



Dean Field Community Primary School

SCHOOL IMPROVEMENT PLAN

2026-27

Introduction

This School Improvement Plan (SIP) has been developed to address action points identified during our Ofsted inspection in July 2026, as well as priorities emerging from analysis by the Leadership Team and the Headteacher. It reflects data gathered at the end of the 2025-26 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.

What makes us strong?



“Pupils achieve well. Disadvantaged pupils achieve especially well.”



“Leaders have a clear, accurate view of the quality of the curriculum across every subject and use this to keep improving it.”



“In Early Years, adults track each child’s next steps closely and share these with parents and carers. Children behave well and settle quickly into embedded routines.”



“Leaders commitment to inclusion is evident throughout the school. They have created a culture in which staff understand the barriers that pupils face and expect every pupil to succeed.”



“The school has created its own specialist provision hub. This nurturing, carefully planned space has made a marked difference to how well these pupils engage with school.”



“Parents and carers are overwhelmingly positive about the school. They value the family feed that leaders have created and appreciate the support the school gives to pupils with SEND. ”



“Leaders, trustees and governors act with integrity and a clear moral purpose. They put pupils’ interests first in every decision. ”



“Pupils broaden their horizons through clubs, trips, residential visits and visitors. Effective pastoral support helps every pupil to feel valued and to take part fully in school life.”

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 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring and Evaluation (impact)
To ensure all pupils make <u>at least</u> expected progress from their starting points at in reading, writing and maths .	FP to update and distribute prior attainment grids to track progress from KS1-2. FP to hold thorough pupil progress meetings at the start of the academic year and after data analysis and at the end of each half term. Teachers to complete action plan for autumn term and each half term thereafter along with provision maps to show interventions and support in place. All teachers to use a mastery approach when teaching maths. Mastery Maths assessments in KS2 to improve pupils' understanding of number. Same Day Intervention daily teaching to take place in years 3, 4,5 for maths – KL and class teachers. KL/UH/FP to monitor progress of pupils each half term and support teachers to identify greater depth pupils.	All teachers to have the GAP analysis from previous class teacher and plan the gaps into starters/homework. FP/UH/KL TAF writing checklists used to identify gaps and interventions/teacher support in place. ALL TA for reading, writing and maths to be submitted on Sonar in October and December. ALL 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. FP Majority of pupils are making expected progress by December. FP/UH/KL GDS pupils to have been identified and provision in place. KL/UH Maths and English typicality monitoring to have taken place and actions disseminated to teachers. KL	Interventions in place for pupils not making required progress in writing. Produce case studies if necessary. ALL Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. FP Pupils identified in Autumn term to have caught up. FP/ALL Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers. UH Majority of pupils are making expected progress by April. FP Accelerated Reader and NFER data to show pupils ZPD range and reading ages have been maintained or improved. UH EC to analyse data to ensure pupils on the SEND register are making expected progress and needs are met. EC to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact	The majority of 'non SEND' pupils to have made expected progress across the year. FP Trust moderation to verify writing data particularly for EYFS, year 2 and 6 (June 2026 before data submission). UH Data is in line with or above national at all end points and for all groups. FP EC to analyse data to ensure pupils on the SEND register are making expected progress and needs are met. EC to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact EC to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.	Pupil data Termly report to governors Lower and Upper School moderation. Trust SLT moderation. External end of year data from perspective.

