

School Development Plan 2025-2026

Excellence - Wellbeing - Success

Aims:

St Hugh's has two aims of equal importance, which are to promote excellent pastoral and academic wellbeing of the children in our care.

To ensure children's academic wellbeing is supported by:

1. providing an outstanding academic foundation for all abilities
2. enabling them to acquire the skills to become self-assured and resilient learners to support their developing social and economic ambitions
3. promoting a creative and reflective learning environment where all pupils are supported to nurture their individual talents across the whole curriculum
4. promoting the value of academic learning so that they become lifelong learners and positively contribute towards society

To ensure children's pastoral wellbeing is supported by:

1. prioritising the importance of good physical health, mental health, and their emotional wellbeing
2. ensuring a culture that encourages kindness and compassion, where all feel valued, respected, and safe
3. encouraging a readiness and confidence to engage in a wide range of opportunities, whilst approaching new tasks and challenges with resilience
4. developing a moral and spiritual awareness in pupils which leads them to value themselves and others as individuals
5. preparing our children for life beyond St Hugh's by developing a collective awareness of their roles and responsibilities within the school and the wider community

We Value:

1. St Hugh's being a family school, where parents are welcomed and there is a genuine sense of partnership
2. a diverse range of staff and Governors to ensure a respected and representative community body that is progressive
3. all members of staff and Governors having sense of personal career growth, while also contributing to our collective aims
4. a lifelong engagement with St Hugh's by all stake-holders

Section 1: Leadership, management and governance

Area of Focus and Intended Impact	Action Taken (start date or academic year)	Evidence of Impact
Enable greater involvement from middle management into the implementation of whole school initiatives and ensure coordinated academic/pastoral approach.	Renewed Academic Leadership Team and Pastoral Leadership Team groups to be established in Sept 2025	Regular minutes produced and shared with SLT for feedback
Ensure sufficient time is provided for governors to review, discuss and question issues relating to education, welfare and compliance.	EWCC split into Education and Welfare Committee and Compliance Committee from (2024/25).	Separation of committees from Sept 2024 created more time for educational discussion, but also better focus on compliance matters
Improve governor oversight and support to Senior Leadership Team	Recruitment and training of governors	Governors meeting with all areas of school and regular visits to associated school leaders
Continue to develop the pastoral care in Upper School for evolving mental health challenges	New policy on Emotional Based School Avoidance to create minimum expectations for school attendance	Clarity for all staff, parents, and children in regards to steps of support available
Complete application for NACE accreditation (National Association for Able Children in Education) NACE and investigate Round Square Membership Round Square	Revised job description for Head of Scholarship and Gifted and Talented	Recognition for academic rigour at school for most able
Apply for and gain accreditation for Green Flag membership status The Green Flag Award - Green Flag Award	Identify and appoint staff lead	More cohesive approach to environmental and sustainability issues
Appoint Assistant Head Seniors for Summer Term 2026 start Appoint an Examinations Officer for September 2026 start	Complete	Lead the pastoral and academic provision for the Senior School in build up to launch
Create time for internal training and meetings in busy schedules so that staff feel like they are developing and able to make progress with projects.	Introduction of half termly twilight Staff Development sessions	Consistent training and development for staff

