

Shropshire Church of England Academies Trust

OVERVIEW OF TRUST IMPROVEMENT PRIORITIES FOR BICTON CE PRIMARY SCHOOL: July 2025- July 2026



John 10:10 Jesus said, "I have come that they may have life and have it to the full."

Shropshire Church of England Academies Trust will ensure that all schools receive high quality improvement support that is bespoke and proportionate to need.

School improvement support will come from a range of sources. This includes direct support from the iCEO and identified improvement partners. It includes drawing on existing expertise from other schools joining the Trust as well as brokering external expertise.

This improvement plan has been written by the EHT in consultation with the Trust's CEO, school leaders and building on the school's self-evaluation, Ofsted outcomes and subsequent HMI monitoring feedback, and the Trust's previous development plan for the first year of Trust involvement.

School admin: The overview of the improvement plan is to be printed on A3 and displayed in staff areas. The detailed action plans for each key priority aspect are to be shared with relevant staff Full document to be published on school website.

Improving Outcomes at Bicton CE Primary School

KEY PRIORITY 1. <u>Leadership & Governance</u>	KEY PRIORITY 2. <u>Quality of Education /</u> <u>CURRICULUM/OUTCOMES</u>	KEY PRIORITY 3. <u>Behaviour and Attitudes/</u> <u>Attendance</u>	KEY PRIORITY 4. <u>Personal Development and</u> <u>Wellbeing</u> <u>Safeguarding</u>	KEY PRIORITY 5. <u>Early Years Foundation Stage –</u> <u>Effectiveness of the Early Years</u> <u>provision: quality and standards</u>
<p>1.1 To ensure that the Local Governing Board plays a full part in monitoring and evaluating the work of the school by;</p> <p>i) Ensuring members of the Local Governing Board have an accurate understanding of their role and responsibilities and those of the Trust, in-line with the Scheme of Delegation</p> <p>ii) Ensuring all members of the Local Governing Board engage in the formal monitoring and evaluation of the Christian Distinctiveness of the school including worship and RE</p> <p>1.2 To ensure a continued focus on subject leader development and training which is aligned with the curriculum to deepen pedagogical and content knowledge, to ensure this translates into improvements</p>	<p><u>Developing Teaching and Achievement (plus Inclusion)</u></p> <p>2.1 Enhance pupils’ communication and writing skills through explicit oracy instruction. Strengthen the teaching of writing across the school through;</p> <p>i) the embedding of the progressive, structured ‘writing’ programme of work for all pupils from EYFS to Y6 (Pathways to Write)</p> <p>ii) integration of structured opportunities for oracy across units and the wider curriculum to develop pupils’ ability to articulate their thinking clearly, confidently, and with increasing sophistication— supporting both enjoyment and effectiveness in writing.</p>	<p>3.1 To continue to embed a consistent approach to behaviour expectations across the school.</p> <p>3.2 To consistently apply the principles of emotion coaching in order to develop pupil resilience through the development of self-regulation strategies.</p> <p>3.3 To ensure staff who are new to the school know their role in relation to promoting good pupil attendance.</p>	<p>4.1 To further develop strategies to support good mental health and well-being across the school community.</p> <p>4.2 Continue to refine a programme of curriculum enrichment with a focus on increased opportunities to develop children’s spirituality.</p> <p>4.3 Increase opportunities for pupils to lead school worship and share those moments with parents thereby enhancing pupils and parents understanding of the schools’ core Christian values</p> <p>4.4 To rollout the spacemakers programme across all aspects of school, further building pupils’ resilience, building on the previous and ongoing wellbeing work ie. zones of regulation.</p>	<p>5.1 To further strengthen the development of speech and language in key groups through the continued implementation of a progressive, structured intervention programme ‘Talkboost’ to support SEND in EYFS and KS1.</p> <p>5.2 To embed the mastery approach to the teaching of maths in the EYFS including use of the mastering number programme (NCETM)</p> <p>5.3 To ensure training and supervision supports the apprentice in EYFS to successfully complete their apprenticeship qualification.</p>

<p>in teaching and leadership across the curriculum.</p> <p>1.3 Embed effective Quality First Teaching across the school through achieving consistency in practice by making explicit;</p> <p>(i) planning requirements ensuring fidelity to agreed curriculum plans</p> <p>(ii) expectations for creating engaging learning environments,</p> <p>(iii) organisation and delivery to focus specifically on pace, challenge, high expectations for all.</p>	<p>iii) further embedding the teaching of grammar, spelling, and punctuation through the use of high-quality texts, improving teaching practice and accelerating pupil progress</p> <p>iv) embedding regular opportunities for pupils to edit and improve their work, ensuring all children can produce high-quality final pieces. Trialling the use of final copy writing books to support this.</p> <p>v) embedding the delivery of the 'handwriting' programme of work (Letter Join).</p> <p>vi) embedding the progressive structured 'spelling' programme of work for all pupils from Y2 to Y6 (Pathways to Spell)</p> <p>2.2 To continue to develop the quality of the curriculum through carefully considered revisions to content, ensuring appropriate sequencing so that new knowledge and skills build on previously taught content</p>			
--	---	--	--	--

	<p>and end points and key vocabulary are explicit in all subjects.</p> <p>2.3 To use regular opportunities for formative assessment to accurately identify next steps and measure progress towards achieving clearly defined end points to include further developing the use of retrieval practices in daily teaching across all subject areas.</p> <p>2.4 To strengthen the teaching of reading across the school through the continued implementation of a progressive, structured 'reading' programme of work for all pupils from EYFS to Y6 (Pathways to Read) and further development of an enjoyment of reading.</p> <p>2.5 To strengthen the teaching of maths across the school through the continued embedding of the Maths Mastery approach from EYFS to Year 6</p>			
--	--	--	--	--

	<p>2.6 To ensure our work is meeting the needs of those pupils who have SEND so that they make consistently good progress.</p>			
<p>Persons responsible: 1.1: iCEO/EHT (CG/JB) 1.2: EHT (JB) 1.3: iCEO/EHT (CG/JB)</p> <p>Staff team: 1.1: Chair of LGB/EHT 1.2: All subject leaders 1.3: All teaching staff</p> <p>Link Governors/LGB members*: 1.1: All LGB members 1.2: HoS (EM) 1.3: Subject linked governors</p>	<p>Persons responsible: 2.1: English Leader(s) (EM) 2.2: HoS / curriculum subject leaders(EM & Teachers) 2.3: EHT / HoS (JB/ EM) 2.4: English Leader(s) (EM) 2.5: Maths Leader (CF) 2.6: PH</p> <p>Staff team: 2.1: Teaching staff/TAs 2.2: Teaching staff team/subject leaders 2.3: Teaching staff team/subject leaders 2.4: Teaching staff team & TAs 2.5: Teaching staff team & Tas 2.6: Teaching staff team & TAs</p> <p>Link Governors/LGB members*: 2.1: curriculum linked governors 2.2: curriculum linked governors 2.3: curriculum linked governors 2.4: curriculum linked governors 2.5: curriculum linked governors</p>	<p>Persons responsible: 3.1: EHT/ HoS (JB / EM) 3.2: JB/EM/PH 3.3: EHT/ HoS (JB / EM)</p> <p>Staff team: 3.1: All staff 3.2: RA, teachers and <i>all</i> support staff 3.3: RA, teachers and <i>all</i> support staff</p> <p>Link Governors/LGB members*: 3.1: CoG 3.2: CoG 3.3 CoG</p>	<p>Persons responsible: 4.1: EHT / HoS (JB / EM) 4.2: EHT / HoS (JB / EM) 4.3: HoS (EM) 4.4: HoS / Worship council leader/PSHE lead (EM/VE/CF)</p> <p>Staff team: 4.1: KG (Lead) RAr, teachers and all support staff 4.2: EM 4.3: VE 4.4: teachers</p> <p>Link Governors/LGB members*: 4.1: Pastoral Link governor and All LGB members 4.2: Rev'd HL & Foundation Governors 4.3: Rev'd HL 4.4: Rev'd HL</p>	<p>Persons responsible: 5.1: EYFS Leader (KG) 5.2: EYFS Leader (KG) 5.3: EYFS Leader (KG)</p> <p>Staff team: 5.1: EYFS team 5.2: EYFS/KS1 staff team 5.3: EYFS/KS1 staff team</p> <p>Link Governors/LGB members: 5.1: EYFS link governor 5.2: EYFS link governor 5.3: EYFS link governor</p>

	2.6: SEND linked governors			
<p>Desired outcomes for end of July 2026</p> <p>1.1 1.1 (i) Governors are well trained to competently fulfil the full range of their delegated responsibilities and have a clear understanding of their role.</p> <p>1.1 (ii) The work of governors impacts positively on outcomes for pupils.</p> <p>1.2 Subject leaders ensure high quality of curriculum provision across the school and ensure that that curriculum delivery is appropriately matched to agreed curriculum plans. Outcomes are in line with (or closing the gap with) National by the end of July 2026.</p> <p>Governors and senior leaders ensure subject leaders are confident to share evidence of impact over time, in their subject.</p> <p>Subject leaders proactively plan for and access high</p>	<p>Desired outcomes for end of July 2026</p> <p>2.1 i) Staff use the high-quality progressive writing programme of planning across EYFS to Year 6 and adopt a mastery approach to the teaching of writing which engages and supports all pupils, including the more able to achieve their targets.</p> <p>Staff utilise the quality of the texts within the scheme (and supplements from Literacy shed) to promote deeper and broader literary interrogation and analysis.</p> <p>Teachers are accurately planning and teaching for the needs of the children in writing development, ensuring all children are challenged.</p> <p>Effective teaching strategies are in place to challenge greater depth writers.</p> <p>Clear progression is followed to allow for the tracking of skills, swift identification of gaps and action taken to address these.</p>	<p>Desired outcomes for end of July 2026</p> <p>3.1 Whole school community understand our expectations of children and staff: Ready, Respectful, Safe. This is clearly displayed across the school.</p> <p>There is consistency of approach to behaviour from all staff (including teaching assistants and lunchtime supervisors) towards all children (not just their own class) across the whole school and their practice matches policy.</p> <p>Pupils and adults show respectful behaviour towards each other consistently throughout school, both in class and during less structured times of the day i.e. lunchtime.</p> <p>Children live out our core Christian values in their daily lives, consistently showing respect to others. Support is given to those children who are new to the school to ensure they are taught and understand our behaviour curriculum.</p>	<p>Desired outcomes for end of July 2026</p> <p>4.1 The wider school community recognise that: -promoting good mental health is a preventative measure, not just reactive. -mental health is something which affects us all because we all have a mind.</p> <p>Through promoting positive mental health, we are realising potential and supporting every individual to 'Live life in all it's fullness' so that all are flourishing.</p> <p>The school has a published mental health strategy.</p> <p>Key staff are confident and competent in supporting mental health needs because they are appropriately trained.</p> <p>4.2 Our curriculum allows children opportunities to personally reflect and spiritually develop.</p> <p>Our collective worship is invitational, inclusive and</p>	<p>Desired outcomes for end of July 2026</p> <p>5.1 All children make sufficient progress to meet age related expectations in speech and language development through the language rich environment.</p> <p>Support is given to any new staff joining the team from the team of expert teachers who know and understand the processes that underpin the development of speech and language.</p> <p>5.2 Standards in Mathematical development across the EYFS are in line with National.</p> <p>Teaching of maths (number) is supported through the progressive, consistent implementation of the mastery number approach.</p> <p>5.3 EYFS leaders and teachers have embedded their awareness of the effective teaching strategies for mastering number and supported apprentices to learn the relevant skills.</p>

<p>quality CPD for themselves and their colleagues. Subject leaders are well prepared to articulate developments/strengths/next steps in their subject and are aware of their role within ofsted report card based inspections.</p> <p>Subject leaders remain abreast of current research and best practice relating to the effective delivery of their subject.</p> <p>1.3 Aspirations and expectations of teaching for all pupils are universally ambitious and core features and expectations regarding organisation and delivery are demonstrated by all teachers in their daily practice. These core features and expectations are systematically reinforced by all leaders.</p> <p>There is consistency of approach in respect of classroom environments in order to best support teaching and learning across the school (i.e. working walls, behaviour prompts, reading areas)</p>	<p>Pathways to Write continues to enable staff to clarify expectations and assists in moderation.</p> <p>ii) Pupils consistently demonstrate improved verbal reasoning and communication skills, expressing their ideas with clarity, confidence, and increasing sophistication. This leads to greater engagement with writing and measurable improvements in writing quality across subjects. Writing outcomes will be in line with or above National.</p> <p>iii) Teaching is consistently high-quality, with pupils demonstrating improved accuracy and confidence in grammar, spelling, and punctuation. Assessment data begins to reflect these improvements as progress catches up with practice.</p> <p>Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all.</p>	<p>Children and staff are ready for learning.</p> <p>All staff explicitly promote good manners, conduct and respect amongst our pupils and wider school community.</p> <p>3.2 All staff recognise that behaviour is communication.</p> <p>Through emotion coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.</p> <p>New staff are trained in Attachment and Trauma Informed Practice to underpin their developing understanding of behaviour regulation through emotion coaching.</p> <p>Individual pupils who need support to manage their emotional regulation, receive this through appropriate and consistent use of strategies. (More experienced staff are able to support newer staff in this.)</p>	<p>inspirational and encourage all children and school adults— whether of any faith or none – to develop their spirituality.</p> <p>4.3 Pupils lead school worship and share these moments with parents.</p> <p>Pupils and parents gain a deeper understanding of the school's core Christian values</p> <p>4.4 Pupils engage with the 'Spacemakers' programme across the school.</p> <p>Pupils demonstrate increased resilience and emotional regulation.</p>	
--	--	--	--	--