	Teachers to continue to use reading vipers to explicitly teach comprehension skills and do weekly reading fluency sessions. Termly NFER reading, SPaG and maths tests to be taken. – yrs 2 – 6 – teachers. FP Continue to use Accelerated Reader across school and TAs to analyse its impact and ensure ALL pupils are making progress. Year 6 reading comprehension group for targeted pupils – FPI/UH Use of reading Vipers in KS1/2. Reading Plus in place for all Year 5 and 6 pupils (some year 4). UH	Classes display AR data to track pupils. UH UH reading fluency, reading VIPERS monitoring each half term. EC to analyse data to ensure pupils on the SEND register are making expected progress and needs are met. EC to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact EC to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.	EC to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.		
To streamline interventions across each key stage, reducing duplication and maximising the impact of TA support on pupil progress.	Audit current interventions and TA deployment across each key stage. Identify duplication and opportunities to combine or streamline interventions. Agree a core intervention offer for each key stage/group of year groups. Develop a central intervention timetable to coordinate TA provision. Ensure interventions are matched to identified pupil need and evidence-based approaches. Provide TAs with clear guidance, resources and training for agreed interventions. Monitor pupil progress and the impact of interventions regularly. Review TA deployment termly and adapt provision based on pupil need and impact.	Audit current interventions and TA deployment across each key stage. EC Identify duplication and agree a streamlined core intervention offer. EC/SLT Establish clear entry, exit and review criteria and a coordinated intervention timetable. EC Implement the streamlined intervention model across all key stages. EC Review impact of autumn term interventions and adapt accordingly. EC/FP Liaise with LINGO speech and language therapist to ensure their interventions are used to full potential and TAs are confident/fully trained. EC	Ensure TAs are deployed effectively and interventions are matched to identified need. EC Monitor the quality of interventions taking place and signpost good practice. EC Monitor pupil progress and intervention impact, adapting provision where required for summer term. EC	Evaluate the impact of the streamlined approach on pupil progress and TA effectiveness. EC Review TA deployment and intervention outcomes across each key stage. EC/FP Refine the intervention offer and timetable for the following academic year. EC/FP	Duplication of interventions is significantly reduced. TAs are deployed more strategically to meet identified pupil needs. Interventions have clear entry, exit and review criteria. Pupil progress demonstrates positive impact from targeted interventions. TA time is used more effectively and consistently across the school.
To further develop Italy Class as an effective	Review current Italy Class pupils and evaluate the impact of their provision.	Review the current Italy Class provision and identify new pupils	Further develop the learning environment, resources and provision	Demonstrate increased successful reintegration of pupils into	Appropriate new pupils are

SEND provision by identifying pupils who would benefit from the provision, increasing opportunities for pupils to reintegrate into mainstream learning, and refining the curriculum and learning environment to meet pupils' individual needs.	Identify new pupils who may benefit from Italy Class using assessment, SEND and pastoral information. Establish clear entry, review and exit criteria for Italy Class. Develop individual reintegration plans, including planned periods of learning within mainstream classes. Work closely with class teachers to ensure reintegration is carefully planned and supported. Review and refine the Italy Class curriculum to ensure it is ambitious, progressive and appropriately matched to pupils' needs. Further develop the learning environment, including resources, routines and sensory/regulation provision. Provide staff with guidance and CPD to ensure consistent approaches across Italy Class and mainstream settings. Monitor pupil progress, engagement and readiness for increased mainstream provision.	who may benefit from the setting. EC/SP Establish clear entry, review and reintegration criteria. EC/SP Develop individual reintegration plans for pupils ready to access mainstream learning. SP Increase planned opportunities for pupils to access mainstream lessons and wider school experiences. SP Refine the Italy Class curriculum to ensure it is ambitious, progressive and responsive to individual needs. SP	to support pupils' independence and regulation. SP Review planned opportunities for pupils to access mainstream lessons and wider school experiences. SP	mainstream provision where appropriate. Increase planned opportunities for pupils to access mainstream lessons and wider school experiences. SP Evaluate the progress and impact of Italy Class for all pupils, including those newly admitted.. SP Review and refine the curriculum, environment and model of provision ready for the following academic year.. SP	identified and successfully admitted to Italy Class. Pupils have increased opportunities to access mainstream learning and wider school life. The curriculum and learning environment are refined to meet individual SEND needs. Pupils make measurable progress from their individual starting points. The impact of Italy Class is regularly reviewed and provision adapted accordingly.
To maximise curriculum time for foundation subjects by protecting sufficient teaching time and embedding innovative opportunities for pupils to revisit and apply essential subject knowledge, ensuring greater depth and retention across the curriculum.	Audit the current timetable to identify subjects receiving limited curriculum time and opportunities to increase exposure. Establish a minimum annual curriculum entitlement for each foundation subject. Review and strengthen the use of Sticky Knowledge Jars to ensure key knowledge is revisited over time. Develop opportunities for curriculum intensives/focus weeks where appropriate to provide greater depth. Provide staff with clear guidance on how to maximise limited curriculum time without reducing subject coverage.	Complete a curriculum time audit and identify subjects requiring greater curriculum exposure. LB Agree with teachers the minimum annual curriculum entitlement and essential knowledge for each foundation subject. LB/teachers Staff meeting on effective retrieval and how to maximise teaching time to focus on key knowledge. LB	Ensure retrieval and reinforcement opportunities are consistently built into the wider curriculum. LB Implement curriculum intensives/focus opportunities where additional depth is required. LB Monitor planning, timetables and pupil work to ensure sufficient time is being given to foundation subjects. LB	Evaluate the impact on pupils' depth and retention of foundation subject knowledge through pupil voice, work scrutiny and assessment. LB/FP Identify any remaining gaps in curriculum time or knowledge retention. LB/teachers Refine the curriculum model and timetable for the following academic year. LB/FP	All foundation subjects receive sufficient and protected curriculum time across the year. Essential knowledge is consistently taught, revisited and applied. Pupils demonstrate improved depth and retention of foundation subject knowledge. Monitoring and

