

School Development Plan 2026-2027 - Year Two priorities	
Vision	
To nurture our children, empowering them with the wisdom, passion and skills to flourish and transform society. Every child is rooted in belonging, loved into being, and filled with joy. Inspired to build God's Kingdom here on Earth, all are 'fired up' to serve others with faith, hope and love.	
Golden Threads	
Nurturing and Inspiring	Empowering through Education
Courageously Leading and Willingly Serving	Building Belonging

Nurturing and Inspiring In Year Two, we will build on Wellbeing Wednesdays and our Christian vision to help children feel confident, cared for and ready to flourish. We will develop collective worship with Christ Church Parbold and other church schools, review reflection spaces and provide opportunities to explore faith, show kindness and serve others. Spirituality will also be a focus for further development, in particular outside spaces. We plan to introduce gratitude journals, create outdoor spaces for reflection and use local walks to encourage curiosity and appreciation of nature. A calm 'connection time' at the end of lunch will help children prepare for afternoon learning. Children's and staff ideas will shape shared moments of joy, including opportunities to connect with local groups and gardening projects. Working with families will remain central. We plan wellbeing talks, advice on online safety and growing independence, and opportunities for parents to discuss concerns through wellbeing drop ins. We will also explore further resources to support children's emotional understanding. Alongside this, we will help children understand the opportunities and risks of artificial intelligence and promote balanced technology use. With input from children, parents and staff, we will prepare a Parbold Douglas Passport of experiences from Reception to Year Six, ready for September 2027, encouraging a sense of awe, wonder and possibility.	Empowering through Education Our priority for Year Two is a curriculum that combines secure knowledge with creativity, practical skills and growing independence. Teachers will review subject content and identify the knowledge and thinking skills children most need, including interpreting information, reflecting, analysing and evaluating. We will also identify important life skills for different ages and explore how to teach these through lessons and wider experiences. We will introduce the renewed Questful Religious Education curriculum, supported by staff training and resources. Outdoor learning will develop through improvements to Forest School, the tipi and other learning spaces, with training and equipment to help teachers use the grounds effectively. Speaking and listening will receive greater attention through an oracy framework, setting out how communication skills develop in each year group. We will build on opportunities for poetry, performance and discussion so children can practise expressing ideas confidently. Staff will seek specialist advice and training to strengthen provision for children with special educational needs and disabilities. We will develop Wellbeing Wednesdays through a trial of activity choices. Training in educational technology will help teachers use digital tools thoughtfully, supporting our ambition for learning that is engaging, inclusive and responsive to each child's needs.
Courageously Leading and Willingly Serving In Year Two, we want children to see leadership as an opportunity to contribute, care for others and make a difference. We will develop the school council and hold elections during Pupil Parliament week in November 2026, giving children opportunities to learn about democracy and represent their peers. Year Six Young Leaders will develop links with other schools and work towards goals in their roles. We will explore opportunities through children's conferences and develop global awareness and service through Christian Aid's Global Neighbours programme. An Aspire Day will introduce children to people whose work and service can broaden their ambitions and challenge stereotypes. We plan one open event each term, inviting families into school for talks, shared learning or community projects. We will also celebrate children's contributions to justice, fairness and service. Behind these opportunities, we will invest in staff learning and leadership. Professional networks, including links for our Reception team, will support shared expertise. Closer working between school and nursery will focus on transition and learning through play. Leaders will review future staffing needs, develop training in school systems and explore additional time for teachers to lead improvements, helping sustain the quality of children's education across our school community.	Building Belonging In Year Two, we will help children put our Christian vision into their words and recognise how it shapes school life. Through the PDA Way, we will reinforce values, celebrate acts of kindness and encourage everyone to contribute to a caring community. We plan links between partner classes, opportunities for children of different ages to play together and a trial of mixed age lunchtimes. Former pupils will continue to be welcomed back. Year Six pupils will have opportunities to experience helping in the nursery or local community, strengthening relationships across ages. Our approach to behaviour will emphasise calm, supportive responses and consistent expectations. We will help children understand 'This is how we do things here' and learn ways to settle and refocus after challenges. Children's views will inform our work on inclusion. We will review how different backgrounds, disabilities and ways of thinking are represented in learning materials and discussions, while helping children recognise unfairness and stereotypes. Links with schools in different communities, including exploring an international partnership, will widen understanding. We will also review classrooms and spaces, develop outdoor sensory areas and consider quieter places or opportunities for movement, helping children find approaches that support their wellbeing and learning.