



# Dean Field Community Primary School

## SCHOOL IMPROVEMENT PLAN

### 2025-26

#### Introduction

This School Improvement Plan (SIP) has been developed to address the key action points identified during our Ofsted inspection in February 2022, as well as priorities emerging from analysis by the Leadership Team and the Headteacher. It reflects data gathered at the end of the 2024–2025 academic year and considers trends and patterns identified through ongoing evaluation. The SIP has been created in collaboration with all stakeholders and incorporates the views and feedback of parents, pupils, staff, and governors.

At Dean Field Community Primary School, we believe that every child matters. We are driven by a shared determination to ensure that all pupils and staff fulfil their potential. Our ethos, '**Learning Without Limits**', underpins everything we do, encouraging every member of our school community to aspire, achieve, and thrive.

We are deeply committed to ensuring that every child fulfils their unique potential. We will always strive to go '**above and beyond**' to support each and every child and family in our school community. Through strong partnerships, high-quality teaching, and a nurturing environment, we aim to remove barriers to learning and open up opportunities for success.

We are dedicated to fostering a love of learning, promoting high standards, and providing our children with the best possible start in life. Through a rich, creative curriculum, we strive to nurture well-behaved, motivated, and independent learners who are proud of their achievements and their school. We aim to broaden horizons, build confidence, and support each child to become a resilient and enterprising thinker.


#### Our Aims

- To have a dedicated and inspiring staff team who motivate every child to achieve their full potential.
- To deliver a stimulating, challenging, and creative curriculum that broadens pupils' experiences and perspectives.
- To ensure strong progress for all pupils, with a particular focus on English and Maths.
- To maintain consistently high expectations for all aspects of children's performance and behaviour.
- To promote physical and mental wellbeing, encouraging healthy lifestyles for both body and mind.
- To cultivate a positive school environment where children feel proud, supported, and excited to learn.
- To develop confident, enthusiastic, and independent learners.
- To ensure every child feels valued as an individual and as an integral part of the school community.
- To nurture respect and understanding, celebrating diversity and promoting equality regardless of gender, race, or religion.
- To identify and develop children's talents in sport, the arts, and beyond.
- To go above and beyond in supporting every child and family, recognising the importance of strong, trusting relationships in helping all children succeed.

## Our Inspiration...


 **“The important thing is not to stop questioning. Curiosity has its own reason for existing.”**  
– *Albert Einstein*

 **“Education is the most powerful weapon which you can use to change the world.”**  
– *Nelson Mandela*

 **“Tell me and I forget, teach me and I may remember, involve me and I learn.”**  
– *Benjamin Franklin*

 **“You don’t have to be the best at something to be proud of yourself. Just do your best.”**  
– *Simone Biles*

 **“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”**  
– *Dr. Seuss*

 **“Every child should be able to dream, regardless of where they come from.”**  
– *Marcus Rashford*

 **Even the smallest person can change the course of the future."**  
– *J.R.R. Tolkien*

 **“The future belongs to those who believe in the beauty of their dreams.”**  
— *Eleanor Roosevelt*

## CURRICULUM,TEACHING,ACHIEVEMENT & INCLUSION

### WHAT SUCCESS WILL LOOK LIKE:

- All pupils are making at least the expected amount of progress in the core subjects
- Standards at the end of EYFS, KS1 & KS2 are at least in line with the national average for all groups
- Teaching in all areas of the curriculum is strong and pupils make progress in all areas of the curriculum
- Pupils will thrive from a broad and balanced curriculum tailored to meet their needs
- All pupils, regardless of background, ability or need, feel valued, supported and are making measurable progress academically, socially, and emotionally