<p>At all levels (classroom, subject and school) there is effective use of the full range of available data to identify issues regarding progress and to target in-class interventions effectively.</p> <p>All teachers/support staff understand their responsibilities and those of the SENCO in promoting a culture of inclusive learning across the school (SEND CoP Part 6)</p> <p>Following monitoring activities, subject leaders have an awareness of potential gaps in learning and make careful revisions to curriculum plans/delivery, to ensure gaps are quickly closed.</p>	<p>iv) Pupils take greater ownership of the writing process, demonstrating improved editing skills and producing higher-quality written outcomes. All children have equitable opportunities to showcase their best work, contributing to overall improvement in writing standards.</p> <p>Teachers consistently address errors in grammar, punctuation and spelling, in-line with feedback policy.</p> <p>v) Teachers are accurately planning and teaching for the needs of the children in handwriting to develop formation and fluency.</p> <p>Children feel a sense of pride in the presentation of their handwriting and have a desire to master handwriting.</p> <p>Subject leader monitoring will show that high quality handwriting lessons are having a positive impact on the standards of pupils' handwriting across the school.</p>	<p>3.3 Staff who are new to the school know their role in relation to promoting good pupil attendance:</p> <ul style="list-style-type: none"> • They will have received training and support. • All staff will take opportunities to promote good attendance and act on absence promptly. • Leaders and Teachers will be able to have supportive but challenging conversations where attendance needs to improve. • Leaders will attend training and engage in working partnerships to support good attendance for pupils. 		
---	--	--	--	--

	<p>vi) Subject leader monitoring evidences that high-quality spelling lessons are contributing to improved writing standards across the school. Early signs of impact are visible, with continued embedding leading to sustained and measurable progress.</p> <p>2.2 Teachers plan units of learning, across all subjects, in-line with the whole school curriculum map, identifying opportunities where revisions might better support learning over time.</p> <p>The curriculum is successfully adapted as necessary to be ambitious and meet the needs of pupils with SEND: Teachers plan relevant, meaningful and engaging learning opportunities for children which draw upon and develop skills learnt previously.</p> <p>2.3 Teachers continue to use a repertoire of formative assessment strategies to measure what children know and can do in relation to clearly defined end points.</p>			
--	--	--	--	--

	<p>Teachers can accurately assess the knowledge, vocabulary and skills that pupils know and remember.</p> <p>Teachers make the most effective use of the assessment information gathered in terms of informing teaching programmes and making relevant adaptations to approaches and practices.</p> <p>Children continue to have regular opportunities to improve their retention of knowledge through the act of active recall.</p> <p>2.4</p> <p>Pupils in all classes across Key Stages 1 and 2 continue to make accelerated progress in reading.</p> <p>Library monitors will be in place to develop activities for children to engage in reading during break/lunchtimes. Pupils will report an enjoyment of reading.</p> <p>2.5</p>			
--	---	--	--	--

	<p>Teachers know how to extend or shorten an activity to meet the individual needs of learners and the pace of the class.</p> <p>The gap between girls and boys achieving age related expectations in maths will be closing.</p> <p>Pupils fluently use mathematical vocabulary within their dialogue, for all maths concepts (Cardinality, pattern, shape and space, measures, comparison and composition), evidencing their deep knowledge and understanding of maths</p> <p>2.6 SENCOs across the Trust continue to benefit from working collaboratively.</p> <p>Class teachers continue to carefully track the attainment and progress of all pupils but specifically those pupils who have an additional special need/disability.</p> <p>The SENDCO will organise planned time to work with teachers and oversee the SEND provision across school.</p>			
--	---	--	--	--

	<p>These meetings will provide appropriate strategies to continue to improve outcomes for pupils with SEND</p> <p>Class teachers plan effectively to meet the needs of their pupils with SEND ensuring children are being appropriately challenged, are accessing the age-appropriate National Curriculum objectives and making good progress.</p> <p>Interventions are well matched to a pupil's needs and staff have received training in their delivery i.e Talk Boost, S&L programmes</p> <p>Teachers (with the support of SENDCo) will ensure there is consistency in timings and delivery of intervention programmes.</p>			
<p>Success criteria (measuring the desired outcomes)</p> <p>1.1 All governors attend induction and ongoing training aligned with the Scheme of Delegation. Governors can articulate their roles and responsibilities</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.1 i) Children are making sustained and substantial progress in writing, across the curriculum as evidenced in internal data and statutory assessment data.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>3.1 The whole school community understands expectations: Ready, Respectful, Safe.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.1 The wider school community recognises that promoting good mental health is preventative, not just reactive.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>5.1 Data outcome will fall in line with or above National for language and communication following interventions. EYFS outcomes demonstrate that children are well prepared</p>

<p>confidently during meetings and reviews. Minutes of Local Governing Board meetings reflect informed contributions and strategic oversight, working in accordance with the Scheme of Delegation. Governors demonstrate understanding of Trust governance structures and how these relate to their work.</p> <p>1.2 Governors participate in scheduled monitoring activities related to the SDP, worship, RE, and Christian Distinctiveness. Governor visit reports show engagement with pupils, staff, and worship practices. Feedback from governors contributes to the development and improvement of RE and collective worship. Evidence from monitoring is used to inform strategic decisions and school improvement planning. External reviews and internal evaluations confirm the effectiveness of governance in driving school improvement.</p>	<p>Progression in writing in year groups and across the whole school can be evidenced in pupil work/books. Teachers report improved confidence in the teaching of writing. Expectations for the planning and teaching of writing are embedded across the whole school as evidenced in monitoring records. Outcomes for pupils in writing at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard. A greater number of pupils are working at greater depth in writing. The majority of pupils achieve their year group expectations for GPS (measured by termly GPS tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way. Pupils' writing in foundation subjects reflects standards and</p>	<p>Expectations are clearly displayed across the school. Consistent behaviour approach from all staff towards all children. Pupils and adults consistently show respectful behaviour in all settings. Children live out core Christian values and show respect to others. New pupils are supported to understand the behaviour curriculum. Children and staff are ready for learning. Staff explicitly promote good manners, conduct, and respect. Children engage with their learning. Our school environment is caring and is one in which everyone in our school community can feel safe, respected, valued and happy as confirmed through gathering the views of stakeholders. Monitoring of behaviours both in class and less structured periods shows that positive relationships underpin learning and incidents of any low-level disruption (or crisis) are reducing for individual pupils.</p>	<p>We provide a caring environment evidenced in pupil, staff and parent voice Mental health is acknowledged as affecting everyone. Positive mental health promotion supports individuals to flourish and realise their potential with the agreed approach being consistently applied across the school. The school has a published mental health strategy. Pupil needs are quickly identified, and appropriate support provide, in a timely way which has a measurable, positive impact on outcomes for the child (case studies). Key staff are confident and competent in supporting mental health needs due to appropriate training.</p> <p>4.2 Pupil voice will be able to identify examples of where children have felt encouraged, provoked and transformed by collective worship or a curriculum opportunity.</p>	<p>for the next stage of their education in each subject area. Outcomes at the end of the EYFS to be in-line with national and local averages.</p> <p>5.2 All children make sustained and substantial progress to meet age related expectations in maths. Monitoring evidence supports the view that there is a team of expert teachers who embed the quality first teaching of maths mastery. Children in Reception are well-prepared for the next stage of their school journey in maths. All children in EYFS taking part in the Mastering Number programme.</p> <p>5.3 EYFS apprentices (Leader and support assistant) successfully complete their courses within the expected timescales. Apprentice demonstrates understanding and application</p>
--	---	---	---	---

<p>Local Governance is considered effective by the Trust Board.</p>	<p>expectations of EGPS year group requirements.</p> <p>2.1 ii)</p> <ul style="list-style-type: none"> -Pupils consistently demonstrate improved verbal reasoning and communication skills. - Pupils express ideas with clarity, confidence, and increasing sophistication. - Writing outcomes improve and are in line with or above National expectations. - Increased pupil engagement in writing tasks. <p>2.1 iii)</p> <ul style="list-style-type: none"> - Teaching is consistently high-quality across all classes. - Pupils show improved accuracy and confidence in GSP. - Assessment data reflects progress in GSP skills. - Pupils understand the importance of correct grammar, punctuation, and spelling. - A culture of high expectations is evident in classrooms. <p>2.1 iv)</p> <ul style="list-style-type: none"> - Pupils take greater ownership of the writing process. 	<p>Visitors to the school and members of the school’s wider community comment positively on pupils’ conduct.</p> <p>3.2 All staff recognise that behaviour is communication.</p> <p>Emotion coaching and attachment awareness help children and adults manage behaviour and create a learning-conducive environment.</p> <p>New staff are trained in Attachment and Trauma Informed Practice.</p> <p>Individual pupils receive consistent support for emotional regulation through appropriate strategies.</p> <p>Experienced staff support newer staff in implementing emotion coaching.</p> <p>Children with complex needs/attachment & trauma are increasingly able to self-regulate as evidenced in their</p>	<p>Our curriculum allows children opportunities to personally reflect and spiritually develop.</p> <p>Collective worship is invitational, inclusive, and inspirational.</p> <p>All children and adults, of any faith or none, are encouraged to develop their spirituality.</p> <p>Stakeholders will have developed a shared understanding of spirituality (linked to 4.4)</p> <p>4.3</p> <p>Pupils regularly lead worship sessions.</p> <p>Parents are invited and attend worship sessions.</p> <p>Feedback indicates increased understanding of Christian values.</p> <p>4.4</p> <p>The ‘Spacemakers’ programme is implemented in all classes.</p> <p>Staff and pupils report improved resilience and well-</p>	<p>of number mastery strategies.</p> <p>Apprentice receives regular supervision and feedback.</p> <p>EYFS team provides consistent support and training opportunities.</p>
---	---	--	---	--

	<ul style="list-style-type: none"> - Improved editing skills and higher-quality written outcomes. - Equitable opportunities for all pupils to showcase their best work. - Overall improvement in writing standards. - Teachers consistently address GSP errors in line with feedback policy. <p>2.1 v)</p> <ul style="list-style-type: none"> - Teachers accurately plan and teach handwriting to meet pupil needs. - Pupils demonstrate improved formation and fluency. - Pupils take pride in their handwriting and aim to master it. - Subject leader monitoring shows positive impact on handwriting standards. <p>2.1 vi)</p> <ul style="list-style-type: none"> - Staff follow the progressive spelling programme with clear planning. - Teachers plan and teach effectively for writing development. - Strategies challenge greater depth writers - Clear progression enables tracking of skills. - Improved awareness of 	<p>IBP/Learning Plan reviews and as a result they are able to access learning and a full curriculum entitlement (anon case studies)</p> <p>Pupils are helped to understand their actions, their impact on others and to take ownership of their behaviour as evidenced in CPOMS records.</p> <p>3.3 New staff understand their role in promoting good pupil attendance.</p> <p>Staff receive training and support on attendance responsibilities.</p> <p>All staff promote good attendance and act promptly on absences.</p> <p>Leaders and teachers engage in supportive but challenging conversations about attendance.</p> <p>Leaders attend training and participate in partnerships to support pupil attendance.</p>	<p>being.</p> <p>Programme complements existing wellbeing initiatives like Zones of Regulation.</p>	
--	---	--	---	--

	<p>English skill progression across year groups.</p> <ul style="list-style-type: none"> - Pathways to Write supports moderation and reduces planning workload. - Pupils are taught age-related EGPS curriculum and value accuracy. - Writing standards improve across the school. - Teachers consistently address grammar, punctuation, and spelling error <p>2.2</p> <ul style="list-style-type: none"> - Teachers plan units in line with the whole school curriculum map ensuring coherence, appropriate coverage, content, structure, and sequencing. - Revisions support learning over time and build on prior knowledge. - Curriculum is adapted to be ambitious and meet the needs of pupils with SEND. - Teachers plan meaningful and engaging learning opportunities that develop previously taught skills. - Monitoring records evidence delivery of lessons which are knowledge-rich in both substantive and disciplinary knowledge, with high levels of pupil engagement. 			
--	--	--	--	--

	<ul style="list-style-type: none"> - PSHE policy is reviewed and updated in line with new DfE guidelines. - Consultation undertaken on the new PSHE/RSE curriculum. - Rolling programme for PSHE/RSE reviewed and updated in line with new DfE guidance. <p>2.3</p> <ul style="list-style-type: none"> - Teachers use a repertoire of formative assessment strategies to measure what children know and can do in relation to clearly defined end points. - Teachers accurately assess the knowledge, vocabulary and skills that pupils know and remember. - Assessment information is effectively used to inform teaching programmes and adapt approaches. - Children regularly engage in active recall to improve retention of knowledge. -There is evidence of good pupil progress in each subject, in each year group: pupils know more and are able to do more. <p>2.4</p> <ul style="list-style-type: none"> - Pupils across Key Stages 1 and 2 make accelerated progress in reading. 			
--	--	--	--	--

	<ul style="list-style-type: none"> - The structured and progressive reading programme (Pathways to Read) is consistently implemented and evidencing impact, from EYFS to Y6. - Pupils report an enjoyment of reading. - Library monitors facilitate reading activities during break/lunchtimes. <p>2.5</p> <ul style="list-style-type: none"> - Teachers differentiate maths activities to meet individual learner needs and class pace. - The gender gap in achieving age-related expectations in maths is closing. - Pupils fluently use mathematical vocabulary across all concepts, demonstrating deep understanding. -Progression in maths in year groups across school can be evidenced in pupils' work/books and their data outcomes. <p>A greater number of pupils will be achieving the expected standard and making good progress from their starting points.</p> <p>Pupils' outcomes in maths will be in line with or above National. Where this is not the</p>			
--	--	--	--	--

	<p>case, there is evidence that appropriate interventions were implemented in a timely way.</p> <p>2.6</p> <ul style="list-style-type: none"> - SENCOs across the Trust continue to benefit from working collaboratively. - Class teachers carefully track attainment and progress of all pupils, especially those with SEND. - SENDCO organizes planned time to work with teachers and oversee SEND provision. - Meetings provide strategies to improve outcomes for pupils with SEND. - Class teachers plan effectively to meet needs of pupils with SEND, ensuring challenge and access to age-appropriate curriculum. - Interventions are well matched to pupil needs and staff are trained in their delivery (e.g., Talk Boost, S&L programmes). - Teachers and SENDCO ensure consistency in timing and delivery of intervention programmes. 			
--	---	--	--	--

