



Evercreech
CofE Primary School

Evercreech CofE Primary School School Development Plan 2025 – 2026

Evercreech CofE Primary is part of the Preston Primary Academy Trust



Boxes highlighted in green indicate that the task has been fully or partially met.

PRIORITY 1: Securing Excellence in Reading and Writing: A Coherent Curriculum that Ensures High Standards and Closes Gaps for All Pupils

Rationale:

The school has a history of weak outcomes in reading and writing, which have limited pupils' achievement and future opportunities. To align with national expectations and the Ofsted framework, the school must embed a well-sequenced, ambitious curriculum that ensures all pupils, including disadvantaged pupils and those with SEND, gain the knowledge and skills needed to achieve well in literacy. Reading will be prioritised so that every pupil becomes a fluent, confident reader, and writing will be strengthened through explicit teaching of vocabulary, sentence construction, and the writing process. High expectations, effective teaching, and timely intervention will drive rapid improvement and enable pupils to attain in line with, or above, national standards.

The school was judged as 'Good' in their last Ofsted inspection (Oct '21). The Headteacher (Appointed Sept '24) and existing SLT make their high expectations very clear and staff are fully aware that to maintain this judgement pupil achievement must continue to improve. With over 50% of teaching staff being ECTs, it is particularly important that all staff are supported to achieve these ambitious targets through support from the Trust SIPs.

In July '25, the school achieved improved KS2 results in reading and writing demonstrating the improvements made to teaching and learning.

Success criteria

- 100% of PP and SEND pupils meet their personal targets
- 85% make expected or exceeding progress against National expectations
- Standards reflect the national outcomes for all children
- Pupil Premium children attain well in line with the national and non-PP children
- Pupil Premium children continue to make good progress.
- All teaching staff to have high expectations and appropriate levels of challenge for all children as a part of daily practice. Evidence of greater depth will be present in most children's writing.
- Fidelity and application of the school's Phonics Scheme – Unlocking letters and Sounds in EYFS and KS1.
- Non-negotiable approach to the spelling of key words and spelling patterns throughout the school (Use of NC spelling lists). Lessons will be explicitly taught and tested weekly.
- Children to develop a secure understanding of vocabulary in all years which will be reinforced through exposure to a wide range of quality texts and poems. Chd will build a wider vocabulary bank to draw from and this will be evident in both activities and writing.
- Specific and rigorous teaching of SPaG throughout the school.
- Parents to be involved in children's learning and kept informed of progress at regular points throughout the year.
- Specific focus on improving handwriting and letter formations in all year groups.
- LSA support reflects agreed taught strategies throughout the school through strategies such as 'live marking' and targeted intervention support.
- LSA and staff CPD improves curriculum knowledge of reading and writing.
- High promotion of reading across the school. This will be evident throughout the school and embedded within the school culture where the school will become a 'reading school'. There will be further evidence on the school website and in communication with parents and other relevant stakeholders.
- SEND pupils will make accelerated progress across the year in spelling and writing through high expectations and targeted interventions and in class support; this will be monitored closely by the Sendco.

<p>Links: Priority 2 - Raising Standards in Mathematics: Securing Fluency and Problem-Solving through Strong Curriculum Design for All Pupils, Including SEND and Disadvantaged. Priority 3 - To develop middle leaders' capacity to take accountability for their subjects, strengthen curriculum leadership across the school, and ensure effective assessment and retention of knowledge in the foundation subjects, so that pupils achieve deep and lasting understanding across the curriculum.</p> <p>Ofsted Evaluation Schedule Quality of education, achievement of pupils and effectiveness of Early Years.</p>	
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Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<p>Staff to demonstrate fidelity to the school phonic scheme introduced Sept '23 – Unlocking Letters and sounds (ULS).</p> <p>To monitor the quality of phonic teaching and interventions linked to the expectations of the scheme in EYFS & KS1.</p>	<p>JC (KS1 Phase Lead)</p> <p>All EYFS and KS1 teachers.</p>	July '26	<p>JC will use management time to monitor lessons/interventions and outcomes (special interest in bottom 20% of learners).</p> <p>Write ups will be used and shared to promote good practice.</p>	<p>Consistent high-quality teaching and learning for ALL learners in KS1.</p> <p>% of children passing the PSC will exceed National expectations.</p> <p>Children with SEND needs will make accelerated progress and be supported through high quality interventions.</p>	
<p>To ensure that children are assessed regularly using a phonics tracking sheet for ULS.</p>	<p>JC (Phase Lead)</p> <p>All EYFS and KS1 teachers.</p>	Termly	<p>JC will use management time to monitor.</p>	<p>Clear evidence of pupil tracking to identify gaps in knowledge and use interventions to deal with this.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				<p>High quality teaching and learning for ALL learners.</p> <p>Evidence of tracking sheets completed half termly to ensure children are on track.</p>	
<p>To ensure that gaps in phonics knowledge are quickly identified through regular monitoring and testing. Where gaps are spotted, rapid interventions are applied by skilled staff.</p>	<p>JC (Phase Lead)</p>	<p>Autumn '25</p>	<p>JC will use management time to monitor.</p> <p>Write ups will be used and shared to promote good practice.</p>	<p>% of children with phonics gaps reduced and a greater % of chd. achieving ARE.</p> <p>Interventions demonstrate improved understanding and retention with a clear focus on the skills needed to improve reading.</p> <p>High quality teaching and learning for ALL learners.</p>	
<p>In KS1, adherence to the NC spelling rules and common exception words. Children will be taught known spelling patterns leading to improvements in spelling in all aspects of writing across the curriculum.</p>	<p>S.H/J.J to monitor</p> <p>All KS2 teachers.</p>	<p>End of July '26</p>	<p>JC and SH will use management time to monitor.</p> <p>Live marking during lessons will pick up on non-negotiable words</p>	<p>Children will be taught spelling explicitly, in small, cumulative steps, with regular practice and reinforcement.</p> <p>Children will learn common exception words using strategies such as identifying the tricky part, breaking</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				<p>words into chunks, or using mnemonics.</p> <p>% of pupils achieving year group expectations by the end of year should be broadly in line with year group expectations.</p> <p>Higher % of children will achieve greater depth in SpAG.</p> <p>Evidence of application of spelling rules in writing across all subjects.</p>	
<p>In KS2, adherence to the NC spelling rules and patterns leading to improvements in spelling in all aspects of writing.</p>	<p>S.H/J.J to monitor</p> <p>All KS2 teachers.</p>	<p>End of July '26</p>	<p>JJ and SH will use management time to monitor.</p> <p>Use of Spelling Shed to aid spelling practise for KS2.</p> <p>Live marking during lessons will pick up on non-negotiable words</p>	<p>Children will be taught spelling explicitly, in small, cumulative steps, with regular practice and reinforcement.</p> <p>Children will learn common exception words using strategies such as identifying the tricky part, breaking words into chunks, or using mnemonics.</p> <p>% of pupils achieving year group expectations by the</p>	