Section 2: Education, training and recreation

Area of Focus and Intended Impact	Action Taken (start date or academic year)	Evidence of Impact
Review the academic curriculum in Year 7 and above to ensure that every child benefits from a forward-looking educational experience that encompasses technological innovation, entrepreneurship, and outdoor education. Ensure balance exists in the provision of academic education, artistic pursuits, and sports offered, to enable all children to find success and celebration of their talents		Revised curriculum sum for first teaching 2026-2027
Appointment of a Head of Digital Learning and Strategy	Process to begin January 2026	Appointee in post by September 2026. Creation of whole school ICT provision map and development plan.
Develop a senior curriculum to cover a broad range of GCSEs beginning in Year 9, and a personalised approach that enhances and extends our provision of academic tutors	Identify curriculum sum requirements for this area by December 2025	Reviewed and approved during ISI Inspection 2025
Ensure a cohesive approach from Nursery through to GCSE so that the building blocks of our educational experience begin with the end in mind	To be discussed in all forums including Senior Leadership Team and Academic Leadership Team	Ongoing
Review and enhance our reporting systems so that they incorporate enhanced use of data so that judgements and targets are objective and parents and children have a clear understanding of progress.	Centralising teacher judgements and assessments within Insight.	Reporting that gives absolute clarity on progress against given targets and expectations
Improve and harmonise the tracking of children throughout the school in order to inform future teaching, identify needs for extra intervention or support, inform the school improvement plans and monitor the efficiency of initiatives	Development of Insight Tracking throughout the school with a view to using it as a reporting mechanism	Enhance planning by evaluation of impact of existing teaching and learning. E.g. No More Marking in English (introduced 2024-2025)
Enrich the learning of children in Year 3 & 4, increasing opportunities for independent thinking.	Year 3 Topic Talks - All Year 3 children to present a topic of their choice to their form group. Children research their topic	Enhanced academic opportunities for children of all abilities

	Year 4 Lumos – Trips to Senior Schools are organised on a termly basis	
Improve consistency of approaches to literature across Years 3-6 whilst maintaining some flexibility and autonomy for teachers to respond to pupil needs; improve diversity of text choices and themes while maintaining high quality of texts; ensure the embedding of spelling, grammar, oracy, writing and comprehension activities that are exciting.	New English Curriculum – Middle School and Upper School called 'Literary Curriculum'. Each unit of work is linked to a text (launched 2024/25)	Further embedding of Curriculum, data driven outcomes
Develop independent learning and promote scholarly attributes in the scholarship stream (Year 7) and provide content for their academic scholarship interview at their senior school.	7S (scholarship stream) are now offered the possibility of undertaking an independent research project with a research tutor.	Further increased status of Independent Project work All children are encourage to work with greater independence with new resources and prompts made available.
Prepare academic scholarship candidates to present well sourced research at a higher educational level and to build their confidence in responding to questions on the science subject of their choice.	8S (scholarship stream) are engaging in an Independent Project Qualification in Science during the first half of the summer term	Written finished projects and assessment feedback to be shared with student and parents.
Improve swimming provision for elite swimmers by introduction of early morning swim and consideration of creation of a St Hugh's Swimming Club.	Invitational swim squads for elite swimmers, Thursday, and Friday mornings	Ability to compete in local and regional swimming competitions outside of IAPS and other educational pathways
Creation of Padel courts and development of Pickleball provision	Pickleball courts already prepared Padel Courts due to be built by June 2026 subject to planning approval	New opportunities for individualised sports at various levels. Increased income from rental agreement.
Ensure our PSHE provision is suitable to all age groups and take into consideration the needs of each section of the school, including the Senior School.	The Family Links Nurturing Programme was reintroduced from Nursery to Year 2, with Jigsaw scheme carrying on from Middle School onwards.	Ongoing evaluation and surveys to assess knowledge and understanding
Ensure our careers provision for Year 7 and above meets introduces pupils to a wide range of career options and pathways from an early age.	Draft plan for Senior School career provision is in place. Appointment of Careers Co-Coordinator in January 2026	