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring and Evaluation (impact)
To ensure all pupils make <u>at least</u> expected progress from their starting points at in <b>reading, writing and maths</b> .	<p><b>FP</b> to update and distribute prior attainment grids to track progress from KS1-2.</p> <p><b>FP</b> to hold thorough pupil progress meetings at the end of summer term 2025 after data analysis and at the end of each half term.</p> <p><b>Teachers</b> to complete action plan for autumn term and each half term thereafter along with provision maps to show interventions and support in place.</p> <p><b>All teachers</b> to use a mastery approach when teaching maths.</p> <p>Same Day Intervention daily teaching to take place in years 3, 4,5 for maths – <b>KL and class teachers</b>.</p> <p><b>KL/UH/FP</b> to monitor progress of pupils each half term and support teachers to identify greater depth pupils.</p>	<p>All teachers to have the GAP analysis from previous class teacher and plan the gaps into starters/homework. <b>FP/UH/KL</b></p> <p>TAF writing checklists used to identify gaps and interventions/teacher support in place. <b>ALL</b></p> <p>TA for reading, writing and maths to be submitted on Sonar in October and December. <b>ALL</b></p> <p>Pupil progress meetings at October and December to track pupils from previous year summer term data - teachers to identify pupils who are not making expected progress and plan interventions. <b>FP</b></p> <p>Majority of pupils are making expected progress by December. <b>FP/UH/KL</b></p> <p>GDS pupils to have been identified and provision in place. <b>KL/UH</b></p> <p>Maths and English typicality</p>	<p>Interventions in place for pupils not making required progress in writing. Produce case studies if necessary. <b>ALL</b></p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. <b>FP</b></p> <p>Pupils identified in Autumn term to have caught up. <b>FP/ALL</b></p> <p>Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers. <b>UH</b></p> <p>Majority of pupils are making expected progress by April. <b>FP</b></p> <p>Accelerated Reader and NFER data to show pupils ZPD range and reading ages have been maintained or improved. <b>UH</b></p> <p><b>EC</b> to analyse data to ensure pupils on the SEND register are making expected progress and needs are met.</p>	<p>The majority of 'non SEND' pupils to have made expected progress across the year. <b>FP</b></p> <p>Trust moderation to verify writing data particularly for EYFS, year 2 and 6 (June 2026 before data submission). <b>UH</b></p> <p>Data is in line with or above national at all end points and for all groups. <b>FP</b></p> <p><b>EC</b> to analyse data to ensure pupils on the SEND register are making expected progress and needs are met.</p> <p><b>EC</b> to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact</p> <p><b>EC</b> to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.</p>	<p>Pupil data</p> <p>Termly report to governors</p> <p>Lower and Upper School moderation.</p> <p>Trust SLT moderation.</p> <p>External end of year data from perspective.</p>

	<p><b>Teachers</b> to continue to use reading vipers to explicitly teach comprehension skills and do weekly reading fluency sessions.</p> <p>Termly NFER reading, SPaG and maths tests to be taken. – yrs 2 – 6 – teachers. <b>FP</b></p> <p>Continue to use Accelerated Reader across school and TAs to analyse its impact and ensure ALL pupils are making progress.</p> <p>Year 6 reading comprehension group for targeted pupils – <b>FP/UH</b></p> <p>Use of reading Vipers in KS1/2.</p> <p>Reading Plus in place for all Year 5 and 6 pupils (some year 4). <b>UH</b></p>	<p>monitoring to have taken place and actions disseminated to teachers. <b>KL</b></p> <p>Classes display AR data to track pupils. <b>UH</b></p> <p><b>UH</b> reading fluency, reading VIPERS monitoring each half term.</p> <p><b>EC</b> to analyse data to ensure pupils on the SEND register are making expected progress and needs are met.</p> <p><b>EC</b> to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact</p> <p><b>EC</b> to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.</p>	<p><b>EC</b> to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact</p> <p><b>EC</b> to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.</p>		
<p>To ensure all pupils develop fluent, automatic <b>transcription</b> skills (handwriting and spelling) by the end of Key Stage 1, enabling them to write with confidence, accuracy, and stamina across the curriculum.</p>	<p>Revisit and revise transcription training from summer term and identify further training needed. <b>UH/LB</b></p> <p>Update progression documents for English spelling and handwriting <b>UH</b></p> <p>Regular monitoring of the teaching of spelling, handwriting and English. <b>UH/LB</b></p> <p>CPD each half term on transcription including sharing good practice within the teaching team and wider trust. <b>UH /LB</b></p>	<p>Baseline assessment of handwriting and spelling across EYFS and KS1 completed. <b>Teachers</b></p> <p>Staff CPD re-delivered on teaching transcription explicitly, including non-negotiables to handwriting and spelling instruction. <b>UH/LB</b></p> <p>Daily transcription practice embedded in all relevant year groups, with monitoring through learning walks and book looks. <b>UH/LB</b></p> <p>Two transcription staff meetings to have taken place including one to identify pupils who need support and share good practice. <b>UH/LB</b></p> <p>Monitoring through learning walks and book looks to have taken place and feedback given <b>UH/LB/FP</b></p>	<p>Pupil progress reviews show improvement in handwriting fluency and spelling accuracy. <b>FP/LB</b></p> <p>Targeted interventions in place for pupils not meeting transcription milestones. <b>Teachers/UH/LB</b></p> <p>Moderation of writing samples across year groups confirms consistency in transcription expectations. <b>FPLB/UH</b></p>	<p>The majority of pupils are meeting age-related expectations for transcription. <b>Teachers</b></p> <p>Pupils' writing stamina and accuracy evident in cross-curricular writing samples. <b>UH/LB</b></p> <p>Staff evaluation and pupil voice collected to inform next year's writing priorities and provision. <b>UH/LB</b></p>	<p>Book looks and writing moderation show progression in handwriting and spelling.</p> <p>Lesson observations confirm explicit transcription teaching.</p> <p>Staff CPD logs and feedback reflect improved confidence in teaching transcription.</p> <p>Writing outcomes in EYFS and KS1 improve.</p>