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				<p>end of year should be broadly in line with year group expectations.</p> <p>Higher % of children will achieve greater depth in SpAG.</p> <p>Evidence of application of spelling rules in writing across all subjects.</p>	
<p>In KS2, review the spelling patterns that pupils struggle with apply interventions. Embed spelling non-negotiables to ensure words are spelt correctly.</p>	<p>S.H & J.J (Phase Lead)</p> <p>All KS2 teachers.</p>	<p>End of July '26</p>	<p>JC will use management time to monitor.</p> <p>E.D to monitor through Sendco time.</p> <p>Spelling Detective Intervention by trained LSAs (min x2pw)</p>	<p>% of pupils achieving year group expectations by the end of year should in line with year group expectations.</p> <p>Higher % of children will achieve greater depth in SpAG.</p> <p>Evidence of application of spelling rules in writing across all subjects.</p>	
<p>To embed a culture of high expectations for all learners across all aspects of the curriculum. Children should be exposed to:</p> <ul style="list-style-type: none"> • Use of a range of high-quality texts • Exposed to common exception words and higher-level vocabulary on a daily basis • High quality exemplar texts • Teacher modelling • Quality first teaching 	<p>S.H/J.C/J.J to monitor</p> <p>All teachers.</p>	<p>End of July '26</p>	<p>SH, JC and JJ will use management time to monitor standards and outcomes.</p> <p>Subject leader release time for reading.</p>	<p>% of children achieving ARE and GD will increase.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
			Staff meeting time half termly. Inter Trust Moderation Sessions and liaison time for subject leaders across the Trust.		
Moderation of writing standards in phases, whole school and across the Trust to ensure parity across the school.	S.H/J.C/J.J to monitor All teachers. English subject leaders	Termly	Staff meeting time for all staff.	Outcomes for pupils are consistent and books show progression of skills as children move through the school. When compared to other books in the Trust, books will demonstrate age-related parity with a clear % of greater depth writers. SEND children will demonstrate independence in their writing and accelerated progression.	
Consider how best to support all learners in the classroom through quality first teaching. High expectations for all learners, especially SEN.	S.H, J.C & J.J E.D (Sendco)	End of July ' 26	Staff meeting time. Trust Sendco network meeting time.	Learning for SEND pupils not capped. Better awareness from staff as to how to	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	All teachers.			<p>move children's learning on. High quality interventions that are assessed for impact on a half termly basis. Where interventions are not working, these are changed.</p> <p>Effectiveness of interventions and teaching monitored by Sendco and class teachers.</p> <p>Planning is adaptive to ensure the work is engaging and meets all aspects of the National Curriculum expectations.</p>	
Ensure staff are clear on how best to use the Graduated Response Tool and appropriate interventions to support the learning of SEN children.	<p>E.D (Senco)</p> <p>S.H/J.C/J.J to monitor</p> <p>All teachers.</p>	<p>Autumn '25</p> <p>Followed up each term thereafter.</p>	<p>Staff meeting time.</p> <p>Trust Senco network meeting time.</p>	<p>Staff understand how to apply, track and review interventions.</p> <p>Staff only apply interventions recommended by the Sendco and ensure these happen without fail.</p> <p>Staff use live marking as a form of rapid intervention to improve understanding for ALL</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				<p>learners on a daily basis. Increase in the % of SEN children meeting ARE expectations.</p> <p>Narrowing of attainment gap between PPG and non PPG children.</p>	
To develop children's self-belief as writers.	All teachers. English subject leader.	Half Termly monitoring	<p>Pupil voice surveys on writing experiences.</p> <p>Subject leader release time.</p> <p>Management time for J.C and SH.</p>	<p>Children will demonstrate increased confidence in writing by completing at least one extended piece of writing per week, reflecting teacher feedback to improve week on week.</p> <p>Children will be able to identify one personal strength and one area for improvement in their writing after each task.</p> <p>Most children will show reduced negative emotional responses (e.g., anxiety, reluctance) towards writing. This will be evident in their writing outcomes and behaviour to learning during writing lessons.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Increased opportunities for children to write and engage in meaningful writing tasks across the school.	All teachers. English subject leader.	Half Termly monitoring	Pupil voice surveys on writing experiences. Subject leader release time. Management time for J.C and SH.	Pupils will be provided with additional opportunities to write using stimulus linked to the 'real-world' and personally relevant topics to their age, interests and skills. Pupils will express interest in writing for pleasure. Pupils will demonstrate their skills across a range of writing genres to demonstrate their writing versatility and engagement in different styles. Clear evidence of audience engagement in children's writing using different writing techniques.	
Ensure children across the school can form letters accurately, legibly and spell high-frequency words accurately in independent writing.	All teachers. English subject leader.	Half Termly monitoring	Subject leader release time. Management time for J.C and SH. Staff meeting time and termly moderation with other Trust schools..	Adults consistently model complete sentences. Children can form letters correctly and legibly in daily practice. Children can spell high-frequency words	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				accurately in independent writing in accordance with age-related expectations..	
Ensure children across the school can punctuate their sentences accurately appropriate to the age and state of learning in independent writing (in accordance with requirements of the National Curriculum).	All teachers. English subject leader.	Half Termly monitoring	Subject leader release time. Management time for J.C and SH. Staff meeting time and termly moderation with other Trust schools..	Children can use basic punctuation (capital letters and full stops) in their writing. Children can engage in frequent, short, focused activities to practise handwriting, spelling and oral composition. Consistency and development of handwriting progressions across the school.	
Ensure children in UKS2 and provided with formal opportunities to develop their typing/keyboard skills.	All teachers. Computing subject leader.	Half Termly monitoring	Subject leader release time.	Children will be familiar with a keyboard and be able to type efficiently and accurately as a method of recording.	
In EYFS, children will engage in high quality talk with adults to expand vocabulary and rehearse sentence quality.	All EYFS staff. English subject/Phase leader.	Half Termly monitoring	Pupil voice surveys on writing experiences. Subject leader release time. Management time for J.C.	All adults will consistently model complete sentences and children are supported to echo or extend them in call-and-response activities.	