KEY PRIORITY 1.1 The effectiveness of Leadership & Governance

<p>KEY PRIORITY 1. <u>Leadership & Governance</u></p> <p>1.1 To ensure that the Local Governing Board plays a full part in monitoring and evaluating the work of the school by;</p> <p>i) Ensuring members of the Local Governing Board have an accurate understanding of their role and responsibilities and those of the Trust, in-line with the Scheme of Delegation</p> <p>ii) Ensuring all members of the Local Governing Board engage in the formal monitoring and evaluation of the Christian Distinctiveness of the school including worship and RE</p> <p>Desired outcomes:</p> <p>1.1 1.1 (i) Governors are well trained to competently fulfil the full range of their delegated responsibilities and have a clear understanding of their role.</p> <p>1.1 (ii) The work of governors impacts positively on outcomes for pupils.</p>	<p>Success criteria (measuring the desired outcomes):</p> <p>1.1 All governors attend induction and ongoing training aligned with the Scheme of Delegation.</p> <p>Governors can articulate their roles and responsibilities confidently during meetings and reviews.</p> <p>Minutes of Local Governing Board meetings reflect informed contributions and strategic oversight, working in accordance with the Scheme of Delegation.</p> <p>Governors demonstrate understanding of Trust governance structures and how these relate to their work.</p>	<p>Persons responsible: 1.1: iCEO/EHT (CG/JB)</p> <p>Staff team: 1.1: Chair of LGB/EHT</p> <p>Link Governors/LGB members: 1.1: All LGB members</p>
<p>Situation as of September 2025/Contextual information: In June 2023 an academy order was issued to the Chair of Governors by the Regional Director for the West Midlands, Department for Education. This means that Bicton Primary School became an academy within a multi-academy trust. The Regional Director chose Shropshire Church of England Academies Trust for our school to join. The old school closed and re-opened as an academy school in February 2025. It now has a local governing board which is overseen by the MAT. The MAT governance consists of members and directors. The directors are responsible for the same three core governance functions performed by the governing body in a maintained school: setting the direction, holding the headteacher to account and ensuring financial probity. As charity trustees, they must also ensure that they are complying with charity law requirements. Individuals who sit on local governing bodies (LGBs) are referred to as ‘local governors’. This is because trustees can delegate governance functions to the local level. The details of what has been delegated from the trustees to local governors is detailed in a scheme of delegation for each LGB. This makes it clear what functions the trustees have delegated to the LGB members at Bicton. An Executive Headteacher was appointed under a local agreement to support the school from September 2025, following the resignation of the Headteacher. An Interim Head of School was appointed from September 2024.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>1.1 To ensure that the Local Governing Board plays a full part in monitoring and evaluating the work of the school, including understanding their roles within the Trust and engaging in the monitoring of Christian Distinctiveness.</p>	<p>Deliver governor induction and refresher training on roles, responsibilities, and Scheme of Delegation.</p> <p>Schedule termly governor monitoring visits focused on Christian Distinctiveness and other link roles.</p> <p>Provide governors with RE and worship evaluation frameworks (SIAMS SEF).</p> <p>Include governance impact review in termly Headteacher reports.</p> <p>Conduct annual self-evaluation of governance effectiveness.</p> <p>Update skills audit to inform training needs: ensure governors have access to the Trust training programme to embed roles and responsibilities.</p> <p>Share new ofsted framework with LGB</p>	<p>EHT/HoS</p> <p>CoG</p> <p>RE Lead, Chair of Governors.</p> <p>HoS /EHT</p> <p>LGB</p> <p>CoG</p> <p>EHT/HoS</p> <p>Costs: Minimal training costs, governor hub subscription, access to clerking via Trust.</p> <p>CPD budget; printing and materials for evaluation frameworks.</p>	<p>Monitoring by: Chair of Governors and Headteacher.</p> <p>Reported to: Local Governing Board and Trust.</p> <p>Frequency: Termly reviews and annual self-evaluation.</p>	<p>- Autumn Term 2025: Governor induction and training completed.</p> <p>- Autumn Term 2025: RE and worship evaluation frameworks distributed.</p> <p>Autumn term 2025</p> <p>- Termly: Monitoring visits and impact reviews conducted.</p> <p>- Summer Term 2026: Annual governance self-evaluation completed.</p>

KEY PRIORITY 1.2 Leadership & Governance

<p>KEY PRIORITY 1. <u>Leadership & Governance</u></p> <p>1.2 To ensure a continued focus on subject leader development and training which is aligned with the curriculum to deepen pedagogical and content knowledge, to ensure this translates into improvements in teaching and leadership across the curriculum.</p> <p>Desired outcomes for end of July 2026 1.2 Subject leaders ensure high quality of curriculum provision across the school and ensure that that curriculum delivery is appropriately matched to agreed curriculum plans. Outcomes are in line with (or closing the gap with) National by the end of July 2026.</p> <p>Governors and senior leaders ensure subject leaders are confident to share evidence of impact over time, in their subject.</p> <p>Subject leaders proactively plan for and access high quality CPD for themselves and their colleagues. Subject leaders are well prepared to articulate developments/strengths/next steps in their subject and are aware of their role within ofsted report card based inspections.</p> <p>Subject leaders remain abreast of current research and best practice relating to the effective delivery of their subject.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>1.2 Subject leaders ensure high quality curriculum provision matched to agreed plans.</p> <p>Outcomes are in line with or closing the gap with National by July 2026.</p> <p>Subject leaders confidently share evidence of impact over time.</p> <p>Subject leaders proactively plan and access high quality CPD.</p> <p>Subject leaders articulate strengths, developments, and next steps clearly.</p> <p>Subject leaders remain informed of current research and best practice.</p>	<p>Persons responsible: 1.2: EHT (JB)</p> <p>Staff team: 1.2: All subject leaders</p> <p>Link Governors/LGB members*: 1.2: HoS (EM)</p>
<p>Situation as of July 2025/Contextual information:</p> <p>In the summer term 2023, Ofsted recognised that leaders had ‘worked hard to accelerate the development of subject leadership across the school’. As a result, leaders have a more secure understanding of the current strengths and areas for development in their subjects. Last year, (2024/5) with a large number of staff who were new</p>		

to the school and new subject leaders, we continued to build upon these improvements with a continued offer of training and development for staff who led a curriculum area. Staff expertise was further developed by working with other subject leaders in our partner schools and dedicated release time for subject leadership development. We know that by doing this we have (and will continue this year to) further improve teaching and leadership across all curriculum areas so that our children can know more and do more. We now have enthusiastic and knowledgeable curriculum leaders who know the strengths and areas for development in their subjects and who have attended network meetings to update their knowledge. This year we will further consolidate this with some changes to areas of responsibility to further build on staff capacity and skills.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom, when	Key milestones and date achieved.
<p>To ensure a continued focus on subject leader development and training aligned with the curriculum to deepen pedagogical and content knowledge, translating into improvements in teaching and leadership across the curriculum.</p>	<p>Provide targeted CPD for subject leaders focused on pedagogy and content knowledge.</p> <p>Facilitate regular subject leader network meetings to share best practice.</p> <p>Subject Leaders to access trust subject padlets. DTL to advise and provide training on these.</p> <p>Develop opportunities for subject leaders to lead staff training and curriculum reviews. (subject leaders to book this on the staff meeting lists).</p> <p>Ensure subject leaders engage with current research and national developments.</p> <p>Support subject leaders in preparing for Ofsted-style report card inspections.</p> <p>HoS to carry out monitoring of termly subject leader toolkit updates.</p>	<p>HoS/Subject leaders</p> <p>DTL</p> <p>EHT</p> <p>Curriculum governors</p> <p>Costs: CPD budget allocation, release time for monitoring and visits to other schools</p> <p>external training providers, resources for curriculum</p>	<p>Monitoring by: Senior Leadership Team and Governors.</p> <p>Reported to: Local Governing Board and Trust.</p> <p>Frequency: Termly reviews and annual evaluations.</p>	<p>- Autumn Term: Initial CPD and training plans established.</p> <p>- Spring Term: Subject leader network meetings and curriculum reviews conducted.</p> <p>- Summer Term: Evaluation of impact and preparation for Ofsted-style reporting.</p> <p>- July 2026: Outcomes reviewed against national benchmarks.</p>

	<p>Joint lesson observations/learning walks through the year to support subject leader confidence and standardise reviews (with HoS, EHT, partner subject leaders), both in own school and partner schools.</p> <p>HoS to facilitate termly meetings with curriculum linked governors for subject leaders to provide updates. HoS to plan a timetable for this over the year.</p>	<p>development eg laptops and IT equipment.</p>		
--	---	---	--	--

KEY PRIORITY 1.3 Leadership & Governance

<p>KEY PRIORITY 1. <u>Leadership & Governance</u></p> <p>1.3 Embed effective Quality First Teaching across the school through achieving consistency in practice by making explicit;</p> <p>(i) planning requirements ensuring fidelity to agreed curriculum plans</p> <p>(ii) expectations for creating engaging learning environments,</p> <p>(iii) organisation and delivery to focus specifically on pace, challenge, high expectations for all.</p> <p>Desired outcomes:</p> <p>1.3 Aspirations and expectations of teaching for all pupils are universally ambitious and core features and expectations regarding organisation and delivery are demonstrated by all teachers in their daily practice. These core features and expectations are systematically reinforced by all leaders.</p> <p>There is consistency of approach in respect of classroom environments in order to best support teaching and learning across the school (i.e. working walls, behaviour prompts, reading areas)</p> <p>At all levels (classroom, subject and school) there is effective use of the full range of available data to identify issues regarding progress and to target in-class interventions effectively.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>1.3 All teachers consistently apply Quality First Teaching strategies in daily practice</p> <p>Leaders reinforce and model expectations across the school.</p> <p>Classroom environments reflect agreed standards (e.g., working walls, behaviour prompts, reading areas).</p> <p>Data is used effectively to identify progress issues and inform interventions.</p> <p>Staff understand and enact inclusive learning responsibilities in line with SEND CoP Part 6.</p> <p>Subject leaders revise curriculum plans based on monitoring to close learning gaps.</p>	<p>Persons responsible: 1.3: iCEO/EHT (CG/JB)</p> <p>Staff team: 1:3: All teaching staff</p> <p>Link Governors/LGB members*: 1.3: Subject linked governors</p>
--	---	---

<p>All teachers/support staff understand their responsibilities and those of the SENCO in promoting a culture of inclusive learning across the school (SEND CoP Part 6)</p> <p>Following monitoring activities, subject leaders have an awareness of potential gaps in learning and make careful revisions to curriculum plans/delivery, to ensure gaps are quickly closed.</p>		
<p>Situation as of July 2025/Contextual information: There have been a significant number of staffing changes through 2024/2025 with staffing now in a strong position. A highly experienced executive headteacher was appointed from September 2025 to take over the leadership to the school with the school's current deputy taking on the Head of School role. The recruitment process has led to a number of experienced teachers joining the school team from September 2024 bringing a strength to teaching and leadership.</p> <p>There will be a continued focus on our monitoring activities and increasing the opportunities available to all staff to support their further development will be a continued focus.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embed Quality First Teaching across the school through achieving consistency in practice by making explicit:</p> <p>(i) planning requirements ensuring fidelity to agreed curriculum plans, (ii) expectations for creating engaging learning environments, (iii) organisation and delivery</p>	<p>Reinforce planning expectations through regular planning reviews and collaborative planning sessions.</p> <p>Embed consistent expectations for learning environments via shared exemplars and classroom audits.</p> <p>Deliver ongoing CPD focused on pace, challenge, and high expectations, followed by coaching and peer observations.</p> <p>Use data routinely to inform teaching and target in-class interventions.</p>	<p>HoS/subject leaders/EHT/Trust partners/CEO</p> <p>Teachers</p> <p>SENDCo</p> <p>Costs: CPD budget, resources for classroom</p>	<p>Monitoring by: SLT and Subject Leaders.</p> <p>Reported to: Headteacher and Governors.</p> <p>Frequency: Termly learning walks, data reviews, and curriculum audits.</p>	<p>- Autumn Term: Planning expectations and environment guidance reinforced.</p> <p>- Autumn Term: Initial CPD and coaching sessions delivered.</p>

<p>to focus specifically on pace, challenge, high expectations for all.</p>	<p>Ensure inclusive practices are embedded through staff training and SENCO support.</p> <p>Trust model appraisal procedure to be used following training in the Autumn term 2025.</p> <p>CPD on new Ofsted framework to be undertaken and cascaded in Autumn term 2025.</p>	<p>environment enhancements, data tools.</p>		<p>-CPD on ofsted framework</p> <p>SLT training o the Trust appraisal process</p> <p>- Spring Term: Monitoring activities and data reviews conducted.</p> <p>- Summer Term: Curriculum revisions made based on monitoring.</p> <p>- July 2026: Review of teaching consistency and pupil outcomes.</p>
---	--	--	--	---

KEY PRIORITY 2.1 THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. <u>The Quality of Education</u></p> <p>2.1 Enhance pupils' communication and writing skills through explicit oracy instruction. Strengthen the teaching of writing across the school through;</p> <p>i) the embedding of the progressive, structured 'writing' programme of work for all pupils from EYFS to Y6 (Pathways to Write)</p> <p>Desired outcomes:</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.1</p> <p>i) Children are making sustained and substantial progress in writing, across the curriculum as evidenced in internal data and statutory assessment data.</p> <p>Progression in writing in year groups and across the whole school can be evidenced in pupil work/books.</p> <p>Teachers report improved confidence in the teaching of writing.</p>	<p>Persons responsible:</p> <p>2.1: English Leader(s) (EM)</p> <p>Staff team:</p> <p>2.1: Teaching staff/Tas</p> <p>Link Governors:</p>
--	---	--

