Team HoS - Head of School SIT – School Improvement Team