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			Lesson observations and 'drop ins'	<p>Children will regularly engage in adult-led talk that expands vocabulary (narrating play, asking/answering questions).</p> <p>Children are provided with daily opportunities to share and develop ideas in pairs or groups through planned activities.</p> <p>Children can say aloud a complete sentence before attempting to write it.</p> <p>Children can share ideas orally in full sentences at least once per session</p>	
Children will write in accurate, coherent sentences that are well punctuated with higher level vocabulary.	<p>All EYFS staff.</p> <p>English subject/Phase leader (JC).</p>	Half Termly monitoring	<p>Pupil voice surveys on writing experiences.</p> <p>Subject leader release time.</p> <p>Management time for J.C.</p> <p>Lesson observations and 'drop ins'</p>	<p>Children will learn to construct accurate, varied, and well-punctuated sentences as the foundation of all writing.</p> <p>Children will practise combining, expanding, and manipulating sentences to add detail, clarity, and style.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				<p>Children will broaden and deepen their vocabulary through reading, discussion, and explicit teaching.</p> <p>Children will apply precise and varied vocabulary to communicate ideas clearly, concisely, and creatively in writing.</p> <p>Children will be taught to plan, draft, revise, edit, and share their writing, recognising the value of each stage.</p> <p>Children will set high expectations for all pupils, ensuring challenge and support so that every learner can achieve success in writing.</p> <p>Children will take pride in their writing, striving for accuracy, creativity, and clarity.</p>	
To extend the vocabulary for all children across the school.	<p>All EYFS staff.</p> <p>English subject/Phas</p>	Half Termly monitoring	<p>Pupil voice surveys on writing experiences.</p> <p>Subject leader release time.</p>	Children will be taught new words directly, with clear explanations, examples, and opportunities to	

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	e leader (JC).		Management time for J.C. Lesson observations and 'drop ins'	practise them in context through reading, writing, and speaking activities to secure understanding and retention. Teachers will select high-quality children's books that expose pupils to rich, ambitious vocabulary beyond everyday spoken language and provide follow up writing activities.	
In EYFS, children will be provided with the tools to write in play and through daily activities.				Pencils and paper are readily available in all areas of provision. Children will independently use writing materials in play (e.g., labelling models, writing menus, creating signs) at least weekly as part of their provision. Children engage in frequent, short, focused activities to practise handwriting, spelling and oral composition.	
Ensure all aspects of the revised writing curriculum (effective September 2025) are in place to ensure	S.H, J.C & J.J	Half Termly monitoring	Subject leader release time.	Outcomes for pupils are consistent.	

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that standards follow the requirements of the N.C and provide opportunities for in depth learning and development of core writing skills.	All teachers. English subject leaders	In place by Autumn '25.	Management time for J.C/JJ and SH. Lesson observations.	There is clear progression of skills in books as children move through the school. Clear evidence of teaching modelling of writing in lessons. Evidence of children correcting/editing aspects of writing and actioning spelling in all books. When compared to other books in the Trust, books will demonstrate age-related parity.	
Use of modelling to expose children to the features of greater depth so that this may be included in writing.	S.H, J.C & J.J (monitor) All teachers. English subject leaders	Autumn '25 Followed up each term thereafter in observations/ LWs.	Staff meeting time. Lesson monitoring.	Modelling will improve children's higher-level vocabulary, increase grammar accuracy and demonstrate to children how to construct their writing for effect. % of children meeting ARE and GD will increase over the year and be above National expectations for age group.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				Children will demonstrate their ability to punctuate sentences correctly through regular assessment and opportunities to demonstrate this skill (EYFS to Year 6).	
To review the reading levels and stamina of all children in the school. Ensure children are exposed to a reading rich environment and high-quality texts in a range of a genres.	S.H, J.C & J.J (monitor) All teachers. English subject leaders	Autumn '25 Followed up each term thereafter.	Subject leader release time. Management time for J.C/JJ and SH. Staff meeting time.	Increased reading speed and stamina will increase the % of children meeting ARE and GD. Children will develop a love of reading.	
To review the effectiveness of whole class reading comprehension lessons.	S.H, J.C & J.J (monitor) English subject leaders	Autumn '25 Followed up each term thereafter.	Subject leader release time. Management time for J.C/JJ and SH. Staff meeting time.	Increase in the % of children meeting ARE and GD will increase. Children will develop a love of reading and share this passion with others. Evidence of being a 'reading school' will be reflected around the school in displays, in lessons and through attainment outcomes for all year groups.	
In KS1, ensure that reading books are linked to the phonic stage and letters being taught each week for each pupil (decodable).	J.C (monitor)	Autumn '25	Subject leader release time.	Clear fidelity to the phonics scheme will lead to an increase in	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	All KS1 teachers. KS1 English subject leader	Followed up each term thereafter.	Management time for J.C.	the % of children passing the PSC.	
Where KS2 children are reading below ARE, ensure that there is appropriate reading material to meet their age and stage of learning.	J.C (monitor) All teachers.	Autumn '25 Followed up each term thereafter.	Subject leader release time. Management time for JC.	Improved love of reading for all children. Higher levels of engagement from previously disengaged readers. Increase in the % of children meeting the reading ARE and those achieving GD at the end of each term. A wider selection of fiction and non-fiction reading material available for children in classroom. A range of diverse and inclusive reading material evident and in use in every class. Children's oracy skills will improve as they are given the opportunity to read aloud and develop	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				their skills of articulation.	
<p>To ensure the 'bottom 20% of readers and writers' are clearly identified by class teachers.</p> <p>Teachers will routinely monitor children's progress through reading with children and respond to what is needed to develop children's reading skills.</p>	<p>E.D (Sendco)</p> <p>S.H/J.C/J.J to monitor</p> <p>All teachers.</p>	<p>Autumn '25</p> <p>Followed up each term thereafter.</p>	<p>Sendco – ED</p> <p>Management time for JJ/JC.</p>	<p>Increase in the % of children meeting the reading ARE.</p> <p>Increase in the % of children meeting the reading GD.</p> <p>High quality reading interventions advised by Sendco.</p> <p>Teachers and TAs in KS1 will listen to children read x2 pw (one of these reads must be with the class teacher).</p> <p>Teachers and TAs in KS2 will listen to children read x1 pw (one of these reads must be with the class teacher once a fortnight).</p>	
<p>All teachers to keep a class reading record to inform them which children are reading at home and what children are reading and how often.</p>	<p>S.H/J.C/J.J to monitor</p> <p>All teachers.</p>	<p>Autumn '25</p> <p>Followed up each term thereafter.</p>	<p>Management time for JJ/JC.</p>	<p>Greater awareness of what children are reading and how often they read.</p> <p>Staff can recommend other books to children to broaden their</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				<p>reading genres and styles.</p> <p>Teachers can see the impact of reading and intervention effectiveness at a glance and act upon this.</p>	
<p>Review the core texts used as part of the English curriculum to ensure they offer sufficient challenge and meet the needs of the learners.</p>	<p>S.H, J.C (monitor)</p> <p>All teachers.</p> <p>English subject leader</p>	<p>End of July ' 26</p>	<p>Subject leader release time.</p> <p>Management time for JC.</p>	<p>Broader range of high-quality texts used.</p> <p>Increase in the % of children meeting the reading ARE and those achieving GD.</p> <p>Development of oracy skills.</p>	
<p>Ensure all staff understand the importance and demonstrate the teaching of handwriting regularly, explicitly, precisely and cumulatively.</p>	<p>S.H, J.C (monitor)</p> <p>All teachers.</p> <p>English subject leader</p>	<p>End of July ' 26</p>	<p>Subject leader release time.</p> <p>Management time for JC.</p>	<p>There will a clearly sequenced progression evidence in books (in English books and where appropriate handwriting books).</p> <p>Handwriting teaching and practice should be in addition to phonics teaching from the start of the reception year to Year 6.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				<p>Evidence of writing routines and expectations for those children with additional motor skills needs and left hand-handed. Staff will review effectiveness of tools and adapt where appropriate to do so.</p> <p>Teacher's and TAs handwriting models the school approach on boards and in books.</p> <p>Evidence of correct letter joins (from Year 2 summer term up), letter sizing across the curriculum when writing.</p>	
<p>To review the quality of handwriting across the school in all subjects in line with the September '25 writing framework.</p> <p>To implement a range of non-negotiables to drive improvements in pencil grip, letter formations and quantity of writing produced.</p> <p>Establish a list and promote handwriting non-negotiables throughout the school.</p>	<p>S.H, J.C (monitor)</p> <p>All teachers.</p> <p>English subject leader</p>	<p>Autumn '25</p> <p>Followed up each term thereafter.</p>	<p>Subject leader release time.</p> <p>Management time for JC.</p>	<p>Improvement in the quality and accuracy of handwriting across the school.</p> <p>In KS1, children will form letters all correctly as part of their list of class non-negotiables.</p> <p>At end of Yr2, children will be taught to join</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				correctly. This will be followed up and embedded in Yr3 up.	
Transition work KS2 to KS3 in English.	JJ/LM	July ' 26	Management time for JJ	Yr6 teachers and children will have a better understanding of what the children need for Yr7. Yr6 will complete some Yr7 transition work during Summer 2.	
SEND: Sendco to further develop knowledge of effective intervention programmes to ensure all SEND children make progress.	E.D	End of July ' 26	Senco time – ED Trust Senco Network meetings.	Entry and exit data for interventions monitored for effectiveness. Increase in the effectiveness of intervention programmes. Clear programme of recognised intervention programmes.	
CPD , in-set , courses <ul style="list-style-type: none"> • Marking policy, next step marking, live marking • Attendance Policy • Moderation sessions (School & Trust level) • ECT Training with P.P 					
Final Evaluation Date completed					
Indication of next priorities:					