<p>2.1 i) Staff use the high quality progressive writing programme of planning across EYFS to Year 6 and adopt a mastery approach to the teaching of writing which engages and supports all pupils, including the more able to achieve their targets.</p> <p>Staff utilise the quality of the texts within the scheme (and supplements from Literacy shed) to promote deeper and broader literary interrogation and analysis.</p> <p>Teachers are accurately planning and teaching for the needs of the children in writing development, ensuring all children are challenged.</p> <p>Effective teaching strategies are in place to challenge greater depth writers.</p> <p>Clear progression is followed to allow for the tracking of skills, swift identification of gaps and action taken to address these.</p> <p>Pathways to Write continues to enable staff to clarify expectations and assists in moderation.</p>	<p>Expectations for the planning and teaching of writing are embedded across the whole school as evidenced in monitoring records.</p> <p>Outcomes for pupils in writing at the end of the year show improvements on previous year with a greater number of pupils achieving the expected standard. A greater number of pupils are working at greater depth in writing.</p> <p>The majority of pupils achieve their year group expectations for GPS (measured by termly GPS tests) and where children do not make the expected standard, there is evidence that appropriate interventions were implemented in a timely way.</p> <p>Pupils' writing in foundation subjects reflects standards and expectations of EGPS year group requirements.</p>	<p>2.1: curriculum linked governors</p>
<p>Situation as of July 2025/Contextual information: We have used Pathways to Write, a structure scheme of work for writing, for several years but from Autumn term 2023 the school began to use it with the EYFS class. This is Reception/ Year 1 class. We also made changes to timetabling so that all children in Reception class receive RWI phonics followed by Pathways, and all children in KS1 receive either RWI phonics or guided reading followed by Pathways. The introduction of the Pathways to Write programme has realised improved teacher confidence in the teaching of writing from Year 1 to Year 6 and ensured that children are encouraged to be ambitious in their writing. Staff have seen improved progress and outcomes in this area. We recognise the benefits of introducing this structured programme in EYFS. During 2024/25 a key part of our work to improve children's writing was to embed the use of Pathways to across all classes and raise ambition for all pupils to achieve in writing. Our scheme was enhanced in 2024/25 with additional poetry units and a broader depth to the texts chosen. This is already showing positive impact, in improved outcomes across the school from pupils starting points. Phonics improvements in both year 1 and year 2 have been exceptional. Greater depth writing still needs to be improved as pupils secure a greater range of core year group skills which were previously missing.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embed the progressive, structured writing programme (Pathways to Write) for all pupils from EYFS to Y6 to support mastery teaching, challenge all learners, and improve writing outcomes.</p>	<p>Deliver staff update training, as needed, on Pathways to Write and mastery teaching strategies.</p> <p>Ensure consistent implementation across EYFS to Y6.</p> <p>Use high-quality texts and Literacy Shed supplements to deepen literary analysis.</p> <p>Monitor planning and delivery to ensure challenge and progression.</p> <p>Support staff in identifying gaps and tracking writing skills.</p> <p>Utilise standardisation sessions within staff meetings to identify areas of focus as a whole school and individual year groups.</p> <p>Implement targeted interventions swiftly and monitor impact closely.</p> <p>Use lesson studies and peer coaching to support staff confidence and delivery of the pathways scheme of work.</p> <p>Subject leader to seek CPD and network opportunities for self and others who need further knowledge and skill development.</p>	<p>English Lead, Teaching Staff, SLT.</p> <p>Costs: Programme subscription, CPD sessions, planning and moderation resources.</p>	<p>English Lead and SLT.</p> <p>Reported to: Headteacher and Governors.</p> <p>Frequency: Termly planning scrutiny, lesson observations, and writing standardisation and moderation.</p>	<p>- Autumn Term: Programme and initial training delivered to those who are returning/new to the school.</p> <p>- Autumn Term: Planning and delivery monitored.</p> <p>- Spring Term: Review of pupil progress and staff feedback.</p> <p>- Summer Term: Evaluation of writing standards and programme impact.</p> <p>- July 2026: Writing outcomes reviewed against national benchmarks.</p>

<p>KEY PRIORITY 2. The Quality of Education</p>	<p>Success criteria (measuring the desired outcomes) 2.1 ii)</p>	<p>Persons responsible: 2.1: English Leader(s) (EM)</p>
---	--	--

<p>2.1 Enhance pupils’ communication and writing skills through explicit oracy instruction. Strengthen the teaching of writing across the school through;</p> <p>ii) integration of structured opportunities for oracy across units and the wider curriculum to develop pupils’ ability to articulate their thinking clearly, confidently, and with increasing sophistication—supporting both enjoyment and effectiveness in writing.</p> <p>Desired outcomes: ii) Pupils consistently demonstrate improved verbal reasoning and communication skills, expressing their ideas with clarity, confidence, and increasing sophistication. This leads to greater engagement with writing and measurable improvements in writing quality across subjects. Writing outcomes will be in line with or above National.</p>	<p>Pupils consistently demonstrate improved verbal reasoning and communication skills.</p> <p>Pupils express ideas with clarity, confidence, and increasing sophistication.</p> <p>Writing outcomes improve and are in line with or above National expectations.</p> <p>Increased pupil engagement in writing tasks.</p>	<p>Staff team: 2.1: Teaching staff/Tas</p> <p>Link Governors: 2.1: curriculum linked governors</p>
<p>Situation as of July 2025/Contextual information: Pupils’ life experiences and skills are (in some cases) lacking with some pupils poor in basic writing concepts. Consistent teaching and clear non-negotiables are now in place which support pupil progress. Pupil oracy has been identified as a core skill which needs further work to ensure all pupils develop the vocabulary to be able to write coherent, exciting and engaging pieces of work with confidence, hence the focus this year.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embed structured opportunities for oracy across units and the wider curriculum to develop pupils’ ability to articulate their thinking clearly, confidently, and with increasing sophistication—supporting both enjoyment and effectiveness in writing.</p>	<p>Audit current oracy provision across subjects.</p> <p>Develop planning guidance and modelled examples for oracy activities.</p> <p>Provide CPD on effective oracy strategies.</p> <p>Integrate oracy into curriculum maps and lesson planning.</p> <p>Monitor implementation through lesson observations and pupil voice.</p>	<p>English Lead, Curriculum Leads, Teaching Staff.</p> <p>Costs: CPD budget, resources for oracy activities, display</p>	<p>Monitoring by: English Lead and SLT. Reported to: Headteacher and Governors.</p> <p>Frequency: Termly reviews, lesson</p>	<p>- Autumn Term: CPD delivered and planning guidance shared. - Spring Term: Oracy activities embedded and monitored. - Summer Term: Showcase events and writing data</p>

	- Showcase oracy outcomes through assemblies, performances, and writing exhibitions.	and performance materials.	observations, and pupil voice surveys.	reviewed. - July 2026: Writing outcomes evaluated against national benchmarks.
--	--	----------------------------	--	---

<p>KEY PRIORITY 2. The Quality of Education</p> <p>2.1 Enhance pupils' communication and writing skills through explicit oracy instruction. Strengthen the teaching of writing across the school through;</p> <p>iii) further embedding the teaching of grammar, spelling, and punctuation through the use of high-quality texts, improving teaching practice and accelerating pupil progress</p> <p>Desired outcomes:</p> <p>iii) Teaching is consistently high-quality, with pupils demonstrating improved accuracy and confidence in grammar, spelling, and punctuation. Assessment data begins to reflect these improvements as progress catches up with practice.</p> <p>Pupils recognise the importance of correct grammar, punctuation and spelling in their writing and there is a culture of high expectations from all.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.1</p> <p>iii) Teaching is consistently high-quality across all classes.</p> <p>Pupils show improved accuracy and confidence in GSP.</p> <p>Assessment data reflects progress in GSP skills.</p> <p>Pupils understand the importance of correct grammar, punctuation, and spelling.</p> <p>A culture of high expectations is evident in classrooms.</p>	<p>Persons responsible:</p> <p>2.1: English Leader(s) (EM/SB)</p> <p>Staff team:</p> <p>2.1: Teaching staff/TAs</p> <p>Link Governors:</p> <p>2:1: JL</p>
<p>Situation as of September 2025/Contextual information: We have used Pathways to Write, a structure scheme of work for writing, for several years and from Autumn term 2024 it was used with our Reception class. We have also previously made changes to timetabling so that all children in Reception class receive RWI phonics followed by Pathways, and all children in KS1 receive either RWI phonics or guided reading followed by Pathways. A swift, strong intervention and training programme was utilised in 2024-25 to ensure all relevant staff (including those who were new to the team) have a good understanding of the RWI scheme and interventions. This ensured that our phonics outcomes for 2025 were in line with National despite a number of pupils with SEND. The introduction of the Pathways to Write programme has realised improved teacher confidence in the teaching of writing from EYFS to Year 6 and ensured that children are encouraged to be more ambitious in their writing. Staff have seen improved progress and outcomes in this area</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Further embed the teaching of grammar, spelling, and punctuation through the use of high-quality texts to improve teaching practice and accelerate pupil progress.</p>	<p>Audit current use of texts to support grammar, spelling, and punctuation (GSP).</p> <p>Provide CPD on integrating GSP instruction into text-based units.</p> <p>Share exemplar planning and model lessons.</p> <p>Monitor teaching practice through observations and book looks.</p> <p>Use assessment data to identify areas for improvement and target support.</p>	<p>English Lead, Teaching Staff, SLT.</p> <p>Costs: CPD sessions, planning resources, moderation materials.</p>	<p>Monitoring by: English Lead and SLT.</p> <p>Reported to: Headteacher and Governors.</p> <p>Frequency: Termly observations, planning scrutiny, and data reviews.</p>	<ul style="list-style-type: none"> - Autumn Term: CPD delivered and exemplar planning shared. - Autumn Term: Initial monitoring activities conducted. - Spring Term: Review of pupil progress and teaching practice. - Summer Term: Evaluation of impact and next steps identified. - July 2026: Writing and GSP outcomes reviewed against national benchmarks.

<p>KEY PRIORITY 2. The Quality of Education 2.1 Enhance pupils' communication and writing skills through explicit oracy instruction. Strengthen the teaching of writing across the school through;</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.1 iv) Pupils take greater ownership of the writing process.</p>	<p>Persons responsible: 2.1: English Leader(s) (EM)</p> <p>Staff team: 2.1: Teaching staff/Tas</p>
---	---	--

<p>iv) embedding regular opportunities for pupils to edit and improve their work, ensuring all children can produce high-quality final pieces. Trialling the use of final copy writing books to support this.</p> <p>Desired outcomes: iv) Pupils take greater ownership of the writing process, demonstrating improved editing skills and producing higher-quality written outcomes. All children have equitable opportunities to showcase their best work, contributing to overall improvement in writing standards.</p> <p>Teachers consistently address errors in grammar, punctuation and spelling, in-line with feedback policy.</p>	<p>Improved editing skills and higher-quality written outcomes.</p> <p>Equitable opportunities for all pupils to showcase their best work.</p> <p>Overall improvement in writing standards.</p> <p>Teachers consistently address GSP errors in line with feedback policy.</p>	<p>Link Governors: 2.1: curriculum linked governors</p>
---	---	--

Situation as of July 2025/Contextual information: During 2024/25, leaders focused on ensuring high quality texts were being used efficiently across the school and in line with the scheme of work. The scheme of work was supplemented with new units including poetry to ensure high expectations and a breadth of genre were embedded. Impact from this was positive and a number of year groups saw gaps between the cohort and national ARE expectations closing. Through moderation, it was identified that opportunities to edit and improve work and present to an audience, were not always utilised to the full. This focus will also build a pride and engagement in writing to our emerging writers. Staff CPD was undertaken on this during the second half of the Summer term with a view to a sustained expectation and focus on this into the new academic year. With a number of staff switching year groups in 2025/26, this objective will also ensure leaders support staff who are new to cohorts.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embed regular opportunities for pupils to edit and improve their work, ensuring all children can produce high-quality final pieces. Trial the use of final copy writing books to support this.</p>	<p>Establish clear expectations for editing and improving written work.</p> <p>Provide CPD on effective editing strategies and feedback practices.</p> <p>Introduce and trial final copy writing books across year groups.</p> <p>Monitor pupil engagement and quality of final written pieces.</p>	<p>English Lead, Teaching Staff, SLT.</p> <p>Costs: CPD sessions, final copy writing books,</p>	<p>Monitoring by: English Lead and SLT.</p> <p>Reported to: Headteacher and Governors.</p> <p>Frequency: Termly book looks, lesson</p>	<p>- Autumn Term: CPD delivered and editing expectations shared.</p> <p>- Autumn Term: Final copy writing books introduced.</p> <p>- Spring Term: Monitoring of pupil</p>

	Reinforce feedback policy to ensure consistent correction of grammar, punctuation, and spelling errors.	moderation materials.	observations, and pupil voice.	outcomes and staff feedback. - Summer Term: Evaluation of writing standards and programme impact. - July 2026: Review of writing outcomes and editing practices.
--	---	-----------------------	--------------------------------	--

<p>KEY PRIORITY 2. The Quality of Education 2.1 Enhance pupils' communication and writing skills through explicit oracy instruction. Strengthen the teaching of writing across the school through;</p> <p>v) embedding the delivery of the 'handwriting' programme of work (Letter Join).</p> <p>Desired outcomes: v) Teachers are accurately planning and teaching for the needs of the children in handwriting to develop formation and fluency.</p> <p>Children feel a sense of pride in the presentation of their handwriting and have a desire to master handwriting.</p> <p>Subject leader monitoring will show that high quality handwriting lessons are having a positive impact on the standards of pupils' handwriting across the school.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.1 v) Teachers accurately plan and teach handwriting to meet pupil needs.</p> <p>Pupils demonstrate improved formation and fluency.</p> <p>Pupils take pride in their handwriting and aim to master it.</p> <p>Subject leader monitoring shows positive impact on handwriting standards.</p>	<p>Persons responsible: 2.1: English Leader(s) (EM)</p> <p>Staff team: 2.1: Teaching staff/Tas</p> <p>Link Governors: 2.1: curriculum linked governors</p>
<p>Situation as of July 2025/Contextual information: The previous handwriting scheme had minimal impact. A revised scheme was introduced in 2024-25 and significant improvements seen in the pupils pride in presentation although there is still further work to be undertaken to ensure consistent high expectations for all pupils. The profile and the importance of clear, legible handwriting, is being raised so that our children strive to improve their presentation of work from their respective starting</p>		

points. We continue to do this by ensuring the teaching of handwriting has a regular place on the timetable in each year group and that all staff follow the scheme by modelling the agreed style of handwriting in their own letter formation when teaching handwriting and that they model correct letter formation.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embed the delivery of the handwriting programme of work to improve formation, fluency, and presentation.</p>	<p>Provide staff training on the handwriting programme.</p> <p>Ensure consistent planning and delivery of handwriting lessons across all year groups.</p> <p>Monitor pupil progress in handwriting through book looks and lesson observations.</p> <p>Promote pupil pride in presentation through displays and recognition.</p> <p>Subject leader to ensure all staff follow the agreed handwriting style and modelling when writing (in all subjects). NB ofsted research paper supports print before joined – no lead-ins until a pupil has mastered print.</p> <p>Form a handwriting exemplification folder for writing from Nursery to Y6. Share this with all staff, pupils and share anonymised pieces on school website.</p> <p>SENDCo to support staff with identifying appropriate interventions to support and extend pupils with fine/gross motor development needs.</p>	<p>SENDCo, English Lead, Teaching Staff, SLT.</p> <p>Costs: Handwriting scheme subscription, CPD sessions, handwriting resources.</p>	<p>English Lead and SLT.</p> <p>Reported to: Headteacher and Governors.</p> <p>Frequency: Termly book looks, lesson observations, and pupil voice.</p>	<p>- Autumn Term: Staff training delivered and planning expectations shared.</p> <p>- Autumn Term: Initial monitoring of handwriting lessons.</p> <p>- Spring Term: Review of pupil progress and presentation.</p> <p>- Summer Term: Evaluation of impact and next steps.</p> <p>- July 2026: Review of handwriting standards across the school.</p>