<p>To improve pupils' long-term retention and recall of <b>key knowledge across foundation subjects</b> by embedding retrieval practice and assessment for learning strategies.</p>	<p><b>LB</b> to work with trust leaders and subject leaders to embed 'sticky knowledge' into subject plans and documentation.</p> <p><b>LB</b> to lead CPD for all on retrieval strategies to maximise retention of key knowledge.</p> <p><b>LB</b> to monitor teaching in foundation subjects along with subjects leads to ensure a consistent approach across all phases and subjects.</p>	<p>CPD delivered on cognitive science principles and effective retrieval practice. <b>LB</b></p> <p>Implementation of consistent retrieval strategies across all foundation subjects. <b>LB</b></p> <p>Monitoring of retrieval practise to take place <b>LB</b></p> <p>Pupil voice for science, history and geography shows an increase in retention and a consistent approach across key stages <b>LB/subject leads</b></p>	<p>Monitoring of retrieval practise to take place <b>LB</b></p> <p>Monitoring of wider subjects to show improved pupil recall of prior learning through book looks, quizzes, and pupil interviews. <b>LB</b></p> <p>Subject leaders monitor implementation and provide coaching or support where needed. <b>LB</b></p>	<p>End of year assessments and pupil voice show sustained improvement in long-term knowledge retention.</p> <p>Planning for next academic year includes refinement of curriculum sequencing and retention strategies. <b>LB</b></p>	<p>Pupil voice shows that children can articulate and apply key concepts and vocabulary from previous units with increasing independence.</p> <p>Monitoring and book looks demonstrate consistent use of retrieval strategies.</p> <p>Assessment data reflects improved retention over time.</p>
<p>To successfully implement the <b>Sonar</b> tracking system ensuring that <b>teaching</b> is consistently informed by accurate, timely, and rigorous <b>assessment data</b> to improve pupil outcomes.</p>	<p><b>FP</b> to create implementation timeline and user guide to support staff with use of Sonar.</p> <p><b>FP/LB</b> deliver training for teachers/EYFS staff on Sonar prior to assessment week in October</p> <p><b>FP/LB</b> to deliver training to subject leaders to identify key reports needed for pupil progress meetings, gap analysis etc</p> <p>Data is moderated each half term to ensure new system is being used accurately and consistently in core subjects <b>FP/LB</b></p> <p>Monitor provision maps/interventions to ensure they align what Sonar data <b>FP</b></p>	<p>All teaching staff receive initial training on Sonar, including data input, analysis tools, and reporting functions. <b>FP</b></p> <p>Data inputted at October and December and pupil progress meetings to take place after analysis. <b>FP/teachers</b></p> <p>Some verification of data in putted at October/December to take place <b>LB/FP</b></p> <p>Curriculum and assessment leads monitor usage and provide support to ensure consistency and accuracy. <b>LB/UH/KL</b></p>	<p>Staff use Sonar data routinely to inform planning, differentiation, and targeted interventions. <b>Teachers</b></p> <p>Pupil progress reviews and moderation activities validate the accuracy of Sonar data. <b>SLT</b></p> <p>SLT conducts a usage audit and gathers staff feedback to refine training and support. <b>FP</b></p>	<p>End-of-year data is analysed through Sonar to evaluate pupil progress and attainment across subjects. <b>FP/UH/LB</b></p> <p>Leaders use Sonar insights to inform SIP priorities, performance management, and curriculum planning for the next academic year. <b>FP/LB</b></p> <p>Impact report shared with governors, demonstrating how Sonar has improved assessment accuracy and teaching responsiveness. <b>FP</b></p>	<p>All teaching staff are trained and confident in using Sonar to input, interpret, and act on assessment data.</p> <p>Leaders use Sonar reports to monitor progress, identify trends and drive strategic decisions.</p> <p>Pupil progress meetings and performance reviews reflect Sonar data and show that assessment is accurate and informing teaching.</p> <p>Governors updated termly.</p>

<p>To <b>launch Italy class</b>, a dedicated <b>provision</b> unit that meets the complex needs of <b>SEND pupils</b>, ensuring inclusive access to high-quality education, tailored support, and improved outcomes.</p>	<p>Deliver targeted CPD for staff on inclusive practice, SEND strategies, and provision-specific approaches. <b>EC</b></p>	<p><b>EC/staff</b> to complete physical setup of the provision space, ensuring it meets sensory, therapeutic, and learning needs.</p> <p>Begin phased induction of pupils into the unit, with personalised support plans and baseline assessments in place. <b>EC/SP</b></p> <p><b>FP/LB</b> to carry out monitoring of provision and work with EC to refine where needed.</p> <p><b>EC/SP</b> update website to showcase the provision and ensure curriculum plans are reflective of the school's ethos and align with pupils' needs</p>	<p>Monitor and evaluate pupil progress, wellbeing, and engagement through tailored assessment tools and pupil voice. <b>EC/FP/LB</b></p> <p>Seek external validation of provision <b>EC</b></p> <p><b>SP</b> carry out parental voice survey and implement any changes needed.</p> <p><b>FP/LB/SP</b> to analyse pupil data/EHCP outcomes to ensure pupils needs are met and progress is being made both academically and pastorally</p>	<p>Refine provision and staffing plan in preparation for the next academic year. <b>EC/SP</b></p> <p>Conduct formal review of provision impact, including feedback from staff, parents, and external advisors and report to governors. <b>EC/FP</b></p>	<p>Pupils accessing the unit show improved engagement, progress, and wellbeing through personalised support plans.</p> <p>Staff demonstrate confidence and expertise in delivering specialist interventions and inclusive practice.</p> <p>The provision is integrated into the wider school community, with strong collaboration between mainstream and specialist staff.</p> <p>Parental voice shows a positive response to the introduction of the provision.</p> <p>External validation</p>