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Continuation of focus on high standards and progression.					

Priority 2: Raising Standards in Mathematics: Securing Fluency and Problem-Solving through Strong Curriculum Design for All Pupils, Including SEND and Disadvantaged.

Rationale:

Standards in mathematics have historically been below national expectations, with too many pupils, including those in receipt of Pupil Premium and pupils with SEND, failing to achieve the fluency and confidence needed to progress securely.

Through focused improvement work, standards in mathematics are now broadly in line with national expectations. The challenge now is to sustain this rapid improvement by embedding consistent practice and ensuring high-quality teaching across all year groups. Securing strong mental calculation skills will continue to be a priority, as fluency underpins pupils' ability to reason mathematically and solve complex problems. By consolidating these foundations and maintaining high expectations for all learners, including those with SEND and those in receipt of Pupil Premium, the school will ensure pupils not only keep pace with national outcomes but are well-prepared to exceed them in the future.

Results in July '25 showed a dramatic improvement with 75% of children achieving ARE (28% in July '24).

Links :

Priority 1 - Securing Excellence in Reading and Writing: A Coherent Curriculum that Ensures High Standards and Closes Gaps for All Pupils.

Priority 3 - To develop middle leaders' capacity to take accountability for their subjects, strengthen curriculum leadership across the school, and ensure effective assessment and retention of knowledge in the foundation subjects, so that pupils achieve deep and lasting understanding across the curriculum.

Ofsted Evaluation Schedule

The quality of education throughout the school, the behaviour and safety of pupils and the achievement of pupils.

Success criteria

- Levels of Maths are 85% ARE in both Key Stages and 25% GLD.
- All children (including SEND, PP, EAL and GD groups) make good progress ensuring year on year development.
- Staff are confident in their planning of maths and use a range of appropriate resources to ensure quality first teaching for all.
- Fidelity to the maths national curriculum and EYFS maths framework.
- Lessons are taught with confidence and daily opportunities are given for developing key number facts and strategies for fluency and reasoning skills.
- Mental calculation skills are developed and secured in pupils' knowledge through constant rehearsal in maths and snappy maths lessons
- Accelerated progress of % of children passing the Year 4 MTC from previous year ('24/'25).
- High expectations are evident in all classrooms and teachers are clear on the specific curriculum and maths skills to focus for their year group.
- Children demonstrate a love of maths and are interested in the subject.
- Parents are fully involved in supporting their child in completing their weekly maths homework.
- Parents support children in accessing Maths frame, TT Rockstars and Numbots to encourage fluency of times tables and addition/subtraction skills.
- Year 6 Booster groups for maths starting in September – focus on key skills for SATs arithmetic and reasoning papers.