<p>Improve the outcome of pupils with SEND requirements.</p> <p>Creation of an additional and more accessible SEND classroom in Middle School and Pre-Prep</p> <p>Rebranding of Learning Support to Learning Success</p>	<p>Y3 - Y5, identified children are invited to join 'Gold Club'. Identified children are invited to use a Wordshark to embed High Frequency Words. Individual sessions offered where appropriate</p>	<p>The majority of pupils who attend this targeted intervention (Dyslexia Gold Club) made good progress in regard to their reading and spelling accuracy on both their individualised targets and standardised scores.</p> <p>Spring 2026, specific children invited to join EdShed spelling intervention group.</p>
<p>To provide consistency of teaching in maths across KS1 and KS2 and provide opportunities for more frequent/ongoing assessment to build a clear picture of the individual strengths and weaknesses of each child and set clear targets.</p>	<p>Implementation of the maths mastery scheme in KS1 and KS2, using Power Maths Write Rose in Pre-Prep and White Rose from Y3 to Y6</p>	<p>Better outcomes evidenced through data collation</p>
<p>Introduce new scholarship opportunities for children staying into the St Hugh's Senior School including enhanced programmes for scholars in a range of disciplines</p>	<p>Scholarship Booklet released October 2025 with first assessments to be held in Spring Term 2026</p>	<p>Successful delivery of programme</p>
<p>Development of new co-curricular opportunities in the Senior School to include Duke of Edinburgh, debating and public speaking, and a range of trips to include a Year 9 trip to the Ypres Salient in 2027</p>	<p>Outline of Co-Curricular offering to be communicated in Spring Term 2026</p>	<p>Successful delivery of programme and good uptake in 2026-2027</p>
<p>The development of a renamed Rushey Cottage into a hub for Year 9 teaching from September 2026. This hub to incorporate teaching spaces including breakout rooms, office space for a Head of Year 9/Seniors and a localised dining facility and social spaces including a private garden</p>	<p>Children and parent forums to discuss provision established in Sept 2025.</p> <p>Work to begin in Jan 2026 for completion by June 2026.</p>	<p>Opening Ceremony June 2026</p>
<p>To seek planning permission for a larger Dining Room to replace existing facilities to be located between the Manor House and Upper School building, and for a new teaching block to be located behind the Cannon Building. Both developments to only begin in line with the growth and associated income of the Senior School.</p>	<p>Planning to be sought during academic year 2025-2026</p>	<p>Successfully gaining planning</p>

This will be particularly positive for EYFS children and awareness of safer eating changes.		
To supply every child in Year 9 and above with a Microsoft Surface device to be used throughout their time at St Hugh's for purposes of research, productivity, and creating independence through focused study	Devices purchased Summer Term 2026	

Section 3: Physical and mental health, and emotional wellbeing

Area of Focus and Intended Impact	Action Taken (start date or academic year)	Evidence of Impact
Further enhance the overall wellbeing of pupils and staff. Children will share the same wellbeing teacher in Pre-Prep and Middle School to aid consistency of approach.	Embed practice from Wellbeing Award accreditation.	Baseline results have improved in certain year groups. Increased communication about wellbeing.
Improve the awareness of Protected Characteristics/ Equality Act / British Values for pupils & staff	Middle School and Upper School assemblies. More frequent and specific referral to Protected Characteristics.	Better understanding from pupils through discussions in form time and general awareness.
Further develop our school council so that the children's voices are increasingly heard and there are additional opportunities for leadership in all year groups	Middle School and Upper School - Increase in responsibility for children with leadership roles. Introduction of a new pupil School Council to be chaired by Heads of School. Food Council and Eco Council have merged. Boarding council to occur termly group – Eco-Council.	Raised profile of pupil leadership roles across the school – especially in years 7&8 E.g. Year 8 become mentors/buddies to younger pupils in their House
The appointment of a funded School Counsellor to support the increasing and differentiated pastoral needs of children in the Senior School (for Sept 2026). Improve access to counsellors and therapy sessions for pupils both internally and externally.	Bank of qualified 'counselling' experts is growing including in-house Drawing and talking Therapy & Emotional Literacy Support Assistant.	Greater numbers of pupils accessing sessions including ELSA, Drawing Talking, Play therapy, Sand Therapy, Drama Therapy
Embed and improve the support provided and understanding for girls and boys in their social and friendship dynamics by having a whole school approach.	Girls on Board and Working with Boys initiatives (First introduced Summer 2024)	Less friendship issues apparent. Speed of response.