## ATTENDANCE AND BEHAVIOUR

### WHAT WILL SUCCESS LOOK LIKE:

- Pupils demonstrate high standards of learning behaviour as reflected in our Rights Respecting ethos
- Attendance is at least in line with national average and persistence absence continues to improve
- Pupils know how to keep themselves safe online
- Pupils show a strong understanding of British values, cultural diversity, and democratic principles, and can apply these in respectful, responsible ways both inside and outside school, as reflected in curriculum coverage, student behaviour and community engagement activities

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring and Evaluation (impact)
To raise overall pupil <b>attendance</b> by implementing targeted strategies that reduce persistent absence, strengthen parental engagement, and promote a culture of regular school attendance.	<p>Continue all attendance non negotiables as outlined in our policy e.g first day calls, weekly monitoring, SLT involvement. <b>LS</b></p> <p>Referrals made to EWO for persistent lateness/absence. <b>LS</b></p> <p>Fines for extreme cases of P.A/failure to adhere to school policies <b>LS</b></p> <p>Rewards: class and individual <b>LS/FP</b></p> <p>Further raise focus on attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc) <b>Pastoral Manager/Office staff</b></p> <p><b>Teachers</b> to log concerns on cpoms and address poor attendance/punctuality during parents' evening</p>	<p><b>LS</b> launch whole school attendance campaign. Assembly for pupils and letter to parents.</p> <p>Revisit identification systems for pupils at risk of being PA. <b>LS</b></p> <p>Pupils who were classed as PA last year are written to at the start of term to remind of our procedures. <b>LS</b></p> <p>PA tracked weekly by pastoral manager and reported to SLT with actions/interventions clear. <b>LS</b></p> <p>Fortnightly meetings between <b>SLT and LS</b> to discuss punctuality and PA children and termly meetings with EWO.</p> <p>Pupils identified as PA in autumn term to have interventions in place to support. <b>LS/ES</b></p> <p>Continue rewards for classes with attendance above 96% weekly <b>LS</b></p>	<p>Move over to Arbor MIS with office and pastoral staff trained on reports needed to analyse attendance and ensure registers are compliant <b>.RH/FP/LS</b></p> <p>Pastoral manager update reports for ALL groups at the end of each half term and identifies actions/interventions and share with staff. <b>LS</b></p> <p>PA tracked weekly by pastoral manager.<b>LS</b></p> <p>Fortnightly meetings between <b>SLT and LS</b> to discuss punctuality and PA children.</p>	<p>Final attendance data analysed to assess progress against school targets. <b>LS</b></p> <p>Impact report shared with governors, highlighting improvements and next steps.<b>LS</b></p> <p>Transition support in place for vulnerable pupils moving between year groups. <b>LS</b></p> <p>Strategic planning completed for next year's attendance priorities and systems <b>LS/SLT</b></p>	<p>Termly reports to governors</p> <p>Tracking folder evidence.</p> <p>Attendance file showing referrals/fines</p> <p>Liaison with assigned EWO.</p>

## PERSONAL DEVELOPMENT AND WELLBEING

### WHAT WILL SUCCESS LOOK LIKE:

- Pupils show improved resilience, self-awareness, and emotional regulation and are supported by regular wellbeing activities and access to pastoral care

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring and Evaluation (impact)
To continue embedding the <b>Zones of Regulation</b> framework throughout the school to support pupils' emotional literacy, self-regulation and readiness to learn, ensuring consistent practice across school.	<p><b>Teachers</b> ensure ZOR posters and regulation stations are set up in September.</p> <p><b>EC</b> deliver assembly on ZOR.</p> <p><b>EC</b> carry out CPD for all staff on ZOR and ensure staff follow a trauma informed approach.</p> <p><b>EC/UH</b> monitoring of ZOR throughout the year through learning walks and pupil voice.</p> <p>Revise RFR reflections to incorporate ZOR and focus on restorative support <b>EC/UH</b>.</p>	<p>Refresher CPD delivered to all staff on Zones language, strategies, and integration into daily routines. <b>EC</b></p> <p><b>EC/ES</b> audit of regulation stations to ensure consistency.</p> <p>Baseline pupil voice and behaviour data collected to assess current emotional literacy and regulation. <b>EC/UH</b></p> <p><b>EC</b> revisit ZOR with pupils via an assembly.</p> <p>Revise RFR reflections to incorporate ZOR and focus on restorative support. <b>EC/ES/FP</b></p>	<p><b>Staff</b> consistently use Zones strategies in lessons and transitions; monitored through learning walks and informal drop ins.</p> <p>Mid-year review conducted using pupil voice, behaviour logs, and staff feedback to evaluate progress and adjust support. <b>ES/EC</b></p> <p>Evaluation of RFR reflection work. <b>EC/UH</b></p>	<p>Zones of Regulation embedded into PSHE curriculum and wider school culture (e.g. assemblies, restorative conversations). <b>UH</b></p> <p>End-of-year data shows improvement in pupil self-regulation, emotional awareness, and reduction in reactive behaviours. <b>FP/ES</b></p> <p>Impact report shared with governors and used to inform next year's wellbeing and behaviour priorities. <b>FP</b></p>	<p>Pupils can identify and articulate their emotions using the Zones language and tools.</p> <p>Staff consistently use Zones strategies to support emotional regulation and behaviour management.</p> <p>Incidents of dysregulation decrease, and pupils demonstrate improved resilience and engagement.</p> <p>Zones are visibly integrated into classroom environment</p> <p>Pupil voice and wellbeing surveys show increased emotional awareness and self-regulation</p>