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Staff demonstrate fidelity to the whole school maths planning following a spiral approach to the N.C objectives.	S.H, J.C & J.J (monitor) All teachers.	July ' 26	Subject leader release time. Management time for JJ/JC.	Greater understanding of key maths concepts.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	Maths subject leader		SH	<p>Teachers consistently provide high-quality, well-sequenced teaching that embeds fluency, reasoning, and problem-solving.</p> <p>Children engage in frequent opportunities to practise, consolidate, and apply mathematical knowledge independently and collaboratively.</p>	
Teachers consistently provide high-quality, well-sequenced teaching that embeds fluency, reasoning, and problem-solving.				<p>All lessons will be consistently good or outstanding.</p> <p>Children engage in frequent opportunities to practise, consolidate, and apply mathematical knowledge independently and collaboratively.</p> <p>Staff use Teaching and Learning Policy with good understanding of what constitutes good and outstanding teaching and learning.</p>	
Embed non-negotiable to promote successful learning principles.	S.H, J.C & J.J (monitor) All teachers.	Autumn '26	SH. Management time for JJ/JC.	Teachers and children understand the school and class non-negotiables.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	Maths subject leaders		All staff.	ECTs will feel supported in their roles and have the knowledge and skills to carry these out effectively.	
Develop pupil's engagement and positive attitude to maths throughout the school.	S.H, J.C & J.J (monitor) All teachers. Maths subject leader	Termly	Pupil voice surveys. Termly attainment results. Staff meeting time.	Children show confidence, enjoyment, and resilience in mathematics. Children take pride in their mathematical achievements and demonstrate a growing identity as capable mathematicians.	
Provide maths training for ECTs as appropriate. Ensure ECT meetings/mentoring sessions are carried out with regular monitoring and support.	J.C – EC mentor	Weekly ECT meetings. Half termly monitoring.	ECT mentor meetings.	Teachers show confidence, enjoyment, and resilience in mathematics teaching. Improved outcomes for their class – progression in children's attainment.	
Develop morning 'Early bird' tasks to recall and retain key information.	S.H, J.C & J.J (monitor) All teachers. Maths subject leader	Autumn '25 Followed up termly thereafter.	Subject leader release time. Management time for JJ/JC/ED. SH	Children retain key knowledge and skills in mathematics, demonstrating the ability to apply prior learning in new contexts. Children engage in frequent opportunities to practise, consolidate, and apply mathematical knowledge	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				independently and collaboratively. Assessment and work scrutiny show that progress is sustained year-on-year, not just short-term gains.	
Identification of groups at risk of underperformance through Effective strategies and interventions will be planned to accelerate progress in these cases with the support of the Headteacher, subject leader and Sendco.	S.H, J.C & J.J (monitor) All teachers. Maths subject leaders	Termly	Subject leader release time. Management time for JJ/JC/ED. SH	Children will achieve national expectations, with some exceeding. Effective support of SEND children who will achieve against their set targets.	
Track to the progress of pupils eligible for PPG/SPG/LAC/PLAC and SEND. Governors to review the effectiveness of strategies being used.	S.H, J.C & J.J (monitor) All teachers. Maths subject leaders	Termly	Subject leader release time. Management time for JJ/JC/ED. SH	Children will achieve national expectations, with some exceeding. Effective support of SEND children who will achieve against their set targets.	
Identification of pupils likely to exceed expectations at KS1 and KS2 in order to ensure that teaching provision is sufficiently challenging across the school to achieve this.	SH All teachers.	Autumn '25 Followed up termly thereafter.	Subject leader release time. Management time for JJ/JC. SH	Children will achieve national expectations, with some exceeding. Effective support of SEND children who will achieve against their set targets.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Link attendance figures to underperformance of children. Ensure attendance meetings are arranged with parents with the School Attendance Champion to share the impact of missing school and the effect change.	SH/JJ All teachers.	Termly	Management time for JJ/JC/ED. SH	Children will achieve national expectations, with some exceeding following attendance support and intervention to improve daily attendance. Attendance Champion will be involved with families to ensure improvements are made to both attendance and attainment in the classroom.	
Pupil Progress meetings at key points in the academic year: Sept '25/ 'Dec '25, March '26 and July '26. Performance Management meetings for all teachers setting ambitious and rigorous targets.	SH All teachers.	Termly	SH PP meetings/PMs Management time for JJ/JC/ED.	Children will achieve national expectations, with some exceeding. Effective support of severed SEND children who will achieve against their set targets.	
SLT/Phase meetings and Phase Leader meetings on a 3-week cycle to review impact of teaching on children's outcomes. Ensure the work is sufficiently challenging to meet expected outcomes and weaknesses are identified and challenged,	SH/JJ/JC All teachers. Maths subject leader	Autumn '25 Followed up on a 3 week cycle thereafter.	Phase meetings/SLT meetings/staff meetings.	% of children achieving ARE and GD will increase.	
Effective use of TA support for targeted teaching e.g. number formations and basic calculation errors.	SH/JJ/JC All teachers.	Autumn '25 Followed up half termly thereafter.	Management time for JJ/JC/ED. SH monitoring.	% of children achieving ARE and GD will increase. Clarity and accuracy of handwriting and number formations will improve to increase accuracy.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Embed the use of 'live marking' into everyday practice throughout the school. All staff will intervene early to avoid misconceptions and enforce high expectations on number formations and accuracy.	All teachers SH/JJ/JC (Monitor)	Autumn '25 Followed up half termly thereafter.	Management time for JJ/JC/ED.	% of children achieving ARE and GD will increase.	
Develop opportunities for maths in continuous provision to develop children's early understanding of number in EYFS.	TS/JC	July '26	SH monitoring. TS release time/JC management time.	% of children achieving ELG will increase.	
To ensure that teachers have high expectations of what children can achieve and this is implemented into their approach.	All teachers SH/JJ/JC (Monitor)	Autumn '25 Followed up half termly thereafter.	SH Management time for JJ/JC/ED.	% of children achieving ARE and GD will increase.	

<p>To improve pupils' arithmetic fluency across all year groups by ensuring regular, explicit teaching and practice of number facts and calculation strategies, enabling pupils to recall and apply them accurately and efficiently in problem-solving.</p>	<p>All teachers SH/JJ/JC (Monitor)</p>	<p>Autumn '25 Followed up half termly thereafter.</p>	<p>SH Management time for JJ/JC/ED.</p>	<p>% of children achieving ARE and GD will increase. Children can apply calculation strategies accurately and efficiently in both written and mental arithmetic. Children's long term retention skills in arithmetic across the school will improve – measurable in attainment progress. Children will be tested weekly and results monitored Teaching will be adapted accordingly to 'plug gaps'.</p>	
<p>To ensure that pupils knowing their core multiplication facts to aid their mental arithmetic. Yr2 – 2/5/10 Yr3 – 2/5/10/3/4/6/8/11 Yr4 – 2/5/10/3/4/6/8/11/7/9/12 Yr 5/6 to continue overlearning and reinforce gaps in learning. Knowledge will be tested weekly to ensure interventions are applied appropriately.</p>	<p>All teachers SH/JJ/JC (Monitor)</p>	<p>July '26 Followed up half termly.</p>	<p>SH Management time for JJ/JC/ED.</p>	<p>% of children passing the Year 4 MTC will be in line with national expectations.</p>	
<p>To learn and recall key number facts early in EYFS and Year 1.</p>	<p>EYFS/Yr1 teachers SH/JC (Monitor)</p>	<p>July '26 Followed up half termly.</p>	<p>SH Management time for JC/ED.</p>	<p>% of children passing the EYFS GLD and Year 1 will be in line with national expectations.</p>	