<p>KEY PRIORITY 2. The Quality of Education</p>	<p>Success criteria (measuring the desired outcomes)</p>	<p>Persons responsible: 2.1: English Leader(s) (EM)</p>
---	---	--

<p>2.1 Enhance pupils’ communication and writing skills through explicit oracy instruction. Strengthen the teaching of writing across the school through;</p> <p>vi) embedding the progressive structured ‘spelling’ programme of work for all pupils from Y2 to Y6 (Pathways to Spell)</p> <p>Desired outcomes:</p> <p>vi) Subject leader monitoring evidences that high-quality spelling lessons are contributing to improved writing standards across the school. Early signs of impact are visible, with continued embedding leading to sustained and measurable progress.</p>	<p>2.1 vi)</p> <p>Staff follow the progressive spelling programme with clear planning.</p> <p>Teachers plan and teach effectively for writing development.</p> <p>Strategies challenge greater depth writers</p> <p>Clear progression enables tracking of skills.</p> <p>Improved awareness of English skill progression across year groups.</p> <p>Pathways to Write supports moderation and reduces planning workload.</p> <p>Pupils are taught age-related EGPS curriculum and value accuracy.</p> <p>Writing standards improve across the school.</p> <p>Teachers consistently address grammar, punctuation, and spelling error</p>	<p>Staff team:</p> <p>2.1: Teaching staff/Tas</p> <p>Link Governors:</p> <p>2.1: curriculum linked governors</p>
<p>Situation as of July 2025/Contextual information: . In 2024-25 a structured programme for spelling was introduced – Pathways to Spell – which has supported improvements in pupil’s writing. We continue to moderate our judgements across our local groups of schools and were successful in an external moderation by the Local Authority in the summer of 2025 which verified all our judgements. This now needs to be embedded and monitored for impact with interventions being actioned in a timely manner to close gaps.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
--------	-----------------------	------------------------------	------------------------------------	-----------------------------------

<p>Embed the progressive structured spelling programme (Pathways to Spell) for all pupils from Y2 to Y6 to improve consistency, progression, and impact on writing standards.</p>	<p>Deliver staff training on Pathways to Spell and planning expectations for those new to the school.</p> <p>Ensure consistent implementation across Y2–Y6.</p> <p>Monitor lesson delivery and pupil outcomes.</p> <p>Use pupil voice and book looks to assess engagement and progress.</p> <p>Staff survey to ascertain professional confidence when teaching spelling. Determine bespoke offer of CPD as required.</p> <p>Support staff with resources and planning time.</p> <p>Action intervention groups swiftly and consistently (as required).</p> <p>Update English policy with spelling scheme; ensure policy meets practice.</p> <p>Termly writing moderation to include a focus on spellings and identify any systemic issues; action plan to resolve these as required.</p>	<p>English Lead, Teaching Staff, SLT.</p> <p>Costs: Programme subscription, CPD sessions, planning resources.</p>	<p>English Lead and SLT.</p> <p>Reported to: EHT and Governors.</p> <p>Frequency: Termly planning scrutiny, lesson observations, and book looks.</p>	<ul style="list-style-type: none"> - Autumn Term: Programme update and initial training delivered to any new/returning staff. - Autumn Term: Staff audit to be completed. - Autumn Term: Planning and delivery monitored. - Spring Term: Review of pupil progress and staff feedback. - English policy to be updated - Summer Term: Evaluation of writing standards and programme impact. - July 2026: Writing outcomes reviewed against national benchmarks.
---	---	---	--	--

KEY PRIORITY 2.2 THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. The Quality of Education 2.2 To continue to develop the quality of the curriculum through carefully considered revisions to content, ensuring appropriate sequencing so that new knowledge and skills build on previously taught content and end points and key vocabulary are explicit in all subjects.</p> <p>Desired outcomes: Teachers plan units of learning, across all subjects, in-line with the whole school curriculum map, identifying opportunities where revisions might better support learning over time.</p> <p>The curriculum is successfully adapted as necessary to be ambitious and meet the needs of pupils with SEND: Teachers plan relevant, meaningful and engaging learning opportunities for children which draw upon and develop skills learnt previously.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.2 Teachers plan units in line with the whole school curriculum map ensuring coherence, appropriate coverage, content, structure, and sequencing.</p> <p>Revisions support learning over time and build on prior knowledge.</p> <p>Curriculum is adapted to be ambitious and meet the needs of pupils with SEND.</p> <p>Teachers plan meaningful and engaging learning opportunities that develop previously taught skills.</p> <p>Monitoring records evidence delivery of lessons which are knowledge-rich in both substantive and disciplinary knowledge, with high levels of pupil engagement.</p> <p>PSHE policy is reviewed and updated in line with new DfE guidelines.</p> <p>Consultation undertaken on the new PSHE/RSE .</p>	<p>Persons responsible: 2.2: HoS / curriculum subject leaders(EM & Teachers)</p> <p>Staff team: 2.2: Teaching staff team/subject leaders</p> <p>Link Governors/LGB members*: 2.2: curriculum linked governors</p>
<p>Situation as of July 2024/Contextual information: We recognise the importance of all curriculum plans clearly specifying the precise knowledge and skills pupils need to acquire and so at the beginning of the year we will refine and standardised our curriculum planning format to ensure we know what children’s prior learning is. Our plans and feature work will ensure cohesion between these aspects of the curriculum and ensure pupils are able to know and remember more. This will support the</p>		

teaching of key knowledge and skills and support our formative assessment processes to ensure we can regularly check on what our children know and can do and accurately plan for their next steps in learning. We plan to publish all of our curriculum plans on our school website.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<ul style="list-style-type: none"> - Curriculum coherence and sequencing. - SEND curriculum adaptation. - Knowledge-rich teaching and pupil engagement. - PSHE/RSE curriculum and policy alignment with DfE guidance. 	<p>Continue to evaluate impact and update current curriculum maps across all subjects.</p> <p>Identify areas for revision to continue to build on and improve sequencing and coherence, particularly as pupils become more ambitious with their work.</p> <p>Provide CPD for staff on curriculum planning and SEND adaptation.</p> <p>Ensure staff include explicit vocabulary and end points on their knowledge organisers and within lessons.</p> <p>Ensure staff use retrieval practise at class, group and individual level ensuring that all pupils make good progress.</p> <p>Review and revise PSHE/RSE policy and rolling programme.</p>	<ul style="list-style-type: none"> -EHT - HoS/ Curriculum Lead - SENDCo - Subject Leaders - Class Teachers - PSHE/RSE Coordinator - Governors (for policy review and consultation oversight) <p>Costs; Scheme of work subscriptions to be continued ie historic, PSHE, French, PE, Art associations etc.</p>	<ul style="list-style-type: none"> - Subject leaders to HoS.EHT: Half-termly progress updates - SENDCo to SLT: Termly review of SEND adaptations - Subject Leaders Ongoing, via planning scrutiny - PSHE Coordinator to HoS/Governors: End of Autumn Term - SLT to Governors: Termly reports 	<ul style="list-style-type: none"> - Curriculum audits, evaluations and reviews of curriculum maps completed: End of Autumn Term - Revised curriculum maps published online: Mid Spring Term - CPD delivered on curriculum planning and SEND adaptation: Autumn Term - Knowledge organisers updated: Autumn Term - PSHE/RSE policy reviewed and approved: End of Autumn Term - Stakeholder consultation

	<p>Conduct stakeholder consultation on PSHE/RSE curriculum.</p> <p>Monitor lesson delivery for knowledge-rich content and engagement.</p> <p>Monitor outcomes in each subject area.</p>			<p>completed: Mid Autumn Term - Monitoring shows improved lesson delivery and engagement: End of Spring Term</p> <p>Outcomes for pupils monitored Summer 2026</p>
--	---	--	--	---

KEY PRIORITY 2.3 THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. The Quality of Education 2.3 To use regular opportunities for formative assessment to accurately identify next steps and measure progress towards achieving clearly defined end points to include further developing the use of retrieval practices in daily teaching across all subject areas.</p> <p>Desired outcomes: 2.3 Teachers continue to use a repertoire of formative assessment strategies to measure what children know and can do in relation to clearly defined end points.</p> <p>Teachers can accurately assess the knowledge, vocabulary and skills that pupils know and remember.</p> <p>Teachers make the most effective use of the assessment information gathered in terms of informing teaching programmes and making relevant adaptations to approaches and practices.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.3 Teachers use a repertoire of formative assessment strategies to measure what children know and can do in relation to clearly defined end points.</p> <p>Teachers accurately assess the knowledge, vocabulary and skills that pupils know and remember.</p> <p>Assessment information is effectively used to inform teaching programmes and adapt approaches.</p>	<p>Persons responsible: 2.3: EHT / HoS (JB/ EM)</p> <p>Staff team: 2.3: Teaching staff team/subject leaders</p> <p>Link Governors: 2.3: curriculum linked governors</p>
---	--	---

<p>Children continue to have regular opportunities to improve their retention of knowledge through the act of active recall.</p>	<p>Children regularly engage in active recall to improve retention of knowledge.</p> <p>There is evidence of good pupil progress in each subject, in each year group: pupils know more and are able to do more.</p>	
<p>Situation as of July 2025/Contextual information: In the academic year 2022/23 staff had training in the metacognition of learning and learnt about strategies and techniques aimed at helping pupils overcome the challenge of retaining academic content in their long-term memory. Staff gained practical insights and effective tools to enhance pupil learning outcomes by exploring the fundamental principles of learning and memory. Staff began to use retrieval practices in their teaching during the last academic year. In 2023/2024 developed this professional learning further although the use of retrieval strategies was not consistently evident in everyday practice (Summer 2024). CPD was provided to all staff, in the Autumn term 2024, linked to retrieval practise. This was followed up with staff meeting updates and evaluations during the academic year 2024-25. The focus this year is on embedding this into the daily routines and ensuring there is clear evidence of positive impact of this.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embedding formative assessment strategies across all subjects.</p> <p>Enhancing retrieval practices in daily teaching.</p> <p>Using assessment data to inform and adapt teaching.</p>	<p>Provide further CPD and reminders on formative assessment and retrieval practices.</p> <p>Review the impact of this via observations and discussions with pupils and staff across subjects.</p> <p>Develop subject-specific guidance on formative assessment and update onto policies.</p> <p>Integrate retrieval practice into daily lesson planning.</p> <p>Monitor and evaluate the impact of assessment strategies on pupil progress.</p>	<p>- EHT/ HoS - Subject Leaders - Class Teachers</p> <p>Costs; Possible -External Consultant (for training sessions) CPD facilitation, resources and training)</p>	<p>- HoS to EHT: Monthly updates - Subject Leaders to SLT: Half-termly reviews - SLT to Governors: Termly reports</p>	<p>- Updates to CPD delivered on formative assessment and retrieval: Autumn Term - Impact and evaluation audit/observations and pupil/staff discussions completed: Mid Autumn Term - Guidance documents published: End of</p>

				Spring Term - Retrieval practices embedded in planning: Spring Term - Monitoring shows improved pupil retention and progress: End of Spring Term
--	--	--	--	--

KEY PRIORITY 2.4 THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. The Quality of Education</p> <p>2.4 To strengthen the teaching of reading across the school through the continued implementation of a progressive, structured ‘reading’ programme of work for all pupils from EYFS to Y6 (Pathways to Read) and further development of an enjoyment of reading.</p> <p>Desired outcomes: Pupils in all classes across Key Stages 1 and 2 continue to make accelerated progress in reading.</p> <p>Library monitors will be in place to develop activities for children to engage in reading during break/lunchtimes. Pupils will report an enjoyment of reading.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.4 Pupils across Key Stages 1 and 2 make accelerated progress in reading.</p> <p>The structured and progressive reading programme (Pathways to Read) is consistently implemented and evidencing impact, from EYFS to Y6.</p> <p>Pupils report an enjoyment of reading.</p> <p>Library monitors facilitate reading activities during break/lunchtimes.</p>	<p>Persons responsible: 2.4: English Leader(s) (EM)</p> <p>Staff team: 2.4: Teaching staff team & TAs</p> <p>Link Governors: 2.4: curriculum linked governors</p>
<p>Situation as of July 2025/Contextual information: Last year leaders ensured a robust approach was taken to phonics teaching through the development of Read, Write Inc phonics across EYFS and KS1, ensuring an ambition that no child is left behind was in place. High quality CPD was put in place and trained staff were then given focus intervention groups to close the gap for our learners in KS1 who had not developed those early reading skills. The Pathways to Read programme was introduced across</p>		

the school and teacher confidence in the teaching of reading from Year 2 to Year 6 was improved. This is beginning to show impact and support children to become fluent and voracious readers. This positive impact now needs to embed into the second year.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Continuing to strengthen reading instruction through structured programmes.</p> <p>Promoting enjoyment of reading across all year groups.</p> <p>Enhancing reading opportunities during non-instructional times.</p>	<p>Continue to implement Pathways to Read programme across EYFS to Y6.</p> <p>Provide CPD for staff on effective reading instruction, where monitoring identifies areas to improve. Utilise lesson studies/peer-to-peer support and opportunities to visit other schools to support staff as required.</p> <p>Establish library monitor roles and responsibilities.</p> <p>Organize reading activities during break/lunchtimes.</p> <p>Conduct pupil surveys to assess enjoyment of reading.</p> <p>Monitor reading progress through formative and summative assessments.</p> <p>Subject leader to book and attend network meetings/update meetings. (Termly).</p>	<p>-Subject leader / HoS</p> <p>- Class Teachers</p> <p>- Library Monitors (voluntary/student roles)</p> <p>Costs; CPD and resources</p>	<p>- English Lead to EHT: Monthly updates</p> <p>- Class Teachers to English Leader: Weekly feedback</p> <p>- SLT to Governors: Termly reports</p>	<p>- Pathways to Read programme fully implemented: Autumn Term</p> <p>- CPD delivered to staff: Mid Autumn Term</p> <p>- Library monitors appointed and trained: End of Autumn Term</p> <p>- Reading activities operational during breaks: Spring Term</p> <p>- Pupil survey results show increased enjoyment: End of Spring Term</p> <p>Termly – data updates show improvements</p>