<p>To successfully introduce and embed a new <b>Learning Mentor</b> within the school to provide targeted support for pupils' <b>emotional wellbeing</b>, engagement, and academic progress.</p>	<p>Advertise and appoint new mentor. <b>SLT</b></p> <p>Create robust job description/overview of role to ensure thorough induction. <b>FP</b></p> <p>New <b>mentor</b> to attend network meetings for cluster/trust.</p> <p>Mentor to receive training necessary to carry out role plus regular coaching from <b>FP</b>.</p> <p><b>Mentor</b> to work closely with MHST to ensure our transition to becoming a MHSS is successful.</p>	<p>Learning Mentor appointed and inducted into school systems, safeguarding protocols, and pastoral structures. <b>FP</b></p> <p>Referral process established for staff to identify pupils needing mentoring support. <b>ES/FP</b></p> <p>New learning <b>mentor</b> establishes relationships with parents via drop off/pick up times, drop ins etc.</p> <p>New Learning <b>Mentor</b> engages with Trust/Cluster pastoral support networks.</p> <p>Initial cohort of pupils begins mentoring sessions, with baseline data collected on wellbeing, engagement, and academic performance. <b>ES</b></p> <p>School begins to work with the LA to become a Mental Health Support School and received support from the MHST. <b>ES/FP</b></p>	<p>Mentoring programme expands and more children can be supported through group or 1:1 intervention. <b>ES</b></p> <p>Learning Mentor and school staff receive support and training through the MHST and become a Mental Health Support School within Calderdale. (March 2026) <b>ES/FP</b></p> <p>Regular review meetings held between Learning Mentor and SLT to monitor pupil progress and adjust support. <b>FP/LB</b></p> <p>Pupil voice and staff feedback gathered to evaluate impact and refine mentoring strategies. <b>ES</b></p>	<p>End-of-year impact report produced, showing improvements in pupil wellbeing, engagement, and academic outcomes. <b>ES/FP</b></p> <p>Learning Mentor contributes to transition planning for vulnerable pupils moving between key stages. <b>ES</b></p> <p>Strategic planning completed to embed the role into next year's pastoral and academic provision. <b>ES/FP</b></p>	<p>Pupil voice and wellbeing surveys show increased emotional awareness and school connectedness.</p> <p>Academic data and behaviour logs reflect improved outcomes for mentored pupils.</p> <p>Regular review meetings with SLT and the Learning Mentor track impact and inform next steps.</p> <p>Feedback from staff and families confirms the value and visibility of the role.</p>
<p>To implement the updated 2025 <b>RSHE framework</b> across the school.</p>	<p>Review policy and update website accordingly. <b>UH</b></p> <p>Ensure curriculum progression is updated with new content. <b>UH/LB</b></p> <p>Staff training for delivery of RSHE curriculum. <b>UH</b></p> <p>Parents awareness of RSHE curriculum through website, consultation and coffee mornings. <b>UH/learning mentor</b></p> <p>Evaluation of RSHE curriculum through monitoring schedule. <b>UH/LB</b></p>	<p>RSHE policy reviewed and updated in line with 2025 framework; shared with governors and published on school website. <b>UH</b></p> <p>Consultation held with parents and pupils to inform curriculum planning. <b>UH</b></p> <p>Audit of existing RSHE resources and purchase of updated materials to ensure compliance. <b>UH</b></p> <p>Staff training delivered on statutory changes and handling sensitive topics. <b>UH</b></p>	<p>Update where necessary the RSHE curriculum. <b>UH</b></p> <p>Carry out learning walk to see delivery of curriculum. <b>UH/LB</b></p> <p>Pupil voice shows understanding of key themes such as healthy relationships, consent, and online safety. <b>UH</b></p> <p>Governors receive update on implementation and compliance. <b>UH/FP</b></p>	<p>RSHE provision evaluated through pupil surveys, staff reflections and parental feedback and fed into next year's action plan. <b>UH</b></p> <p>Evidence including EHNA shows pupils' secure understanding of age-appropriate RSHE content, including mental wellbeing and safeguarding themes. <b>UH</b></p>	<p>Pupil voice survey.</p> <p>Parent survey.</p> <p>EHNA results for y5/6</p> <p>Learning Walk evidence.</p>