<p>To embed a rigorous, systematic approach to multiplication tables teaching across Years 3 and 4, ensuring pupils are fully prepared for the Year 4 Multiplication Tables Check (MTC) through consistent classroom practice, weekly assessment, and effective communication with parents, with monitoring and evaluation of progress by leadership.</p>	<p>LM/ZN SH and maths lead.</p>	<p>July '26 Followed up half termly.</p>	<p>SH Management time for JJ/ED.</p>	<p>% of children passing the Year 4 MTC will be in line with national expectations. Children will be tested weekly and results monitored Teaching will be adapted accordingly to 'plug gaps'. Children can apply calculation strategies accurately and efficiently in both written and mental arithmetic. Children's long term retention skills in times tables will improve – measurable in attainment progress.</p>	
<p>Administer termly assessment of children through the use of Testbase for Yrs 2-6. Use of Testbase 'next steps questions' to consolidate their learning and challenge their thinking.</p>	<p>All teachers in Yr2-6 SH/JJ/JC (Monitor)</p>	<p>Autumn '25 Followed up termly as part of staff meeting moderation.</p>	<p>Maths subject lead. SH PP meetings.</p>	<p>% of children achieving ARE and GD will increase. Children can apply calculation strategies accurately and efficiently in both written and mental arithmetic and problem solving.</p>	

<p>To ensure that the maths curriculum is well-resourced so that children's learning is improve with appropriate challenges to move children's learning forward.</p>	<p>All teachers SH/JJ/JC (Monitor)</p>	<p>July '26 Followed up termly as part of staff meeting moderation.</p>	<p>Maths subject lead</p>	<p>% of children achieving ARE and GD will increase.</p> <p>All year groups have access to high-quality, age-appropriate resources that support teaching of the full maths curriculum.</p> <p>Resources are varied and inclusive, supporting concrete, pictorial, and abstract approaches to learning.</p> <p>Resources encourage independent learning, problem-solving, and collaborative work.</p> <p>Leaders regularly monitor the use of resources in lessons and their impact on learning through observations, book trawls, and pupil discussions.</p>	
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<p>To use and promote use of mathematical vocabulary in lessons.</p> <p>Teachers model the use of appropriate mathematical vocabulary in lessons.</p>	<p>All teachers</p> <p>SH/JJ/JC (Monitor)</p> <p>Maths subject leader</p>	<p>July '26</p> <p>Followed up termly.</p>	<p>SH</p> <p>Management time for JJ/JC/ED – to ensure SEND have the correct access to the appropriate terminology.</p>	<p>% of children achieving ARE and GD will increase.</p> <p>Teachers consistently model the correct use of mathematical vocabulary during explanations, questioning, and discussions.</p> <p>Children use age-appropriate mathematical vocabulary confidently in oral explanations, reasoning, and written work.</p> <p>Observations, book scrutiny, and pupil discussions show consistent use of mathematical language across lessons and year groups.</p> <p>Vocabulary will be evident on class and school displays.</p>	
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Staff CPD on effective maths teaching and opportunities for staff to develop their understanding of the wider maths curriculum outside of their own year group.	TS/JC (EYFS-Yr1) Maths subject leader	July '26 Followed up termly.	Staff meeting time.	Consistent quality of maths teaching across the school. Staff demonstrate a clear understanding of effective mathematics teaching strategies, including approaches to fluency, reasoning, and problem-solving. Observations and monitoring show high-quality maths lessons that reflect best practice from CPD. % of children achieving ARE and GD will increase.	
School maths moderation sessions as part of staff meeting time.	All teachers Maths subject leader	Half termly	Staff meeting time.	Parity across year groups. % of children achieving ARE and GD will increase. Commonality in work and attainment with other schools.	
Inter Trust Maths moderation to ensure parity and standards remain across the school.	All teachers Maths subject leader	Termly	Staff meeting time.	Parity across year groups. Sharing best practice with colleagues. % of children achieving ARE and GD will increase.	

<p>Improve parental understanding of how maths is taught in the classroom through family learning opportunities, parents' evenings and sharing information between home and school.</p>	<p>All teachers Maths subject leader</p>	<p>July ' 26</p>	<p>Family learning sessions. Staff meeting time.</p>	<p>Parents demonstrate a clearer understanding of how mathematics is taught in school, including strategies for fluency, reasoning, and problem-solving.</p> <p>Parents are able to support their children's learning at home using school-endorsed approaches and resources.</p>	
<p>To enhance Greater Depth provision by embedding advanced mathematical skills across the curriculum, ensuring pupils apply their knowledge in a variety of contexts, including STEM, problem-solving, and challenging cross-curricular tasks.</p>	<p>All teachers Maths subject leader</p>	<p>July ' 26</p>	<p>Staff meeting time.</p>	<p>% of children achieving GD will increase across the school.</p> <p>Children demonstrate the ability to transfer mathematical knowledge to unfamiliar contexts with confidence and accuracy.</p> <p>The curriculum includes planned opportunities for deeper thinking and reasoning, ensuring that children can explore concepts in depth.</p> <p>Children demonstrate confidence, enjoyment, and independence when tackling complex tasks.</p>	
<p>Provide Year 6 transition work for children entering KS2.</p>				<p>Children are equipped with the skills they need to move to KS3.</p>	

<p>CPD , in-set , courses Internal TA training SENCo – funding EHC plan support/SEN Pupil Progress meetings (termly) PP meetings with Headteacher (termly) PP meetings with Headteacher (half termly for Yr2 & Yr6)</p>	<p>Outcomes Key sources of evidence: Senior staff ensure that timetables make sufficient provision for quality first teaching in Core subjects * Pupil progress meetings with class teachers. * Lesson observations. * Scrutiny of books, including adherence to Teaching & Learning and Marking Policy</p>
<p>Final Evaluation Date completed</p>	<p>Outcomes Judgements: Outstanding / Good / Requires Improvement</p>
<p>Indication of next priorities: To continue to support and monitor practice to ensure high quality teaching and learning. Ensure ECTs are well supported and demonstrate excellent practice through school and Trust CPD and mentoring.</p>	<p>Rationale:</p>

PRIORITY 3: To develop middle leaders' capacity to take accountability for their subjects, strengthen curriculum leadership across the school, and ensure effective assessment and retention of knowledge in the foundation subjects, so that pupils achieve deep and lasting understanding across the curriculum.