	Monitor timetables and planning to ensure foundation subjects receive sufficient teaching and retrieval opportunities. Use pupil voice, book looks and subject-specific assessment to evaluate whether pupils are developing and retaining deeper knowledge. Review the impact of the revised approach termly and make adjustments where subjects remain underrepresented.				pupil voice demonstrate increased confidence and knowledge across foundation subjects. Curriculum planning shows effective use of retrieval and opportunities to deepen learning.
To launch Canada Class to provide targeted teaching and intervention for pupils working below age-related expectations in English and mathematics, accelerating progress and closing identified gaps.	Identify pupils who would benefit from Canada Class using assessment and progress data. Establish clear entry and exit criteria for the provision. Complete a baseline assessment to identify individual gaps and starting points. Develop a targeted curriculum and timetable focused on closing gaps in English and mathematics. Agree staffing, class size, resources and daily routines. Develop individual pupil targets and provision plans. Liaise with class teachers to ensure provision complements, rather than duplicates, classroom learning. Communicate the purpose and provision to parents/carers. Monitor pupil progress regularly and adapt provision accordingly. Review the impact of Canada Class each term and determine when pupils are ready to return to full-time age-related provision.	EC to complete physical setup of the provision space, ensuring it meets sensory, therapeutic, and learning needs. Begin phased induction of pupils into the unit, with personalised support plans and baseline assessments in place. EC FP/LB to carry out monitoring of provision and work with EC to refine where needed. EC update website to showcase the provision and ensure curriculum plans are reflective of the school's ethos and align with pupils' needs	Monitor and evaluate pupil progress, wellbeing, and engagement through tailored assessment tools and pupil voice. EC EC carry out parental voice survey and implement any changes needed. EC/FP to analyse pupil data/EHCP outcomes to ensure pupils needs are met and progress is being made both academically and pastorally	Refine provision and staffing plan in preparation for the next academic year. EC Conduct formal review of provision impact, including feedback from staff, parents, and external advisors and report to governors. EC/FP	Pupils accessing show improved engagement, progress, and wellbeing through personalised support plans. Staff demonstrate confidence and expertise in delivering specialist interventions and inclusive practice. Parental voice shows a positive response to the introduction of the provision.