## LEADERSHIP AND GOVERNANCE

### WHAT WILL SUCCESS LOOK LIKE:

- The school has a strong but distributed leadership team
- Parents are well engaged with the school and support their child's learning
- Governors continue to challenge school leaders and hold them to account
- Staff have a healthy work life balance
- The school has robust safeguarding procedures in place

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring (impact)
<p><b>Upskill leaders</b> by using Perspective to develop and maintain a robust, accurate, and evidence-based SEF that clearly identifies strengths and areas for improvement, ensuring it drives strategic planning and informs continuous school improvement and is contributed to by all leaders.</p>	<p>The SEF is up to date, clearly structured, and aligned with Ofsted's current framework and is written on Perspective. <b>SLT</b></p> <p>The SEF reflects accurate, triangulated evidence from a range of sources (e.g., data, lesson observations, work scrutiny, pupil/parent/staff voice). <b>SLT</b></p> <p>Training through perspective and support from <b>FP</b> on self-evaluating use proformas in Perspective.</p>	<p>Using Perspective (updated with the new Ofsted framework), <b>leaders</b> to evaluate the school's current position and create updated SEF document.</p> <p>Quality assurance of SEF by <b>CEO</b>.</p> <p><b>Leaders</b> create a bank of documents to collate evidence on Perspective when carrying out monitoring eg learning walk, book look proformas.</p> <p>Update SIP document accordingly. <b>FP</b></p>	<p>Termly review of SEF to take place updating statements and evidence on Perspective accordingly. <b>SLT</b></p> <p>Update SIP document accordingly. <b>FP</b></p> <p>External validation of the SEF from school improvement partner, <b>CEO</b> and <b>Trust leaders</b>.</p>	<p>End of year review of SEF to take place updating statements and evidence on Perspective accordingly. <b>FP</b></p> <p>External validation of the SEF from school improvement partner, <b>CEO</b> and <b>Trust leaders</b>.</p>	<p>Leaders have sharper strategic focus and shared accountability, using the SEF to drive targeted improvement across all areas of school life.</p> <p>Pupils benefit from more effective teaching, better support, and a culture of continuous reflection that raises outcomes.</p> <p>External validation confirms accuracy of SEF judgements.</p>

<p>To strengthen the quality of education by effectively utilising <b>subject leaders'</b> expertise from across the trust.</p>	<p>Audit current subject leader strengths and expertise across the trust to identify opportunities for collaboration and capacity building. <b>LB</b></p> <p>Liaise with Trust colleagues to establish more subject networks with scheduled meetings to share best practice, review curriculum plans, and moderate standards. <b>LB/FP</b></p> <p>Liaise with Trust colleagues to organise joint CPD and training led by expert subject leaders from all schools, tailored to identified areas for development across schools. <b>LB/FP</b></p> <p>Monitor and evaluate the impact of cross-trust subject leadership through feedback, curriculum reviews, and pupil performance data. <b>LB</b></p>	<p>Audit/overview of expertise within schools to begin. <b>LB/FP</b></p> <p>Core subject cross-trust subject networks established with scheduled meeting dates and agreed objectives/desired outcomes. <b>LB/FP</b></p> <p>Overview of foundation subjects to focus on in the first half of the year completed and how this will be achieved. <b>LB</b></p>	<p>First round of joint moderation, resource sharing, or CPD sessions delivered with positive feedback from participants and early evidence of curriculum alignment.</p> <p><b>LB</b></p>	<p>Evaluation report completed showing impact of shared subject leadership on curriculum quality, staff development, and pupil outcomes, informing next year's improvement planning.</p> <p><b>LB</b></p> <p>Established networks to outline dates and key learning activities for the next academic year.</p> <p><b>FP</b></p>	<p>Subject leaders work collaboratively across the trust, with regular opportunities to share resources, moderate work, and align curriculum intent and implementation.</p> <p>Quality of teaching, learning, and assessment improves as a result of shared subject leadership, as evidenced through monitoring, lesson visits, and pupil outcomes.</p>
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## EYFS

### WHAT WILL SUCCESS LOOK LIKE:

- The school has a fully compliant EYFS where pupils thrive and achieve and are well prepared for KS1
- The school has a relentless focus on ensuring all pupils are supported with early writing and ready to access the KS1 curriculum
- Staff are well trained and have the expertise to identify pupils with additional needs so that they receive the support they need
- There is a thorough and consistent approach across EYFS to developing communication, language and literacy