Improve the support for boys through series of lessons on managing behaviour and emotions.		
Monitor effective implementation of Behaviour for Learning Policy and Anti-Bullying Policy	Full review and overhaul of both our Behaviour for Learning policy and Anti-Bullying policy in July 2023 now fully embedded.	Improved recording and monitoring of any bullying incidents and understanding from pastoral leads including Heads of Year
Improve understanding of mental health amongst staff Increase number of staff who are ELSA (Emotional Literacy Support Assistant) trained	10 staff members have been trained in Mental Health First Aid (April 2024). Additional training for Mental Health Lead (June 2025)	Course completed and more staff to be trained including an additional ELSA in Middle School

Section 4: Social and economic wellbeing and contribution to society

Area of Focus and Intended Impact	Action Taken (start date or academic year)	Evidence of Impact
Increase awareness of charitable aims amongst children, staff, and parents. More communication around fund raising successes	Consideration of a Christmas event for local lonely residents to be considered Make fundraising between house more competitive from September 2026	Increase monies raised for identified charities and greater communication
Further enhancement of Graduation Programme and Graduation Events	Introduction of 'community service' morning Introduction of First Aid training. Introduction of Sustainability Morning Relocation of Graduation Dinner and Speech Day to Sports Hall marquee	Successful implementation in July 2025, further enhancements to improve experience to be considered for 2026
Develop a recently created bursary endowment fund to support bursaries for able and talented children who will benefit from a St Hugh's education		£25,000k so far given as protected funds by individual donors.

Continue recent development work to support the alumni and other stakeholders through St Hugh's Connect, including opportunities for work experience and mentorship	120 th Thanksgiving Service	Increased membership of St Hugh's Connect
Develop our existing lettings income in sympathy with our core educational mission to support financial sustainability, increase competitiveness of fees, diversification of income, and support the offsetting of future facilities development		Increase annual lettings income year on year
Maintain our excellent relationships with a range of schools including existing senior schools in the area and wider geographic region, and with other prep and primary schools in the area whose parents may wish to consider St Hugh's as a forward destination for their children to 16	Continuation of termly visits to and by senior school partners Visits to and from prep and primary schools that have expressed an interest in St Hugh's Senior	Continuation of children joining the best Senior School for them at 13+ Children joining St Hugh's into Prep or Senior School from a range of prep and primary schools – early healthy interest for launch events
Develop our links through continued and enhanced facilities access to the local community including the use of the swimming pool, Padel, and Pickleball courts. Five-year sponsorship agreement with Faringdon Rugby Club	Hosting of inaugural Faringdon Rugby Club tournament in October 2025	
Develop our environmental credentials by the installation of solar panels in 2025/2026, and further engagement with the local community to support flood defences, and to improve our recycling and carbon footprint	Complete	Reduced environmental impact of school energy needs. Net financial benefit by lower energy costs immediately realised
Increase the number and range of our bus journeys to support parental logistics, while we will open a breakfast club to supplement the after-school care already offered. Buses available for year 1 and above.	To be opened according to demand and with driver availability Breakfast club launched in Sept 2025	Increased students on roll due to better transport links

Section 5: Safeguarding

Area of Focus and Intended Impact	Action Taken (start date or academic year)	Evidence of Impact
Introduction of a more thorough process of reporting, managing and closing Safeguarding Concerns.	Launch of CPOMS throughout the school in 2024 Weekly Designated Safeguarding Lead/s Meeting to update actions and monitor/close cases. Increase number of staff who are Level 3 trained to include Heads of Year	Through monitoring of ongoing concerns Safeguarding on agenda for all governance committees Completion of training
Change in governor oversight	Splitting out of Governor responsibility for Pastoral and Safeguarding support to Senior Leadership Team	Minutes of meetings, improved communication amongst governors
Continued focus on anti-bullying and raising awareness amongst pupils and staff	Anti-bullying workshops for all pupils to maintain consistent messages.	Low incidents of bullying
Ever improving site security	Continued evaluation of site security including use of external experts to assess. Pupil Safeguarding Survey completed in January 2026. DSL, DDSLs and SLT adjusting supervision and operational plans accordingly.	Increase number of CCTV cameras, additional gate to Upper School, renew and improve fencing and gates on boundaries frequented by children DSL team to wear different coloured lanyards