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 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring and Evaluation (impact)
To continue to raise overall pupil attendance by implementing targeted strategies that reduce persistent absence, strengthen parental engagement, and promote a culture of regular school attendance.	Continue all attendance non negotiables as outlined in our policy e.g first day calls, weekly monitoring, SLT involvement. LS Referrals made to EWO for persistent lateness/absence. LS Fines for extreme cases of P.A/failure to adhere to school policies LS Rewards: class and individual LS/FP 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) Pastoral Manager/Office staff Teachers to log concerns on cpoms and address poor attendance/punctuality during parents' evening	LS launch again whole school attendance campaign. Assembly for pupils and letter to parents. Revisit identification systems for pupils at risk of being PA. LS Pupils who were classed as PA last year are written to at the start of term to remind of our procedures. LS PA tracked weekly by pastoral manager and reported to SLT with actions/interventions clear. LS Fortnightly meetings between SLT and LS to discuss punctuality and PA children and termly meetings with EWO. Pupils identified as PA in autumn term to have interventions in place to support. LS/ES Continue rewards for classes with attendance above 96% weekly LS	Move over to Arbor MIS with office and pastoral staff trained on reports needed to analyse attendance and ensure registers are compliant .RH/FP/LS Pastoral manager update reports for ALL groups at the end of each half term and identifies actions/interventions and share with staff. LS PA tracked weekly by pastoral manager.LS Fortnightly meetings between SLT and LS to discuss punctuality and PA children.	Final attendance data analysed to assess progress against school targets. LS Impact report shared with governors, highlighting improvements and next steps.LS Transition support in place for vulnerable pupils moving between year groups. LS Strategic planning completed for next year's attendance priorities and systems LS/SLT	Termly reports to governors Tracking folder evidence. Attendance file showing referrals/fines Liaison with assigned EWO.
To strengthen whole-school understanding of emerging online risks through targeted CPD, including deepfakes, AI, gaming and online exploitation, ensuring staff are equipped to educate and safeguard pupils effectively.	Audit staff knowledge and confidence around emerging online risks. Identify key emerging risks relevant to pupils, including AI, deepfakes, gaming and online exploitation. Deliver whole-school CPD to	Audit staff knowledge and identify key emerging online risks relevant to pupils. Staff meeting to cover this or include in safeguarding question of the week as a follow up. KL Deliver workshops on AI, deepfakes, gaming and online exploitation. Where possible invite external providers in to make more memorable and engaging.	Embed age-appropriate teaching of emerging online risks across the computing curriculum alongside a more engaging way of covering the topics so pupils retain key facts. KL Provide parents with information and guidance through workshops, communications or online safety	Evaluate the impact of staff CPD and pupil learning through staff feedback, pupil voice and safeguarding monitoring. KL Review parental engagement and identify further support required. KL	Staff demonstrate increased knowledge and confidence in emerging online risks. Pupils understand how to recognise and respond to online risks.

	develop staff knowledge and confidence. Update online safety guidance, curriculum content and safeguarding procedures where required. Ensure age-appropriate learning about emerging online risks is embedded across the computing curriculum. Provide staff with practical resources and guidance to support conversations with pupils and parents. Monitor staff confidence and pupil understanding following CPD. Review emerging online risks annually and update training and provision accordingly. Create a way of engaging parents with the topic and increasing awareness.	KL Review and update computing, safeguarding and online safety guidance. KL	resources. KL Monitor staff confidence and pupil understanding of key online safety messages. KL		Parents are better informed and supported to manage online safety at home. Computing and safeguarding provision reflects current online risks. Emerging risks are regularly reviewed and addressed.
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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 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring and Evaluation (impact)
To establish a pastoral support model using existing TA capacity, ensuring pupils receive timely and effective pastoral support and that wellbeing needs are identified and addressed consistently across the school.	Audit current pastoral needs across the school and identify pupils requiring additional support. Map existing TA capacity and identify staff who can take on defined pastoral responsibilities. Identify and train designated TAs to deliver targeted pastoral support. Develop clear referral, monitoring and review processes for pupils receiving support. Provide TAs with appropriate resources, guidance and CPD around supporting wellbeing, emotional regulation and behaviour. Monitor the impact of pastoral support through pupil voice, attendance, behaviour and wellbeing information. Review the model termly to ensure TA capacity is being used effectively and support remains targeted at those pupils who need it most.	Audit pupil pastoral needs and TA capacity. FP Identify and train designated TAs to provide pastoral support. FP Establish clear referral, support and monitoring processes. FP From Autumn 2 set up pastoral interventions for those who have been referred in. FP Supervision for Tas where necessary. FP/LS Communicate with parents that pastoral support can be sought via Pastoral Manager or class teachers. LS	Set up new intervention timetable for spring term based on success of autumn term. FP Monitor impact through pupil voice, attendance, behaviour and wellbeing information. FP Review and adapt TA deployment to meet emerging needs. FP	Evaluate the impact of the pastoral model on pupil wellbeing and engagement. FP Identify gaps in provision and further staff development needs. FP Refine the model to ensure sustainable pastoral support for the following year. FP	Pupils receive timely and appropriate pastoral support. TAs are confidently deployed to provide targeted pastoral support. Clear referral, monitoring and review systems are consistently used. Pupil wellbeing, attendance and behaviour demonstrate positive impact. Pastoral provision is sustainable without a dedicated Learning Mentor.