KEY PRIORITY 2.5 THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. The Quality of Education 2.5 To strengthen the teaching of maths across the school through the continued embedding of the Maths Mastery approach from EYFS to Year 6</p> <p>Desired outcomes: 2.5</p> <p>Teachers know how to extend or shorten an activity to meet the individual needs of learners and the pace of the class.</p> <p>The gap between girls and boys achieving age related expectations in maths will be closing.</p> <p>Pupils fluently use mathematical vocabulary within their dialogue, for all maths concepts (Cardinality, pattern, shape and space, measures, comparison and composition), evidencing their deep knowledge and understanding of maths</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.5</p> <p>Teachers differentiate maths activities to meet individual learner needs and class pace.</p> <p>The gender gap in achieving age-related expectations in maths is closing.</p> <p>Pupils fluently use mathematical vocabulary across all concepts, demonstrating deep understanding.</p> <p>Progression in maths in year groups across school can be evidenced in pupils' work/books and their data outcomes.</p> <p>A greater number of pupils will be achieving the expected standard and making good progress from their starting points.</p> <p>Pupils' outcomes in maths will be in line with or above National. Where this is not the case, there is evidence that appropriate interventions were implemented in a timely way.</p>	<p>Persons responsible: 2.5: Maths Leader (CF)</p> <p>Staff team: 2.5: Teaching staff team & Tas</p> <p>Link Governors:</p>
<p>Situation as of July 2025/Contextual information: Staff have received training in the mastery approach to the teaching of maths during 2024/25 and some staff through 2023/24. All use White Rose with fidelity across year 1-6. Staff now need to embed this knowledge and understanding of the principles and delivery of maths mastery to ensure quality first teaching in maths across the school (linking with the oracy requirements detailed above).</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<ul style="list-style-type: none"> - Embedding the Maths Mastery approach from EYFS to Year 6. - Enhancing differentiation strategies in maths teaching. - Promoting mathematical vocabulary use in pupil dialogue. - Closing gender gaps in maths attainment. - Evidencing progression and outcomes through pupil work and data. - Implementing timely interventions where needed. 	<ul style="list-style-type: none"> Deliver CPD on Maths Mastery and differentiation techniques. Monitor implementation of Maths Mastery across all year groups. Provide resources to support vocabulary development in maths. Track progress of boys and girls in maths to identify and address gaps. Facilitate peer observations and sharing of best practices. Review pupil work and data to evidence progression. Implement timely interventions for pupils not meeting expected standards. Continue to undertake sessions with the Maths hub, evidencing impact for any CPD undertaken. 	<p>HoS Maths subject leader Teachers - Teaching Assistants for Intervention Support</p> <p>Costs; CPD and resources, release time. External Maths Consultant costs from hub</p>	<ul style="list-style-type: none"> - Maths Lead to HoS/EHT: Termly updates - Class Teachers to Maths Lead: Weekly feedback - SLT to Governors: Termly reports - HoS to EHT: Termly data reviews 	<ul style="list-style-type: none"> - CPD delivered on Maths Mastery and differentiation: Autumn Term - Ongoing full implementation of Maths Mastery approach: Monitoring mid Autumn Term - Vocabulary resources distributed and used: End of Autumn Term - Gender gap analysis completed: Spring Term 1st half. - Monitoring shows improved vocabulary use and narrowing gender gap: End of Spring Term - Pupil work and data evidences progression: End of Spring Term - Interventions documented and evaluated: Summer Term

KEY PRIORITY 2.6 THE QUALITY OF EDUCATION

<p>KEY PRIORITY 2. The Quality of Education 2.6 To ensure our work is meeting the needs of those pupils who have SEND so that they make consistently good progress.</p> <p>Desired outcomes: 2.6 SENCOs across the Trust continue to benefit from working collaboratively.</p> <p>Class teachers continue to carefully track the attainment and progress of all pupils but specifically those pupils who have an additional special need/disability.</p> <p>The SENDCO will organise planned time to work with teachers and oversee the SEND provision across school. These meetings will provide appropriate strategies to continue to improve outcomes for pupils with SEND</p> <p>Class teachers plan effectively to meet the needs of their pupils with SEND ensuring children are being appropriately challenged, are accessing the age-appropriate National Curriculum objectives and making good progress.</p> <p>Interventions are well matched to a pupil's needs and staff have received training in their delivery i.e Talk Boost, S&L programmes</p> <p>Teachers (with the support of SENDCo) will ensure there is consistency in timings and delivery of intervention programmes.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>2.6 SENCOs across the Trust continue to benefit from working collaboratively.</p> <p>Class teachers carefully track attainment and progress of all pupils, especially those with SEND.</p> <p>SENDCO organises planned time to work with teachers and oversee SEND provision.</p> <p>Meetings provide strategies to improve outcomes for pupils with SEND.</p> <p>Class teachers plan effectively to meet needs of pupils with SEND, ensuring challenge and access to age-appropriate curriculum.</p> <p>Interventions are well matched to pupil needs and staff are trained in their delivery (e.g., Talk Boost, S&L programmes).</p> <p>Teachers and SENDCo ensure consistency in timing and delivery of intervention programmes.</p>	<p>Persons responsible: 2.6: PH</p> <p>Staff team: 2.6: Teaching staff team & TAs</p> <p>Link Governors: 2.6: SEND linked governors</p>
---	---	---

Situation as of July 2025/Contextual information: During 2024/25, the SENDCo completed the NASENDCo award and was supported, through mentoring and extra release time, to undertake a strategic overview of the SEND needs and provision across the school. The SENDCo from the partner schools supported this work and an excellent collaborative working arrangement is now in place. Teachers have been supported to ensure they can guide their teaching assistants appropriately within both quality first teach and excellent intervention provision. The number of SEND pupils, EHCNA applications and positive outcomes for those pupils with SEND have increased/ improved over the past year. SEND provision continues to grow in strength. This year, we intend to further develop this work and embed key policies and procedures. We have a high number of SEND pupils both on EHCP and at school support.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Enhancing SEND provision and collaborative planning.</p> <p>Improving tracking and progress monitoring for pupils with SEND.</p> <p>Ensuring effective and consistent delivery of intervention programmes.</p>	<p>Schedule regular collaborative meetings for SENCOs across the Group.</p> <p>Refine the tracking systems for SEND pupil progress.</p> <p>Ensure effective use is made of the allocated time for SENDCO to support teachers and oversee provision.</p> <p>Develop and share strategies during SEND planning meetings.</p> <p>Provide training for staff on intervention programmes (Talk Boost, S&L).</p> <p>Monitor consistency in intervention delivery – SENDCo to ensure that he clarifies expectations with Tas and Teachers regarding recording, delivery of interventions and showing impact from baselines, keeping an overview of interventions to ensure a clear oversight is evident.</p> <p>Consider further staff training in ELSA.</p> <p>SENDCo to attend SENDCo network meetings.</p>	<p>-SENDCO</p> <p>-Class teachers</p> <p>-HoS/EHT</p> <p>Costs; SENDCo release</p> <p>Group SENDCO release and monitoring support</p> <p>- External Trainers (for intervention training)</p>	<p>- SENDCo to HoS/EHT: Monthly updates</p> <p>- Class Teachers to SENDCo: Weekly informal report and termly updates</p> <p>- SENDCO/SLT to Governors: Termly SEND provision review</p>	<p>- Collaborative SENCO meetings scheduled: Autumn Term</p> <p>- Tracking system refined: Mid Autumn Term</p> <p>- SEND planning meetings conducted: End of Autumn Term</p> <p>-Autism and Wellbeing in schools action plan to be in place – end of Autumn Term</p> <p>- Staff training on interventions completed: Spring Term</p>

	<p>Provision maps to be up to date and collaboratively collated with parents</p> <p>SENDCo to engage with the Autism and Wellbeing in Schools project and subsequently devise action plans for next steps in school.</p>			<p>- Monitoring shows ongoing improvements, consistency and outcomes: End of Spring Term</p>
--	--	--	--	--

KEY PRIORITY 3.1 BEHAVIOUR AND ATTITUDES/ ATTENDANCE

<p>KEY PRIORITY 3. <u>Behaviour and Attitudes/ Attendance</u></p> <p>3.1 To continue to embed a consistent approach to behaviour expectations across the school.</p> <p>Desired outcomes: 3.1 Whole school community understand our expectations of children and staff: Ready, Respectful, Safe. This is clearly displayed across the school.</p> <p>There is consistency of approach to behaviour from all staff (including teaching assistants and lunchtime supervisors) towards all children (not just their own class) across the whole school and their practice matches policy.</p> <p>Pupils and adults show respectful behaviour towards each other consistently throughout school, both in class and during less structured times of the day i.e. lunchtime.</p> <p>Children live out our core Christian values in their daily lives, consistently showing respect to others. Support is given to those children who are new to the school to ensure they are taught and understand our behaviour curriculum.</p> <p>Children and staff are ready for learning.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>3.1 The whole school community understands expectations: Ready, Respectful, Safe.</p> <p>Expectations are clearly displayed across the school.</p> <p>Consistent behaviour approach from all staff towards all children.</p> <p>Pupils and adults consistently show respectful behaviour in all settings.</p> <p>Children live out core Christian values and show respect to others.</p> <p>New pupils are supported to understand the behaviour curriculum.</p> <p>Children and staff are ready for learning.</p>	<p>Persons responsible: 3.1: EHT/ HoS (JB / EM)</p> <p>Staff team: 3.1: All staff</p> <p>Link Governors/LGB members*: 3.1: CoG</p>
--	--	---

<p>All staff explicitly promote good manners, conduct and respect amongst our pupils and wider school community.</p>	<p>Staff explicitly promote good manners, conduct, and respect.</p> <p>Children engage with their learning.</p> <p>Our school environment is caring and is one in which everyone in our school community can feel safe, respected, valued and happy as confirmed through gathering the views of stakeholders.</p> <p>Monitoring of behaviours both in class and less structured periods shows that positive relationships underpin learning and incidents of any low-level disruption (or crisis) are reducing for individual pupils.</p> <p>Visitors to the school and members of the school's wider community comment positively on pupils' conduct.</p>	
<p>Situation as of July 2024 /Contextual information: Ready Respectful Safe as a behaviour approach was introduced in January 2023 and its introduction ensured there were clear behaviour expectations across school & nursery. All pupils and staff are aware of our behaviour expectations and what this looks like in different routines and activities in school. Ready, Respectful, Safe reminders are evident in displays around our school. Due to the positive response, we have seen from our children to the introduction of this approach to behaviour in school, we revised our behaviour policy last year to reflect these changes as well as making explicit how our core Christian values underpin our approach. Staff have developed the strategies and these now need to be embedded further across the school and with new staff, to ensure emotion coaching strategies are used consistently and effectively to positively impact behaviour.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
--------	-----------------------	------------------------------	------------------------------------	-----------------------------------

<p>Embedding consistent behaviour expectations across the school. Promoting respectful behaviour and readiness for learning.</p> <p>Supporting new pupils in understanding behaviour expectations.</p>	<p>Display behaviour expectations prominently around the school.</p> <p>Provide training for all new staff on behaviour policy and expectations. Remind existing staff at the beginning of the year.</p> <p>Ensure staff keep the values and expectations high in relation to behaviour and school Christian Values through the language they use with pupils on a daily basis.</p> <p>Conduct regular behaviour walks and observations.</p> <p>Organise induction sessions for new pupils on the behaviour curriculum.</p> <p>Reinforce behaviour expectations during worship, assemblies, break and lunch times and class time.</p> <p>All staff to contribute to our positive behaviour culture across the school by addressing occasions where behaviour expectations are not being followed – across the school, in a timely manner (not just in their class).</p> <p>Monitor consistency of the behaviour management approach across all staff and the use of CPOMS records.</p> <p>Pupil induction and support.</p>	<p>HoS/EHT</p> <p>Class teachers</p> <p>All Staff</p> <p>Costs;</p> <p>Training for Behaviour Lead (HoS)</p> <p>Resources and monitoring</p> <p>Pastoral Support</p> <p>Staff training and supervision</p>	<p>HoS to EHT; Monthly behaviour reports</p> <p>SLT to Governors: Termly behaviour and attitudes review</p> <p>Class Teachers to HoS: Weekly feedback</p>	<p>- Behaviour expectations displayed across school: Autumn Term</p> <p>- Staff training completed: Mid Autumn Term</p> <p>- Induction sessions for new pupils delivered: End of half term of arrival.</p> <p>- Behaviour walks show consistency across staff: Spring Term</p> <p>- Pupil and staff surveys show high expectations in terms of behaviour and respect: End of Spring Term</p>
--	--	--	---	--

KEY PRIORITY 3.2 BEHAVIOUR AND ATTITUDES/ATTENDANCE

<p>KEY PRIORITY 3. <u>Behaviour and Attitudes/ Attendance</u></p> <p>3.2 To consistently apply the principles of emotion coaching in order to develop pupil resilience through the development of self-regulation strategies.</p> <p>Desired outcomes: 3.2 All staff recognise that behaviour is communication.</p> <p>Through emotion coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.</p> <p>New staff are trained in Attachment and Trauma Informed Practice to underpin their developing understanding of behaviour regulation through emotion coaching.</p> <p>Individual pupils who need support to manage their emotional regulation, receive this through appropriate and consistent use of strategies. (More experienced staff are able to support newer staff in this.)</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>3.2 All staff recognise that behaviour is communication.</p> <p>Emotion coaching and attachment awareness help children and adults manage behaviour and create a learning-conducive environment.</p> <p>New staff are trained in Attachment and Trauma Informed Practice.</p> <p>Individual pupils receive consistent support for emotional regulation through appropriate strategies.</p> <p>Experienced staff support newer staff in implementing emotion coaching.</p> <p>Children with complex needs/attachment & trauma are increasingly able to self-regulate as evidenced in their IBP/Learning Plan reviews and as a result they are able to access learning and a full curriculum entitlement (anon case studies)</p> <p>Pupils are helped to understand their actions, their impact on others and to take ownership of their behaviour as evidenced in CPOMS records.</p>	<p>Persons responsible: 3.2: JB/EM/PH</p> <p>Staff team: 3.2: RA, teachers and <i>all</i> support staff</p> <p>Link Governors/LGB members*: 3.2: CoG</p>
--	---	---

