



School Development Plan 2026-27

SCHOOL CONTEXT



Estimated grade for each Ofsted evaluation are:

Safeguarding: Met

Inclusion: Expected

Curriculum and teaching: Expected

Achievement: Expected

Attendance and behaviour: Expected

Personal development and wellbeing: Expected

Leadership and governance: Expected

Early years: Expected

:

Number of pupils on roll (2026-27):

139

Number/percentage of pupils with special educational needs (SEN) and/or a disability (2026-27):

11/139 – 8% (excluding EHCP)

13/139 – 9% (including EHCP)

Number of pupils with an education, health and care (EHC) plan:

2/139 – 1.4%

There are 2 potential new children with EHCPs and two children who are SEN awaiting EHCP.

Number of pupils known (or previously known) to children's social care, including children in need, looked-after children and young carers (2026-27):

1/139 – 0.7% PLAC

2/139 – 1.4% Young Carers

Number/percentage of pupils in receipt of the pupil premium (2026-27):

15/139 – 10.8% PP & FSM (Including 1 PP+)

3/139 – 2.1% PP but no longer FSM

3/139 – 2.1% FSM but not yet on PP website (Gov)

2/139 – 1.4% Service Premium

Number/percentage of pupils with English as an additional language (EAL) (2026-27):

4/139 – 2.8%

1 Romanian

2 Polish

1 Hebrew

Any other relevant context that impacts your priorities and focus groups (e.g. pupil ethnicities) (2026-27):

Predominantly a White British ethnicity, so represent diversity is important and reflective in the curriculum.

SCHOOL CONTEXT



% of pupils on track to exceed expected standard/attainment targets:

Y2: R-15%, W-4%, M-8%, Y3: R-8%, M-25%, Y4: R-9%, W-9%, Y5: R-33%, Y6: M-13%

As a small school, percentages can fluctuate significantly between cohorts. For example, a change of one pupil can have a substantial impact on the percentage reported. Therefore, leaders consider cohort characteristics, pupil numbers, prior attainment and progress measures alongside percentage outcomes. Our focus is on ensuring that every pupil capable of exceeding expectations receives appropriate challenge and achieves their individual potential.

Overall absence rate (2025-26):

94.76% - National Average approx.
94.69%

Percentage of persistent absentees (10% or more missed) (2025-26)

13.51% - National Average approx.
13.9%

% of pupils on track to meet ARE:

Year Group	%WA – Reading	%WA – Writing	%WA – Maths
Year 1	Based on 13/18 achieving GLD – 72%		
Year 2	69% (18/26)	62% (16/26)	77% (20/26)
Year 3	67% (8/12)	54% (7/12)	58% (7/12)
Year 4	68% (15/22)	55% (12/22)	59% (13/22)
Year 5	86% (18/21)	57% (12/21)	62% (13/21)
Year 6	74% (17/23)	74% (17/23)	87% (20/23)

Percentage of severe absentees (50% or more missed) (2025-26):

0%

Number of suspensions or exclusions over time (2026-27):

2024-25 – 0
2025-26 – 0

Staff turnover over time:

Very little – this is reflected in the IDSR (November 2025)

SIAMS:

Upholding the Christian Distinctiveness of the School (November 2025)

SCHOOL CONTEXT



Key Ofsted actions from last report	On some occasions, teachers' expectations of what pupils can learn are not high enough. Pupils are not challenged to deepen or extend their thinking as much as they could do. Leaders need to ensure that teachers take into account what pupils can already do and extend their thinking further.
Key staffing areas of issue	There is a new member of staff covering EYFS for two days a week on maternity cover, she is also the SENCO on a one day a week contract, currently she is starting the NPQSENCO qualification (Due to start November 2026).
Budget information	The school is no longer in a deficit recovery plan due to headteacher leaving. The numbers are dropping which is putting the school under financial pressure. Sports premium and PFSA funding have been cut. The school continuity looks at value for money and where it can save money to prevent needing a financial recovery plan.
Key performance indicators for the next 3 years	• Teaching is consistently effective across the school, evidenced through monitoring, pupil outcomes and external validation where available by July 2029. • All curriculum subjects have a clearly sequenced curriculum and subject leaders can demonstrate the impact of their subject through monitoring, pupil voice and work scrutiny. A new National Curriculum is release in Spring 2027 for first teaching in September 2028. • Pupil attainment in reading, writing and mathematics is maintained at or above national averages over time, where cohort sizes allow meaningful comparison. • Persistent absence reduces year-on-year and remains below national averages. • Parents, pupils and staff report that the school is inclusive, supportive and responsive to need. • Governance remains effective, with governors providing appropriate challenge and support and fulfilling their statutory responsibilities.