To build on our existing pupil leadership opportunities by ensuring every pupil has a meaningful role or responsibility, and begin developing clear links between these experiences, aspirations and careers.	Audit existing pupil roles and responsibilities across the school and ensure every pupil has a meaningful role, responsibility or leadership opportunity. Map pupil roles to key skills, attributes and future career opportunities. Introduce age-appropriate careers and aspiration activities linked to pupils' roles. Develop links with local employers, community organisations and professionals to broaden pupils' understanding of careers. Provide opportunities for pupils to meet people from different careers and backgrounds. Use assemblies, visitors, trips and enrichment activities to promote different career pathways. Capture pupil voice to identify pupils' interests, aspirations and career ambitions. Monitor participation to ensure opportunities are inclusive and accessible to all pupils.	Ensure the pupil roles and responsibilities tracker is updated for autumn term and all pupils have some form of role/responsibility. KL Use pupil voice to identify interests and aspirations and inform future opportunities. KL	Provide opportunities for pupils to engage with employers, professionals and different career pathways. FP/KL Ensure pupil roles are actively developing leadership, teamwork and responsibility skills. FP/KI Hold a 'Dreams and Aspirations' week. FP/KL	Evaluate participation to ensure all pupils have engaged in meaningful leadership and careers opportunities. KL Assess the impact on pupils' confidence, aspirations and understanding of future careers. KL/UH Refine the programme and establish priorities for the following academic year. KL/UH Interview for key year 6 roles and responsibilities ready for September. FP	Every pupil has a meaningful role or responsibility. Pupil roles develop leadership skills and link to future careers. Pupils have regular opportunities to meet and learn about different careers. Pupil voice demonstrates increased awareness of aspirations and future opportunities. Participation is inclusive and accessible to all pupils.
To map and implement a clear, progressive personal development offer for each year group, ensuring that pupils receive a well-sequenced programme of experiences, knowledge and opportunities across each half term in order to deepen understanding of protected characteristics, British Values and the Religions	Audit the current personal development offer. Map statutory and school-specific requirements. Create a half-termly PD progression map. Establish clear expectations for each year group. Provide staff with clear resources and guidance.	Create and agree a progressive EYFS–Year 6 half-termly PD map that shows Jigsaw, Pol-Ed, assemblies, trips/experiences, parental engagement, keeping safe, community, RSE, RE. LB Ensure staff understand the planned provision and expectations for each year group. LB	Monitor implementation across year groups to ensure the planned PD offer is being delivered consistently. LB Use pupil voice and staff feedback to evaluate the quality and relevance of provision. LB Address any gaps or inconsistencies identified through monitoring. LB	Evaluate the impact of the PD programme on pupils' knowledge, skills and experiences. LB/UH Review the progression map using evidence from monitoring and pupil voice. LB/UH Refine and strengthen the programme ready for the following academic year. LB/UH	A clear, progressive PD offer is mapped for every year group and half term. Staff consistently deliver the planned PD provision. Pupils receive a broad range of age-appropriate knowledge, skills and experiences.