Situation as of July 2024/Contextual information; The school has a positive reputation for its pastoral support and for supporting the needs of children as individuals. To further support our work in this aspect, last year, we built a deeper understanding of the impact of trauma and attachment on children’s emotional wellbeing and further extend our repertoire of strategies to support children to regulate their behaviours through emotion coaching. We updated our behaviour policy and trained staff on the implementation of this. This year, this work needs to be consolidated and shared with new/returning staff.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embedding emotion coaching principles across the school.</p> <p>Promoting attachment and trauma-informed practices.</p> <p>Supporting staff and pupils in developing self-regulation strategies.</p>	<p>Provide training for all new staff on emotion coaching and attachment awareness (SENDCo to arrange this where required).</p> <p>Explicit reminders of the need for high expectations of staff in terms of behaviours but also a recognition that flexibility may be needed when offering demands to support regulation and re-focus.</p> <p>Develop a mentoring system where experienced staff support new staff.</p> <p>Identify pupils needing emotional regulation support and implement strategies.</p> <p>Monitor the consistency and effectiveness of emotion coaching practices.</p> <p>Create a resource bank for self-regulation strategies.</p> <p>Reminders to staff that behaviour is a form of communication.</p>	<p>Trust DSL</p> <p>HoS/EHT</p> <p>SENDCo</p> <p>All Staff</p> <p>Costs;</p> <p>Training times for LTS</p> <p>Release for pastoral staff/ELSA staff for mentoring and resources</p> <p>External Trainers (Virtual school) specialist training.</p>	<p>- Pastoral Lead to Headteacher: Monthly updates</p> <p>- Class Teachers to Pastoral Lead: Weekly feedback</p> <p>- SLT to Governors: Termly behaviour and wellbeing review</p>	<p>Staff training on emotion coaching completed: Autumn Term</p> <p>Mentoring system established: Mid Autumn Term</p> <p>Emotional regulation strategies implemented for identified pupils: Spring Term</p> <p>Monitoring shows improved pupil resilience and behaviour: End of Spring Term</p> <p>Parent workshops; End of Spring Term.</p>

	<p>Staff to use the sample scripts from the behaviour policy when supporting pupils to learn strategies to manage emotions and behaviours.</p> <p>SENDCO to support staff and identify CPD to support staff confidence in managing pupils where SEND needs are impacting on their behaviour.</p> <p>HoS to offer half-termly, bite-size training sessions for lunchtime staff in emotion coaching. (as required).</p> <p>Parent workshops and online resources to be deployed to support parents in behaviour management using emotion coaching 'structured conversations'.</p> <p>Trust DSL to host informal online behaviour regulation clinics across the trust to discuss behaviours which may be noticeably escalating.</p>			<p>Trust DSL: end of Autumn Term</p> <p>Monitoring termly</p>
--	--	--	--	---

KEY PRIORITY 3.3 BEHAVIOUR AND ATTITUDES/ATTENDANCE

<p>KEY PRIORITY 3. <u>Behaviour and Attitudes/ Attendance</u></p> <p>3.3 To ensure staff who are new to the school know their role in relation to promoting good pupil attendance.</p> <p>Desired outcomes: 3.3 Staff who are new to the school know their role in relation to promoting good pupil attendance:</p> <ul style="list-style-type: none"> • They will have received training and support. • All staff will take opportunities to promote good attendance and act on absence promptly. 	<p>Success criteria (measuring the desired outcomes)</p> <p>3.3 New staff understand their role in promoting good pupil attendance.</p> <p>Staff receive training and support on attendance responsibilities.</p> <p>All staff promote good attendance and act promptly on absences.</p>	<p>Persons responsible: 3.3: EHT/ HoS (JB / EM)</p> <p>Staff team: 3.3: RA, teachers and <i>all</i> support staff</p> <p>Link Governors/LGB members*: 3.3 CoG</p>
---	--	--

<ul style="list-style-type: none"> Leaders and Teachers will be able to have supportive but challenging conversations where attendance needs to improve. Leaders will attend training and engage in working partnerships to support good attendance for pupils. 	<p>Leaders and teachers engage in supportive but challenging conversations about attendance.</p> <p>Leaders attend training and participate in partnerships to support pupil attendance.</p>	
<p>Situation as of July 2025/Contextual information: Attendance is in line with National attendance. We achieve this by having a strong relationship with parents and managing attendance swiftly. As we have a number of pupils with SEMH needs, and also some pupils with social workers, we know that this can significantly impact on attendance, on occasion. This objective is part of our strategy to ensure we increase attendance to above National over the medium term.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Ensuring new staff are aware of and trained in attendance responsibilities.</p> <p>Promoting a proactive and consistent approach to pupil attendance.</p> <p>Strengthening middle leadership engagement in attendance improvement.</p>	<p>Deliver attendance training for new staff.</p> <p>Provide ongoing support and resources for attendance promotion, in collaboration with the SENDCO, virtual school and Trust.</p> <p>Ensure all staff are following the protocols for prompt action on pupil absence.</p> <p>Train middle leaders and teachers in conducting attendance conversations.</p> <p>Facilitate leadership participation in external attendance partnerships. Early Help training for SLT and nominated staff.</p>	<p>HoS</p> <p>Trust attendance officer</p> <p>EWO</p> <p>Teachers</p> <p>SENDCO</p> <p>Costs;</p> <p>Training coordination and release time.</p> <p>CPD course costs</p>	<p>Admin to HoS/EHT: Monthly attendance reports</p> <p>SLT to Governors: Termly attendance review</p> <p>Class Teachers to HoS: Daily/Weekly updates on pupil absence</p>	<p>Attendance training delivered to new staff: Autumn Term</p> <p>Attendance protocols reviewed and reminders issued: Mid Autumn Term</p> <p>Leadership training on attendance conversations completed: End of Autumn Term</p> <p>External</p>

		Early Help training		<p>partnerships training dates established: Spring Term</p> <p>Monitoring shows improved pupil attendance: End of Spring Term</p>
--	--	---------------------	--	---

KEY PRIORITY 4.1 PERSONAL DEVELOPMENT AND WELLBEING. SAFEGUARDING

<p>KEY PRIORITY 4. Personal Development and Wellbeing Safeguarding</p> <p>4.1 To further develop strategies to support good mental health and well-being across the school community.</p> <p>Desired outcomes: 4.1 The wider school community recognise that: -promoting good mental health is a preventative measure, not just reactive. -mental health is something which affects us all because we all have a mind.</p> <p>Through promoting positive mental health, we are realising potential and supporting every individual to ‘Live life in all it’s fullness’ so that all are flourishing.</p> <p>The school has a published mental health strategy.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.1 The wider school community recognises that promoting good mental health is preventative, not just reactive.</p> <p>We provide a caring environment evidenced in pupil, staff and parent voice</p> <p>Mental health is acknowledged as affecting everyone.</p> <p>Positive mental health promotion supports individuals to flourish and realise their potential with the agreed approach being consistently applied across the school.</p>	<p>Persons responsible: 4.1: EHT / HoS (JB / EM)</p> <p>Staff team: 4.1: KG (Lead) RAR, teachers and all support staff</p> <p>Link Governors/LGB members*: 4.1: Pastoral Link governor and All LGB members</p>
--	---	---

<p>Key staff are confident and competent in supporting mental health needs because they are appropriately trained.</p>	<p>The school has a published mental health strategy.</p> <p>Pupil needs are quickly identified, and appropriate support provide, in a timely way which has a measurable, positive impact on outcomes for the child (case studies).</p> <p>Key staff are confident and competent in supporting mental health needs due to appropriate training.</p>	
<p>Situation as of July 2025/Contextual information: Our children have a wide range of opportunities to understand the importance of good mental health and well-being through the explicit teaching of PSHE but it is also reinforced consistently through the supportive, positive ethos of the school. In line with local and national agendas, we aim to further develop and embed our whole school approaches to Mental Health and Wellbeing thus providing opportunities for children, and the adults surrounding them, to develop the strengths and coping skills that underpin resilience. We work closely with agencies such as the NHS and Virtual Schools to ensure our approaches stretch beyond the classroom and support our families in the home. The strength in the executive and senior leadership team underpins this work with a newly appointed mental health lead taking on the role in September 2024 and half termly training attended and disseminated to staff.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Promoting positive mental health across the school community.</p> <p>Publishing and implementing a whole-school mental health strategy.</p>	<p>Develop and publish a whole-school mental health strategy.</p> <p>Provide training for key staff on mental health awareness and support.</p>	<p>HoS and Mental Health Lead</p> <p>Class Teachers</p> <p>PSHE leader</p> <p>ELSA</p> <p>Costs;</p>	<p>Mental Health Lead to HoS/EHT and teachers: Monthly updates</p> <p>SLT to Governors: Termly well-being</p>	<p>Mental health strategy published: Autumn Term</p> <p>Staff training completed: Mid</p>

<p>Training key staff to support mental health needs effectively.</p>	<p>Promote mental health as a universal concern through worship and communications.</p> <p>Create opportunities for pupils and staff to engage in well-being activities.</p> <p>Pupils, parents and staff to know about the NHS campaign and be able to talk about 5 steps to Mental Well-Being.</p> <p>School council to take on an area from the 5 Steps to Mental Well-Being and develop ideas into school life. (opportunities to partner with Christchurch, Cressage)</p> <p>School pupil groups to share ideas on a pupil-led Trust termly newsletter to promote the 5 steps widely to parents and share good practice across Trust schools.</p> <p>Parents/ Carers will know about the 5-steps campaign as it will be communicated via weekly newsletter, and we will give practical examples about what parents and families can do to support this area at home.</p> <p>Parents/ Carers will be signposted to 5-steps resources that they can use with their children and for themselves so that there is a joined-up approach between school and home through the school website and Class Dojo.</p> <p>Wellbeing levels will be monitored and the results of the Anna Freud Wellbeing Staff Survey considered by leaders https://www.annafreud.org/resources/schools-and-colleges/wellbeing-measurement-for-school-staff-survey/</p>	<p>Training and STSA Mental Health Lead updates. ELSA supervision and training.</p>	<p>review</p> <p>Staff to Mental Health Lead: Ongoing feedback and evaluation</p>	<p>Autumn Term</p> <p>Well-being activities implemented: Spring Term</p> <p>Monitoring shows improved awareness and support: End of Spring Term</p>
---	--	---	---	---

	<p>Feedback to stakeholders the result of staff survey and create action plan of support and strategies.</p> <p>Monitor the impact of mental health initiatives on pupil and staff well-being.</p>			
--	--	--	--	--

KEY PRIORITY 4.2 PERSONAL DEVELOPMENT AND WELLBEING. SAFEGUARDING

<p>KEY PRIORITY 4. Personal Development and Wellbeing Safeguarding</p> <p>4.2 Continue to refine a programme of curriculum enrichment with a focus on increased opportunities to develop children’s spirituality.</p> <p>Desired outcomes: 4.2 Our curriculum allows children opportunities to personally reflect and spiritually develop.</p> <p>Our collective worship is invitational, inclusive and inspirational and encourage all children and school adults– whether of any faith or none – to develop their spirituality.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.2 Pupil voice will be able to identify examples of where children have felt encouraged, provoked and transformed by collective worship or a curriculum opportunity.</p> <p>Our curriculum allows children opportunities to personally reflect and spiritually develop.</p> <p>Collective worship is invitational, inclusive, and inspirational.</p> <p>All children and adults, of any faith or none, are encouraged to develop their spirituality.</p> <p>Stakeholders will have developed a shared understanding of what spirituality (linked to 4.4)</p>	<p>Persons responsible: 4.2: EHT / HoS (JB / EM)</p> <p>Staff team: 4.2: EM</p> <p>Link Governors/LGB members*: 4.2: Rev’d HL & Foundation Governors</p>
<p>Situation as of July 2024/Contextual information: As a Church of England Primary School with clear Christian values, we enable all children and staff to grow in spiritual development by the opportunities that are woven through the curriculum. We are further developing this through planned opportunities that allow children to further explore the language and meaning of spirituality. To support us in this aspect of work, we have established this as a key focus for our worship committee, ensuring we listen and respond to pupil and staff voices in setting out our future plans. We have revisited our worship policy and our Christian Values and linked Bible verses through</p>		

2024/25 and trained staff in the Spacemakers programme. We have held staff training on spirituality and held staff consultations on what this might mean to use as a school. This will be shared with pupils as we move into Autumn 2025 and support pupils' understanding of spirituality (also see 4.4). In Autumn 2024 we established our Worship Council as well as our Safeguarding Warriors school councils (alongside our other new school councils) which has led to a greater pupil voice across key elements of our school development.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Refining curriculum enrichment to enhance spiritual development.</p> <p>Promoting inclusive and inspirational collective worship.</p>	<p>Develop the action plan for the worship committee which will include gathering pupil voice regarding the language and meaning of spirituality. What does spirituality mean to them? Share with community.</p> <p>Spirituality lies at the centre of the Christian expression of faith, with an awareness that there is more to life than material possessions and worldly success. Jesus said: 'Is not life more than food and the body more than clothing?' (Matthew 6:25). Children to consider meaning. Explore and consider different definitions of Christian spirituality. https://exeter.anglican.org/schools/christian-ethos-siams__trashed/spirituality/</p> <p>Children to help shape the curriculum opportunities to grow their spiritual development.</p> <p>Monitor worship and provide further CPD, where relevant, to staff on delivering inclusive and inspirational collective worship.</p> <p>Gather feedback from pupils and staff on spiritual development experiences.</p>	<p>Worship Council Lead (VE)</p> <p>HoS/EHT</p> <p>RE Lead (EM)</p> <p>Class teachers</p> <p>Costs;</p> <p>CPD and curriculum development and training</p>	<p>Worship council to HoS/EHT: Monthly updates</p> <p>Worship Coordinator to SLT: Termly worship review</p> <p>SLT to Governors: Annual personal development report</p>	<p>Spirituality review completed: Autumn Term</p> <p>New spiritual development activities implemented: Mid Autumn Term</p> <p>Staff training on collective worship delivered: End of Autumn Term</p> <p>Feedback collected and analysed: Spring Term</p>

	<p>Further develop opportunities for parents to share worship within school (to further add to those opportunities beyond school).</p> <p>Monitor and evaluate the impact of enrichment and worship activities (on all stakeholders).</p>			<p>Monitoring shows enhanced spiritual engagement: End of Spring Term</p> <p>Parents involved in sharing collective worship: End of Spring Term.</p>
--	---	--	--	--