Rationale:

To improve outcomes across the curriculum, it is essential to strengthen the leadership capacity of middle leaders. By developing their skills in subject accountability, curriculum planning, and assessment, middle leaders will ensure that teaching and learning in their subjects is consistently high-quality. Strengthening assessment in foundation subjects will allow leaders and teachers to monitor pupils' understanding effectively, identifying gaps and securing "sticky knowledge" that is retained over time. This approach will ensure that pupils develop a deep and coherent understanding across the curriculum, enabling them to make sustained progress and achieve their full potential. Building leadership capacity in this way also contributes to a culture of high expectations and continuous professional development across the school.

Links :

Priority 1 - Securing Excellence in Reading and Writing: A Coherent Curriculum that Ensures High Standards and Closes Gaps for All Pupils
 Priority 2 - Raising Standards in Mathematics: Securing Fluency and Problem-Solving through Strong Curriculum Design for All Pupils, Including SEND and Disadvantaged.

Links within the community and ITT providers

Ofsted Evaluation Schedule: The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning.

Success criteria

- Middle leaders demonstrate a secure knowledge of their subject(s)/Key stage in the school
- Profiles of subject leaders are raised to hold staff accountable for the development and quality of their subject across the school
- Staff demonstrate greater skills and monitor their subject and how this is developed.
- Staff know the Intent, Implementation and Impact of their subject within the school under the guidance of the revised Ofsted framework.
- Staff have a greater confidence in their subject knowledge and understand the skills required to teach this.
- Staff show a greater awareness of the progression of knowledge and skills across the curriculum in a range of subjects.
- Staff demonstrate awareness of SEND/PP/GD/EAL provision.
- Senior Leaders demonstrate own leadership skills to develop middle leaders.
- Parents and children will have access to curriculum maps and letters on the school website to support their child's learning.
- Teachers will be able to assess children's embedded knowledge and skills through assessment and quizzes (sticky knowledge).
- Long term knowledge will be embedded and evidenced in books
- Retrieval of prior learning through 'Early Bird'
- Subject leaders are confident in their knowledge of how their subject is taught throughout the school and have evidence to show this.
- Subject leaders and Middle leaders will develop their knowledge through regular CPD.
- Teachers feel confident to differentiate their lessons, and this is evident in books and lesson plans to allow chd to achieve ARE+.