and Cultures of the world.	Monitor implementation. Evaluate impact.				Monitoring and pupil voice demonstrate positive impact on pupils' personal development. Gaps and inconsistencies are identified and addressed promptly.
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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 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring (impact)
To utilise the strong leadership and subject expertise within our school to share effective practice, develop leadership capacity and support improvement across the wider Trust.	Establish opportunities for leaders to share practice, deliver CPD and support colleagues across Trust schools. Facilitate opportunities for Trust leaders to visit and observe effective practice within our school. Share successful resources, curriculum approaches, assessment systems and leadership processes across the Trust. Provide opportunities for our leaders to coach or mentor leaders in other Trust schools. Review at the end of the year and identify opportunities to further develop cross-Trust leadership capacity.	Audit leadership and subject expertise within school and identify areas of strong practice that could support Trust priorities. FP Create monitoring schedule for Heptonstall to include subject leaders from Dean Field to share expertise. FP Include leaders from Dean Field in CPD Ofsted prep for Heptonstall. FP	Leaders and subject leaders deliver CPD, coaching or support to colleagues across the Trust where needed. FP Share successful resources, systems and approaches across Trust schools where appropriate. FP	Leaders and subject leaders deliver CPD, coaching or support to colleagues across the Trust where needed. FP	Strong leadership and subject expertise is shared effectively across the Trust. Leadership capacity and confidence increases across Trust schools. Effective practice is identified, shared and embedded beyond our own school. Collaboration between leaders and subject leaders is strengthened.

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 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring (impact)
To ensure the percentage of pupils achieving a Good Level of Development (GLD) is at least in line with national outcomes and, where possible, above national, with a focus on reducing gaps for identified groups.	Complete accurate baseline assessments and identify pupils at risk of not achieving GLD. EM/LB Half-termly pupil progress meetings to identify gaps and agree targeted support. LB/EM Adapt provision and interventions in response to assessment. EM Closely monitor SEND, EAL, PP and other vulnerable groups. LB/EM	Baselines completed and GLD trajectory established. Target pupils identified and additional support in place. LB/EM	Progress data indicates pupils are on track towards GLD target. Target pupils reviewed and provision/interventions adapted. LB/EM	GLD outcomes are at least in line with national and aspire to be above national. Gaps between identified groups and their peers are reduced from starting points. LB/EM	Half-termly data analysis. Pupil progress meetings. EYFS learning walks. Provision monitoring. RWI/writing data. Governor/Trust reports.
To ensure the earliest possible identification of children with SEND, EAL and/or other barriers to learning , with high-quality adaptive provision enabling all children to make strong progress from their individual starting points.	Complete robust baseline assessments and observations to identify individual starting points and potential barriers to learning. SM/EM Review and refine current SEND identification procedures and referral pathways with SENCO. LB/SM/EM/SENCO Identify children requiring additional support for communication, language and interaction at the earliest opportunity. SM/EM Ensure provision and teaching are adapted appropriately for children with SEND and EAL. LB/SM/EM Establish targeted interventions, including Early Talk Boost/Chatter Box/LINGO where	Baseline assessments completed and children requiring additional support identified. SM/EM SEND/EAL needs of the new cohort reviewed with SENCO. LB/SM/EM Appropriate referrals made and targeted support/interventions established. SM/EM Provision adaptations evident within Nursery and Reception. LB/SM/EM First pupil progress review completed with clear actions for identified children. LB/SM/EM	Review progress of identified SEND/EAL pupils and evaluate effectiveness of interventions. LB/SM/EM Further referrals completed where necessary. SM/EM Observations demonstrate consistent adaptive teaching and appropriate support within continuous provision. LB Parent/carers involvement evident in plans and reviews for identified children. SM/EM Staff CPD/support provided in response to emerging cohort needs. LB/SENCO	Data and observations demonstrate progress from individual starting points for SEND/EAL pupils. LB Robust transition arrangements completed for identified children moving Nursery → Reception and Reception → Year 1. SM/EM/LB Effective strategies, reasonable adjustments and relevant information shared with receiving teachers. Impact of interventions evaluated and recommendations identified for 2027–28. LB/SM/EM	EYFS monitoring and learning walks. SEND/EAL pupil progress data. Intervention assessments. Provision observations. SENCO monitoring. Transition records. External agency feedback where appropriate.