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring (impact)
To strengthen the early identification of pupils with <b>SEND</b> by embedding robust assessment, observation and referral processes.	<p>Review and refine current SEND identification procedures (SENCo, SLT).</p> <p>Provide training for EYFS practitioners on recognising developmental delays, speech and language concerns, and social/emotional needs (SENDCo, external specialists).</p> <p>Provide CPD for teachers and support staff on high-quality assessment and observation strategies (SENDCo, external specialists).</p> <p>Establish clear referral pathways for different agencies for children in EYFS (EYFS staff SENDCo.)</p> <p>Establish half termly review meetings of pupil progress (EYFS Staff, SENDCo)</p>	<p>Children for referrals identified for SEND needs before the end of Autumn 1. <b>EM/HF/SM/EC</b></p> <p>Key EYFS staff to be aware of all referral form and agencies available</p> <p>Early Talk Boost Training delivered to 2 members of staff- <b>MR /SM</b></p> <p>Controlled choices training from SEND team -<b>EM</b></p> <p>LINGO speech and Language training all EYFS staff before the end of term in Wednesday briefing times- 3 courses complete by the end of term – <b>LB/ EM</b></p> <p>To have discussed all children with CH Portage Worker by end of Autumn 2 and ensure all referrals / support is in place. <b>HF/EM/SM/EC</b></p> <p>SENDCo to observe in EYFS unit once per half term- <b>EC</b></p>	<p>Children for further referrals identified before the end of Spring term. Follow up on any from the Autumn term <b>EM/HF/SM/EC</b></p> <p>LINGO speech and Language training all EYFS staff before the end of term in Wednesday briefing times- 3 courses complete by the end of term – <b>LB/ EM</b></p> <p>To have discussed all children with CH Portage Worker by end of Spring 2 and ensure all referrals / support is in place. <b>HF/EM/SM/EC</b></p> <p>SENDCo to observe in EYFS unit once per half term- <b>EC</b></p>	<p>Children for further referrals identified before the end of Summer term. Follow up on any from the Autumn term <b>EM/HF/SM/EC</b></p> <p>Liaise with Innovations and other settings for any children with SEND needs <b>EM/LB/EC</b></p> <p>Robust handover and transition involving parents , Portage workers and other settings <b>EM/LB/EC</b></p> <p>LINGO speech and Language training all EYFS staff before the end of term in Wednesday briefing times- 3 courses complete by the end of term (9 in total over the year) <b>LB/ EM</b></p>	<p>Successful EHCP applications and funding allocation.</p> <p>Staff are upskilled to identify and refer pupils for further support to external agencies.</p> <p>SENDCo observations.</p> <p>EYFS monitoring reports.</p> <p>External feedback from portage, SEN/SIT.</p>
To enhance children's <b>communication, language, and literacy</b> development through consistent, high-quality interactions between adults and pupils, ensuring that talk, vocabulary development, and early reading/writing experiences are embedded.	<p>Provide staff CPD on the EEF ShREC approach. Peer support and sharing of best practice. <b>LB / Trust support</b></p> <p>Embed consistent use of ShREC strategies (share attention, respond, expand, converse) in daily routines and interactions <b>All EYFS</b></p> <p>Implement Read Write Inc phonics scheme with fidelity,</p>	<p>Staff trained in ShREC and sharing of good practice across the unit / trust - <b>LB/ Trust Staff</b></p> <p>Half termly observations carried out to identify staff training needs in communication and Language. <b>LB/EM</b></p> <p>Early Talk Boost / Chatter Box groups established. Cycle completed before end of Autumn <b>EM/HF/SM</b></p>	<p>Staff consistently use ShREC strategies and sharing of good practice in classrooms and during play. <b>LB/ Trust Staff</b></p> <p>Half termly observations carried out to identify staff training needs in communication and Language. <b>LB/EM</b></p> <p>Improved pupil engagement and vocabulary use observed. <b>LB</b></p>	<p>High-quality adult-pupil talk embedded as a consistent feature of school practice. – <b>EYFS Team / LB</b></p> <p>Data report to show progress and children at ARE for Communication, Language and Literacy-<b>LB</b> .</p> <p>Accelerated progress in early reading and writing skills through</p>	<p>End of year outcomes.</p> <p>Monitoring impact reports from EYFS lead, Trust leaders and external agencies.</p> <p>RWI data.</p> <p>Governors reports termly.</p>