KEY PRIORITY 4.3 PERSONAL DEVELOPMENT AND WELLBEING. SAFEGUARDING

<p>KEY PRIORITY 4. Personal Development and Wellbeing Safeguarding</p> <p>4.3 Increase opportunities for pupils to lead school worship and share those moments with parents thereby enhancing pupils and parents understanding of the schools' core Christian values</p> <p>Desired outcomes: Pupils lead school worship and share these moments with parents.</p> <p>Pupils and parents gain a deeper understanding of the school's core Christian values.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.3 Pupils regularly lead worship sessions.</p> <p>Parents are invited and attend worship sessions.</p> <p>Feedback indicates increased understanding of Christian values.</p>	<p>Persons responsible: 4.3: HoS (EM)</p> <p>Staff team: 4.3: VE</p> <p>Link Governors/LGB members*: 4.3: Rev'd HL</p>
<p>Situation as of July 2025/Contextual information: In Autumn 2024, our new worship council was formed, we introduced a number of changes to our worship structures and now have a separate key stage worship once a week to allow for pupils to have opportunity to debate and ask questions. The worship council consisted of pupils who were elected by their peers. They are all pupils who were keen to be involved in having a voice in relation to worship in our school. This, along with our other school councils gives a large number of pupils a representative voice. They have begun to lead worship with guidance from the worship leader (teacher). Our Head of</p>		

School visited other schools in our group to review how worship is led by worship council members. Our council are now ready to take on a greater ownership of preparing and leading more independently as we move into 2025/26 and will be able to share this with parents with growing confidence over the year.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Enhancing pupil leadership in worship.</p> <p>Strengthening parent engagement in spiritual development.</p>	<p>Schedule pupil-led worship sessions, train the pupils to lead worship with growing independence.</p> <p>Visit other schools (worship leader and pupils from worship council) to observe worship and support training.</p> <p>Teach the pupils to plan and prepare the worship independently.</p> <p>Invite parents to attend and participate.</p> <p>Provide further training and support for pupils leading worship.</p> <p>Collect feedback from pupils and parents.</p>	<p>Worship Coordinator</p> <p>Class Teachers</p> <p>Pupils</p> <p>Cost; Release time for new worship lead to visit partner schools and take worship council to observe.</p>	<p>Worship Coordinator to HoS: Monthly updates</p> <p>SLT to Governors: Termly review of worship leadership and engagement</p>	<p>Pupil-led worship schedule created: Autumn Term</p> <p>Visits to other schools for worship: Autumn Term</p> <p>Training for Worship Council: Autumn Term</p> <p>First parent-attended worship held: Mid Spring Term</p> <p>Feedback collected and analysed: Summer Term</p>

KEY PRIORITY 4.4 PERSONAL DEVELOPMENT AND WELLBEING. SAFEGUARDING

<p>KEY PRIORITY 4.</p> <p>Personal Development and Wellbeing</p> <p>Safeguarding</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>4.4 Spacemakers programme is implemented in all classes.</p>	<p>Persons responsible:</p> <p>4.4: HoS / Worship council leader/PSHE lead (EM/VE/CF)</p> <p>Staff team:</p> <p>4.4: teachers</p>
---	--	---

<p>4.4 To rollout the spacemakers programme across all aspects of school, further building pupils' resilience, building on the previous and ongoing wellbeing work ie. zones of regulation.</p> <p>Desired outcomes: Pupils engage with the Spacemakers programme across the school.</p> <p>Pupils demonstrate increased resilience and emotional regulation.</p>	<p>Staff and pupils report improved resilience and well-being.</p> <p>Programme complements existing wellbeing initiatives like Zones of Regulation.</p>	<p>Link Governors/LGB members*: 4.4: Rev'd HL</p>
<p>Situation as of July 2025/Contextual information: See priority 4.2</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
<p>Embedding Spacemakers programme into daily school life.</p> <p>Enhancing pupil resilience and emotional regulation.</p>	<p>Train and new staff on Spacemakers programme.</p> <p>Launch Spaccemakers programme with pupils in worship.</p> <p>Integrate Spacemakers activities into classroom routines.</p> <p>Monitor pupil engagement and outcomes.</p> <p>Align programme with existing wellbeing strategies.</p>	<p>CF/KG Class Teachers</p>	<p>Wellbeing Lead to HoS: Monthly updates</p> <p>SLT to Governors: Termly wellbeing review</p> <p>Staff to Wellbeing Lead: Ongoing feedback</p>	<p>Staff training completed: Autumn Term</p> <p>Programme implemented school-wide: Mid Autumn Term</p> <p>Monitoring shows improved resilience: Spring Term</p>

KEY PRIORITY 5.1 EARLY YEARS FOUNDATION STAGE

<p>KEY PRIORITY 5. EARLY YEARS FOUNDATION STAGE</p>	<p>Success criteria (measuring the desired outcomes)</p>	<p>Persons responsible: 5.1: EYFS Leader (KG)</p>
---	---	--

<p>5.1 To further strengthen the development of speech and language in key groups through the continued implementation of a progressive, structured intervention programme 'Talkboost' to support SEND in EYFS and KS1.</p> <p>Desired outcomes: 5.1 All children make sufficient progress to meet age related expectations in speech and language development through the language rich environment.</p> <p>Support is given to any new staff joining the team from the team of expert teachers who know and understand the processes that underpin the development of speech and language.</p>	<p>5.1 Data outcome will fall in line with or above National for language and communication following interventions.</p> <p>EYFS outcomes demonstrate that children are well prepared for the next stage of their education in each subject area.</p> <p>Outcomes at the end of the EYFS to be in-line with national and local averages.</p>	<p>Staff team: 5.1: EYFS team</p> <p>Link Governors/LGB members: 5.1: EYFS link governor</p>
<p>Situation as of July 2025/Contextual information: At Bicton Primary School we recognise that some of our youngest children need additional support to develop their language and communication skills. Talk Boost KS1 is a targeted programme for 4-7 year old children that need help with talking and understanding words, including children in Reception classes. The programme is delivered by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 – 18 months after a ten-week intervention.</p> <p>Children who are selected to take part in the programme will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity and there are activities that can be practiced at home. Training was provided throughout 2024/25 and success was seen with the pupils in EYFS. This programme will be embedded through 2025/26 as new staff and our apprentice implement the training from last year.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
--------	-----------------------	------------------------------	---------------------------------------	-----------------------------------

<p>Staff knowledge and expertise in the teaching of 'Talk Boost' ensure accelerated progress and attainment in communication and language.</p>	<p>All staff to use Talk Boost assessments to identify working groups and keep these under review so that no child s held-back in their developmental journey.</p> <p>Key staff identified to receive additional training though Talk Boost programme</p> <p>Head of School to support key staff with the implementation and delivery of intervention.</p> <p>Tracking grids for speech and language to be completed and evaluated as detailed in the Talk Boost programme.</p>	<p>Staff as identified – in-house additional training/Trust expertise shared</p> <p>English leader</p> <p>EYFS/ Year 1 and 2 teachers</p> <p>Costs; CPD and release time for staff training.</p> <p>Staff time allocation for interventions</p>	<p>EYFS lead to English subject leader/SENDCo half termly.</p> <p>English Subject Leader to HoS through regular reviews of assessment data</p> <p>Training records/observations HoS</p> <p>English leader report to English Link Governor</p> <p>Tracking grids and analysis of language and communication development. HoS to governors termly</p> <p>English leaders website audit of reading culture evidence</p>	<p>Working groups agreed: Autumn Term</p> <p>Monitoring Termly</p> <p>Impact reviews: Termly by SLT, Interim by EYFS lead.</p>
--	---	---	--	--

KEY PRIORITY 5.2 EARLY YEARS FOUNDATION STAGE

<p>KEY PRIORITY 5. EARLY YEARS FOUNDATION STAGE</p> <p>5.2 To embed the mastery approach to the teaching of maths in the EYFS including use of the mastering number programme (NCETM)</p> <p>Desired outcomes: Standards in Mathematical development across the EYFS are in line with National.</p> <p>Teaching of maths (number) is supported through the progressive, consistent implementation of the mastery number approach.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>5.2 All children make sustained and substantial progress to meet age related expectations in maths.</p> <p>Monitoring evidence supports the view that there is a team of expert teachers who embed the quality first teaching of maths mastery.</p> <p>Children in Reception are well-prepared for the next stage of their school journey in maths.</p> <p>All children in EYFS taking part in the Mastering Number programme.</p>	<p>Persons responsible: 5.2: EYFS Leader (KG)</p> <p>Staff team: 5.2: EYFS/KS1 staff team</p> <p>Link Governors/LGB members: 5.2: EYFS link governor</p>
<p>Situation as of July 2025/Contextual information: IN 2023/24,, leaders did work on the transitional statements whereby the EYFS lead shared information with teachers and led staff meetings to look at how EYFS links to KS1. Building on this work, last year, staff further reviewed their curriculum plans to create detailed long-term plans to embed the transitional statements for each area of the curriculum clearly identifying and demonstrating the knowledge staff have in both the starting and end points for EYFS and the development into the National Curriculum. These plans will be shared with KS1 staff and subject leaders to embed the developments as we move into 2025/26. Leaders worked with the Maths hub to develop maths mastery and mastering number. This proved successful through the year and will be run for the whole year from September 2025.</p>		

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
Standards in Mathematical development across the EYFS improvement.	EYFS leader to evaluate and update current curriculum plans supporting a mastery approach to the teaching in EYFS.	EYFS leader	EYFS leader to maths subject leader half termly	Training to be undertaken: Autumn Term

<p>Teaching of maths (number) is supported through the progressive, consistent implementation of the mastery and mastering number approach.</p> <p>EYFS leaders, teachers and any new staff have ongoing awareness of the effective teaching strategies for mastering number.</p>	<p>EYFS leader to attend CPD training provided by NCETM</p> <p>EYFS leader to continue to implement (and train any new staff, as required to deliver) the Mastering Number programme with EYFS children.</p>	<p>HoS</p>	<p>Maths Subject leader to HoS termly</p> <p>SLT to Maths link governor</p> <p>Termly</p>	<p>Implementation begins: Autumn Term</p> <p>Monitoring Termly</p> <p>Evaluation and updates: Termly</p>
---	--	------------	---	--

KEY PRIORITY 5.3 EARLY YEARS FOUNDATION STAGE

<p>KEY PRIORITY 5. EARLY YEARS FOUNDATION STAGE</p> <p>5.3 To ensure training and supervision supports the apprentice in EYFS to successfully complete their apprenticeship qualification.</p> <p>Desired outcomes: 5.3 EYFS leaders and teachers have embedded their awareness of the effective teaching strategies for mastering number and supported apprentices to learn the relevant skills.</p>	<p>Success criteria (measuring the desired outcomes)</p> <p>5.3 EYFS apprentices (Leader and support assistant) successfully complete their courses within the expected timescales.</p> <p>Apprentice demonstrates understanding and application of number mastery strategies.</p> <p>Apprentice receives regular supervision and feedback.</p> <p>EYFS team provides consistent support and training opportunities.</p>	<p>Persons responsible: 5.3: EYFS Leader (KG)</p> <p>Staff team: 5.3: EYFS/KS1 staff team</p> <p>Link Governors/LGB members: 5.3: EYFS link governor</p>
--	--	---

Situation as of July 2025/Contextual information: Following the appointment of a very experienced EYFS leader to our Reception/Year one class from September 2024, we have seen high expectations and high-quality training becoming embedded in our EYFS and good role models for our student teachers and our staff in EYFS. Our newly appointed nursery leader apprentice and apprentice EYFS assistant have also had a successful first year. We are looking to ensure the apprentices complete their courses successfully, adding further strength to our Early Years team.

Focus:	Priority action tasks	Personnel involved and costs	Monitoring By whom, to whom & when	Key milestones and date achieved.
Supporting EYFS apprentice through structured training and supervision. Embedding number mastery strategies in EYFS teaching.	<p>Schedule regular supervision meetings for the apprentice.</p> <p>Provide training sessions on number mastery strategies.</p> <p>Ensure the mentor from the EYFS team guides the apprentice.</p> <p>Monitor apprentice progress and provide feedback.</p> <p>Align apprentice tasks with qualification requirements.</p>	<p>EYFS Lead Class Teachers Apprentice</p> <p>Costs; Apprenticeship External Trainer</p>	<p>EYFS Lead to HoS: Monthly progress reports</p> <p>Apprentice to Mentor: Weekly supervision meetings</p> <p>SLT to Governors: Termly apprenticeship review</p>	<p>Supervision schedule established: Autumn Term</p> <p>- Training on number mastery delivered: Mid Autumn Term</p> <p>- Apprentice progress reviewed and documented: Spring Term</p> <p>- Qualification requirements met: Summer Term</p>

FOR INFORMATION			
Abbreviations that may be referred to		School Staff / Governors / Professionals (who may be referred to)	
<p>CDA – Christian Distinctiveness Adviser</p> <p>CPD –Continuing Professional Development</p> <p>EYFS – Early Years Foundation Stage (Nursery and Reception)</p> <p>LGB – Local Governing Body</p> <p>FGP – Finance and General Personnel</p> <p>GPS – Grammar, Punctuation and Spelling</p>	<p>IDL – International Dyslexia Learning solutions</p> <p>PSHE – Personal, Social and Health Education</p> <p>RI – Requires improvement</p> <p>RRS – Ready Respectful Safe</p> <p>RSE – Relationships and Sex Education</p> <p>RWI – Read Write Inc (Phonics teaching programme)</p> <p>SEND – Special Educational Needs and Disabilities</p>	<p>RA – Rachel Allen (Nursery Lead)</p> <p>HoS, EM – Eleanor Mavin (Head of School/KS2 English Lead/KS2 teacher)</p> <p>HJ – Helen Jones (School administrator / pastoral staff)</p> <p>HL – Reverend Hannah Lins (Foundation governor)</p> <p>CG/iCEO – Claire Gaskin (Interim CEO)</p> <p>DIS/DL/LSAT – Daniel Lavell, (Trust interim Director of Inclusion & SEND)</p>	<p>PH – Patrick Harris (SENDCo LKS2 teacher)</p> <p>VE – Verity Erasmus (KS2 teacher/ worship council lead)</p> <p>DTL – Elizabeth Docherty, (Trust interim Director of Teaching & Learning,</p> <p>EHT –Julie Ball Executive Headteacher</p> <p>CF – Chris Foreman (KS1/2 teacher, staff governor, maths, computing, science and PSHE lead)</p> <p>KG – Kezia Gairey (EYFS, D&T, mental health lead/PSHE, Reception/year one teacher)</p>