	appropriate. SM/EM Half-termly pupil progress meetings with particular focus on SEND, EAL and vulnerable pupils. LB/SM/EM Strengthen partnership working with parents, SENCO and external agencies. LB/SM/EM				
To further strengthen the foundations of writing across EYFS through a coherent progression in oral composition, transcription and sentence construction, ensuring children are well prepared for the Year 1 curriculum	Review EYFS writing provision against the DfE Writing Framework. LB/EM/SM Agree a clear progression from Nursery mark-making/oral composition through to Reception transcription and sentence writing. LB/SM/EM Embed high-quality communication, vocabulary and oral rehearsal throughout provision. All EYFS staff Ensure systematic teaching of phonics, spelling and handwriting through RWI in Reception. LB/SM/EM Develop purposeful writing opportunities across continuous provision in Nursery and Reception. SM/EM Introduce Lau Lau Songdrawing across EYFS to support early mark-making, fine/gross motor development, creativity and the foundations for writing. LB/SM/EM Provide staff training and establish a consistent approach to Lau Lau sessions. LB Ensure fine-motor development and handwriting readiness are systematically supported. SM/EM Moderate writing regularly across	Baseline writing assessments completed. EM/SM Staff understand agreed progression in oral composition, transcription and handwriting. EYFS staff trained in Lau Lau Songdrawing during Autumn 1. EM/LB Regular Lau Lau sessions established across EYFS by Autumn 2. SM/EM Daily handwriting/letter formation and oral rehearsal routines embedded appropriately. EM Children requiring additional support identified and interventions/additional practice in place. SM/EM Initial Reception/Year 1 writing moderation completed. LB/EM/Y1	Lau Lau sessions embedded consistently across EYFS. SM/EM Reception children make progress in handwriting, spelling and sentence construction. LB review tracking Purposeful writing evident across continuous provision. LB/SM/EM Reception/Year 1 moderation demonstrates greater consistency in expectations. LB Target pupils reviewed and support adapted according to progress	Data demonstrates progress in writing from children's individual starting points. LB/EM Reception children demonstrate secure foundations for writing appropriate to their stage of development. impact of Lau Lau evaluated, with evidence of improved outcomes across relevant areas, particularly Writing, Physical Development (PD) and Expressive Arts & Design (EAD). LB/SM/EM Reception → Year 1 writing moderation and handover completed. LB/EM/Y1 Areas for further development identified for 2027–28.	Writing data. RWI data. Book/writing scrutiny. Learning walks. Lau Lau observations and monitoring. Continuous provision observations. Pupil voice. Reception/Year 1 moderation. EYFS Lead monitoring. External/Trust monitoring where appropriate.

	Reception and Year 1 to establish shared expectations. LB/EM/Y1 teacher Identify pupils at risk of falling behind and provide timely additional practice/support. EM/LB				
To further strengthen transition, through and beyond EYFS, ensuring continuity in curriculum, pedagogy, assessment and provision, with particular focus on successful transition from Reception into Year 1.	Review transition procedures for home → Nursery → Reception → Year 1. LB Develop a clear transition programme across EYFS. Strengthen information sharing between Nursery and Reception and Reception and Year 1. SM/EM/LB Identify vulnerable pupils/SEND/EAL pupils requiring enhanced transition arrangements. Develop shared understanding between Reception and Year 1 of curriculum expectations and children's developmental starting points. LB/EM/Y1 Complete joint observations, moderation and professional dialogue between Reception and Year 1. Ensure Year 1 staff understand effective EYFS pedagogy and provision, particularly for children requiring continued support. Strengthen parent involvement at key transition points.	Effectiveness of September transition reviewed with staff and LB Nursery → Reception information reviewed to identify strengths/gaps. Children experiencing difficulties with transition identified and appropriate support implemented.	Transition programme for Summer 2027 agreed. LB/SM/EM Review provision for SEND/EAL/vulnerable children. Parent information and transition opportunities planned. Nursery → Reception and Reception → Year 1 expectations clearly understood by staff.	Transition programme fully implemented. Nursery → Reception and Reception → Year 1 handovers completed. SM/EM/Y1 Individual transition plans completed for SEND/EAL/vulnerable pupils. Robust transition arrangements completed for children joining Reception from external nurseries, settings and childminders, including effective information sharing and opportunities for children to visit and become familiar with school. LB/EM Enhanced transition completed for SEND/EAL/vulnerable pupils joining from both our Nursery and external settings. LB/EM/SENCO September follow-up monitoring planned to evaluate impact.	Parent voice. Pupil voice. Staff voice. Transition records. SEND/EAL transition plans. Joint moderation. Learning walks/observations. September settling-in review. EYFS/KS1 Lead monitoring.