	<p>ensuring daily practice <b>LB</b>.</p> <p>Early Talk Boost / Chatter Box groups for targeted pupils <b>EM/HF/SM</b></p> <p>Develop a rich language environment through displays / widgets /Social circle groups / colourful semantics, and vocabulary walls / Blanks level questioning <b>EC/HF/SM</b></p> <p>Involve parents through workshops <b>EC/HF/LB</b></p>	<p>Read Write Inc fully implemented across EYFS Children to be in groups and catch up children identified. <b>LB/ EYFS staff</b></p> <p>Stay and Read sessions to be completed <b>UH</b></p> <p>RWI Parent's meeting to be completed. <b>LB/ EM</b></p> <p>Referrals to LINGO made before end of Autumn for identified children <b>EM/HF/SM</b></p>	<p>Target pupils show progress in communication, language, and literacy. <b>EYFS Team / LB</b></p> <p>Referrals to LINGO made before end of Spring for identified children <b>EM/HF/SM</b></p> <p>Parental workshop around communication, language, and literacy development competed <b>EM/HF/SM</b></p>	<p>Read Write Inc. Majority of children ready to start green books in Year 1. Nursery children know at least 3 set 1 sounds,. – <b>EYFS Team / LB</b></p> <p>Early Talk Boost Data shows a closing gap between target children and their peers. <b>EYFS Team / LB</b></p> <p>Robust assessment handover Nursery – Reception / Reception – Year 1 to share targets, gaps and strengths for communication, language, and literacy. <b>EYFS Staff / Year 1 Staff / LB</b></p>	<p>Talk boost data.</p> <p>LINGO referrals/monitoring</p>
<p>To implement a coherent, research-informed approach to the teaching of <b>writing</b>, ensuring that all children engage in daily, structured practice in handwriting, spelling and sentence composition, with oral rehearsal used to support writing fluency.</p>	<p>Review the Writing Framework 2025 and audit current practice against requirements <b>UH / LB</b></p> <p>Provide CPD for staff on handwriting, spelling, sentence composition, and oral rehearsal strategies <b>UH / LB</b></p> <p>Embed daily practice in handwriting and spelling using the RWI schemes. <b>UH / LB</b></p> <p>Embed oral rehearsal (dictation) strategies into writing <b>UH / LB</b></p> <p>Provide targeted support/intervention for pupils with gaps in writing skills <b>EYFS Staff</b></p>	<p>Baseline writing assessments completed <b>EM/HF/SM</b></p> <p>Staff trained in Writing Framework 2025 and expectations understood. <b>UH / LB</b></p> <p>Staff to access the RWI Portal before end of Autumn 1 to familiarise themselves with the RWI handwriting programme. <b>EYFS Staff</b></p> <p>Daily writing structures (handwriting, spelling, sentence practice) established. <b>EM</b></p> <p>Target children identified and support put in place <b>EM/HF/SM</b></p> <p>Ongoing letter formation assessment <b>EM/HF/SM</b></p>	<p>Daily writing structures (handwriting, spelling, sentence practice Oral rehearsal) embedded. <b>EM</b></p> <p>Target children identified and support put in place <b>EM/HF/SM</b></p> <p>Ongoing letter formation assessment <b>EM/HF/SM</b></p> <p>Observation and monitoring completed <b>LB</b></p> <p>Target pupils show progress in writing. <b>EYFS Team / LB</b></p>	<p>Data report to show progress and children at ARE for writing-<b>LB</b> .</p> <p>Handwriting, spelling and composition skills embedded as secure daily routines. <b>EYFS Staff / LB</b></p> <p>Writing provision validated as fully aligned with Writing Framework 2025.</p> <p>Cross trust moderation within Trust Schools- <b>LB/ HF/SM/EM</b></p> <p>Robust assessment handover Nursery – Reception / Reception – Year 1 to share targets, gaps and strengths for writing <b>EYFS Staff / Year 1 Staff / LB</b></p>	<p>External monitoring feedback.</p> <p>EYFS end of year data for writing.</p> <p>Internal learning walk feedback.</p>
<p>To ensure EYFS provision is fully compliant with the revised <b>2025 EYFS framework</b>.</p>	<p>Audit current EYFS provision against the 2025 framework requirements <b>LB</b></p> <p>Provide CPD and staff training on statutory updates <b>LB</b></p> <p>Update EYFS policies, planning formats, and assessment systems to align with new framework <b>LB</b></p> <p>Adapt provision areas and resources to meet curriculum and safeguarding requirements <b>LB</b></p> <p>Monitoring visits from School</p>	<p>Audit completed and key gaps identified. <b>LB</b></p> <p>Staff aware of key changes in statutory framework by first week back. <b>LB</b></p> <p>All staff first aid trained by second week back <b>LB/HF/EM</b></p> <p>All EYFS policies revised to reflect changes. <b>LB</b></p> <p>Monitoring visit from Governor to check compliance – <b>LB/KF</b></p>	<p>Planning, and assessment systems in use. <b>EYFS Team / LB</b></p> <p>Provision areas adapted to meet new requirements. <b>EYFS Team / LB</b></p> <p>Meet with EYFS Lead at Trust school to check compliance -<b>LB</b></p>	<p>EYFS provision fully compliant with revised 2025 framework. Any changes to policy / practice to be made before summer . <b>LB</b></p> <p>Staff practice embedded in line with statutory requirements. . <b>EYFS Team / LB</b></p> <p>Positive external validation (governor monitoring, LA visit, Ofsted readiness).</p>	<p>External monitoring feedback.</p> <p>EYFS end of year data.</p> <p>Internal learning walk feedback.</p> <p>EYFS fully compliant and reflects framework changes.</p>

	Improvement Partners / Governors/ Trust Schools				
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