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Provide targeted CPD for teacher and middle leaders on subject leadership, curriculum planning, and data-informed decision-making.	All teachers SH/JJ/JC Subject Leaders	Termly	Staff meeting time. Subject leader release time.	Leaders demonstrate increased confidence and competence in taking accountability for their subject areas.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
			CPD opportunities	<p>Teachers and middle leaders can design coherent, sequenced lessons that build knowledge progressively across year groups.</p> <p>CPD leads to more consistent, high-quality teaching across all subject areas.</p> <p>% of children achieving ARE and GD in subjects will increase.</p>	
Establish mentoring and coaching opportunities with senior leaders to develop leadership skills.	<p>All teachers</p> <p>SH/JJ/JC</p> <p>Subject Leaders</p>	<p>Autumn '25</p> <p>Termly thereafter</p>	<p>Staff meeting time.</p> <p>Subject leader release time.</p>	<p>% of children achieving ARE and GD in subjects will increase.</p> <p>Middle leaders demonstrate increased confidence and competence in leading their phases and subject areas effectively.</p> <p>Middle leaders use mentoring and coaching to develop skills in analysing pupil performance data and making informed decisions to support learning.</p> <p>Consistency of teaching throughout the school.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Schedule regular leadership meetings to review subject priorities, standards, and progress.	Subject Leaders	July ' 26	Staff meeting time. Subject leader release time.	Consistency of teaching throughout the school. Higher attainment and consistency across the curriculum.	
Ensure clear marking in all subject books inc .key word spellings, handwriting and next steps where appropriate.	SH/JJ/JC Subject Leaders	Termly	Leadership release time. Subject leader release time.	% of children achieving ARE and GD in subjects will increase.	
Review and refine the foundation subject curriculum to ensure clear sequencing and progression of knowledge.	SH/JJ/JC Subject Leaders	July ' 26	Staff meeting time. Subject leader release time	Children experience a cohesive and logically structured curriculum, building skills and knowledge systematically. The curriculum refinements ensure that learning builds on prior knowledge and prepares children for future learning. Leaders regularly review curriculum impact through monitoring, assessment data, and feedback from teachers and pupils. % of children achieving ARE and GD in subjects will increase.	
Develop and implement assessment frameworks for foundation subjects, including tools to capture “sticky knowledge” and monitor retention.	Subject Leaders	Termly monitoring	Staff meeting time.	Teachers understand what to assess, when, and how, ensuring	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	SH/JJ/JC		Subject leader release time	<p>consistency across year groups.</p> <p>Assessment tools identify and measure core knowledge and concepts that pupils are expected to retain long-term.</p> <p>Children demonstrate the ability to recall and apply previously learned knowledge in lessons and assessments.</p>	
Subject Leaders to produce subject action plans with clear targets, milestones, and evidence of pupil outcomes.	Subject Leaders	July ' 26 Termly monitoring	Staff meeting time. Subject leader release time	<p>Greater enjoyment in learning for all children.</p> <p>% of children achieving ARE and GD in subjects will increase.</p>	
Subject Leaders to create resource banks and exemplar materials to support consistent delivery across year groups.	Subject Leaders	July ' 26 Termly monitoring	Staff meeting time. Subject leader release time	<p>Subject leader will produce a comprehensive subject action plan outlining clear priorities, objectives, and intended outcomes.</p> <p>Action plans clearly specify how pupil outcomes will be measured, including assessment data, work scrutiny, and lesson observations.</p> <p>Action plans contribute to continuous improvement</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				in teaching and learning across the subject.	
Communicate curriculum intent and key knowledge for foundation subjects to parents via newsletters, workshops, or online platforms.	Subject Leaders SH/JJ/JC	July ' 26 Termly monitoring	Staff meeting time. Subject leader release time to prepare communications. Website development. Head communication.	Curriculum information is shared consistently through newsletters, workshops, online platforms, and other communication channels. Parents actively engage in workshops, discussions, and online learning activities related to foundation subjects. Children benefit from consistent messages and support between home and school, leading to improved understanding and retention of knowledge.	
Use data from assessments, monitoring, and pupil outcomes to adapt priorities and CPD for staff and leaders.	Subject Leaders SH/JJ/JC	July ' 26 Termly monitoring	Staff meeting time. Subject leader release time to prepare communications. Pupil Progress Meetings.	School leaders and subject leaders regularly analyse assessment data, monitoring findings, and pupil outcomes to identify strengths, gaps, and trends. Staff engage in CPD that is relevant, actionable, and focused on improving teaching and learning outcomes.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
Subject Leaders to pursue subject accreditation as appropriate inc. Silver Artsmark, 360 award and the Silver School Games award.	Subject Leaders	July ' 26	Subject leader release time	<p>Raised profile of subject across the school.</p> <p>Subject leaders improved understanding on subjects and how to develop it.</p> <p>Accreditations for the schools and an enriched curriculum.</p> <p>Enrichment opportunities for all.</p>	
To further develop the school's Christian distinctiveness and promote our Christian Values to ensure children and staff understand our core values.	SH & R.E Subject Lead	July ' 26	<p>Staff meeting time.</p> <p>Subject leader release time</p>	<p>All staff and pupils demonstrate a clear understanding of the school's Christian vision and core values.</p> <p>Christian values are explicitly incorporated into teaching, learning, and the wider curriculum, including RE, PSHE, and collective worship.</p> <p>Pupils can articulate how Christian values relate to their learning, behaviour, and interactions.</p> <p>Evidence from observations, surveys, and pupil/parent feedback demonstrates the impact of values on the daily life of the school.</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
To establish international links with other schools to develop children's knowledge of the wider world.	J.C MFL Lead	Spring '26	Subject leader/ Management release time	Children demonstrate an increased understanding of different cultures, traditions, and global issues Pupils' work, discussions, and reflections provide evidence of deepened understanding of the wider world.	
To strengthen partnerships with pre-schools and early years providers to ensure children enter Reception with essential skills, knowledge, and understanding, and that appropriate support strategies are identified and in place prior to starting the Early Years Foundation Stage (EYFS).	J.C & T.S SH	July '26 Termly monitoring	Staff meeting time. Management/ EYFS teacher release time for JC	Children starting Reception demonstrate readiness for school across communication, social, emotional, and basic academic skills. Better informed teachers. Children who require additional support are identified prior to starting school and appropriate interventions or resources are in place. Strong working relationships exist between the school and feeder pre-schools, with shared understanding of curriculum, expectations, and key skills.	
To pursue funding streams to improve school facilities i.e. Eco area, EYFS continuous provision and classroom facilities.	J.C	July '26	Management release time	Greater enrichment opportunities for children .	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				Improvement school environment.	
'Showcasing' of musical and arts talents. Staff to follow schedule for performances and offer musical performances in all year groups.	T.S Music Subject Lead	Termly opportunities	Phase meeting time	Improved home/school links. Greater opportunities to develop public speaking and performing skills.	
Improve parental understanding of subject content through clear curriculum letters and maps, and offering family learning opportunities, parents' evenings as well as sharing information between home and school.	SH JJ/JC in phases	Termly	Phase meetings	Improved communication between home and school. Improved parental engagement. Parents are better informed about their children's learning.	
Development of P.E and sporting provision. Effective use of the Sport and P.E. Premium Grant to achieve best value and excellent outcomes for pupils.	P.E Lead JJ	Termly	Leadership release time. Subject leader release time.	Children have access to a broad, balanced, and high-quality PE curriculum that promotes physical development, wellbeing, and lifelong fitness. Improved enrichment opportunities for all children. Staff receive high-quality CPD and training in delivering PE and sports, including new activities, assessment, and inclusion strategies.	
Develop children's aspirations for future careers through teaching/visitors.	Subject Leaders	Termly	Leadership release time.	Improved quality of education.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
	SH/JJ		Subject leader release time.	<p>% of children achieving ARE and GD in subjects will increase.</p> <p>Increased opportunities to future learning.</p>	
Children to have developed a sense of British values and Citizenship, a respect for their locality and a tolerance of those around them.		July '26	<p>Staff meeting time</p> <p>SARI Scarf</p>	<p>Pupils demonstrate a clear understanding of democracy, the rule of law, individual liberty, and mutual respect and tolerance.</p> <p>Children actively engage in school and community initiatives, showing awareness of their responsibilities as citizens.</p> <p>British values and citizenship are integrated into teaching, assemblies, and enrichment activities, rather than taught in isolation.</p> <p>% of children achieving ARE and GD in subjects will increase.</p>	
To embed a comprehensive e-safety curriculum across all year groups, ensuring pupils understand how to use technology safely and responsibly, with evidence of implementation and impact visible throughout the school.	<p>Computing Lead</p> <p>JJ</p>	<p>July '26</p> <p>Termly monitoring</p>	<p>Leadership release time.</p> <p>Subject leader release time.</p>	Children demonstrate a clear understanding of online safety, responsible internet use, and digital citizenship.	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				<p>E-safety lessons and activities are delivered consistently across all year groups, integrated into the wider computing and PSHE curriculum.</p> <p>Reduced safety concerns. Better informed children and parents.</p>	
<p>To further develop the role of ELSA practitioners, enhancing their skills and responsibilities to provide targeted mental health support for pupils, ensuring early intervention and wellbeing provision across the school.</p>	E.D & B.P	July '26	<p>Leadership release time.</p> <p>Subject leader release time.</p>	<p>Practitioners are able to assess, plan, and deliver targeted interventions for pupils with social, emotional, and mental health needs.</p> <p>Children accessing support show improved emotional regulation, resilience, and coping strategies.</p>	
<p>To establish a proactive and representative School Council that empowers pupils to contribute to school improvement, promotes pupil voice, and fosters leadership, responsibility, and collaborative decision-making across the school.</p>	J.J	Autumn '25	Leadership release time.	<p>Children actively participate in decision-making processes and take ownership of school improvement projects.</p> <p>School Council provides regular, structured opportunities for pupils to share ideas, feedback, and suggestions.</p> <p>Initiatives led or influenced by the School Council enhance aspects</p>	

Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
				of school life, such as facilities, extracurricular provision, or wellbeing initiatives.	
CPD , in-set , courses Computing staff meeting(s) PPAT Staff CPD opportunities Subject leader training / opportunities for development International Links – establish a form of communication.	Outcomes Key sources of evidence: * Lesson observations; * Scrutiny of plans and books across the school curriculum * Governor reports * Parental questionnaire * Subject leader files				
Final Evaluation Date completed	Outcomes Judgements: Outstanding / Good / Requires Improvement				
Indication of next priorities: To establish clear provision to provide children with a consistent standard of education,	Rationale				

Glossary of terms:

ARE – Age related expectations
 GD - Greater Depth
 LW - Learning Walk
 CHD. – Children
 PA - Persistent Absenteeism