OBJECTIVES FOR 2026-27



Objective 1 Safeguarding (Curriculum and Teaching, Personal Development)	Provide a robust and embedded online safety culture where pupils are taught to stay safe online, staff confidently identify and respond to online risks, and systems and procedures effectively protect pupils from online harm
Objective 2 Attendance and Behaviour	To reduce persistent absence through earlier identification, targeted family support and strengthened monitoring, particularly for FSM pupils, so that pupils attend more regularly and access learning consistently.
Objective 3 Curriculum and Teaching	To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. (Fluency, Handwriting, Spelling)
Objective 4 Leadership and Governance (EYFS)	To establish a highly effective and consistent EYFS team, ensuring strong leadership, monitoring and professional development so that high-quality provision and teaching are sustained and improved during a period of staffing change, leading to consistently strong outcomes for all pupils.

SAFEGUARDING: Provide a robust and embedded online safety culture where pupils are taught to stay safe online, staff confidently identify and respond to online risks, and systems and procedures effectively protect pupils from online harm. (Also Curriculum and Teaching, Personal Development PHSE/RSHE)

ACTIONS	WHO'S RESPONSIBLE	PROGRESS COMMENTARY	RAG	MONITORING	IMPACT
Review and update the Online Safety Policy in line with Keeping Children Safe in Education (2026), including filtering, monitoring and reporting procedures.	DSLs Computing Lead RSHE Lead Governor	<i>Write in here what actions have already taken place. RAG will reflect progress.</i>		Learning walks Staff Quiz	Policies are fully compliant with statutory guidance, routinely reviewed and clearly understood by staff and governors. Practice across the school reflects the policy consistently. Leaders can demonstrate effective oversight. 100% of statutory requirements from KCSIE 2026 reflected within policy documentation 100% of staff and governors confirm they have read the policy annually, including Part One of KCSIE Staff quiz results average at least 90% Monitoring identifies consistent implementation of procedures in 100% of sampled cases.
Deliver age-appropriate online safety education across PSHE, computing and safeguarding lessons.	DSLs Computing Lead RSHE Lead Governor	Parent consultation on new curriculum Policy agreed at FGB Online safety/PSHE/ computing curriculum triangulated		Pupil voice Learning walks Drop ins Staff meetings	Pupils consistently demonstrate secure, age-appropriate understanding of online risks and know how to report concerns. Online safety is embedded across the curriculum and meets pupils' needs well. 100% of classes deliver planned online safety learning each term. Pupil survey results show at least 90% of pupils feel confident staying safe online.

SAFEGUARDING: Provide a robust and embedded online safety culture where pupils are taught to stay safe online, staff confidently identify and respond to online risks, and systems and procedures effectively protect pupils from online harm. (Also Curriculum and Teaching, Personal Development PHSE/RSHE)

					<i>At least 90% of pupils can identify age-appropriate online risks during pupil voice activities.</i> <i>At least 90% of pupils know how and where to report an online safety concern.</i>
Provide regular online safety training and updates for all staff.	Computing Lead DSLs			Staff Quiz TA meetings Staff meetings	All staff have received up-to-date training and demonstrate confidence in identifying, recording and responding appropriately to online safety concerns. <i>Staff quiz scores average at least 90%</i> <i>95% of staff report confidence in recognising and responding to online safety concerns.</i>
Ensure filtering and monitoring systems are effective and reviewed termly.	Computing Lead DSLs Safeguarding Governor	LB added to shared mailbox Full access to website open Sept'26 SWGfL Test filtering performed – ✓		Securely inbox	Filtering and monitoring systems are effective, regularly reviewed and actively support safeguarding. Leaders understand system reports and act swiftly on concerns. <i>100% of identified safeguarding alerts reviewed within one working day.</i>
Maintain clear reporting, logging and response procedures for online safety incidents.	DSLs			CPOMs report DSL meetings	Safeguarding records show concerns are recorded accurately, followed up promptly and escalated appropriately. Patterns and risks are identified and addressed by leaders.

SAFEGUARDING: Provide a robust and embedded online safety culture where pupils are taught to stay safe online, staff confidently identify and respond to online risks, and systems and procedures effectively protect pupils from online harm. (Also Curriculum and Teaching, Personal Development PHSE/RSHE)

					100% of online safety concerns recorded on CPOMS 100% of safeguarding concerns acknowledged by a DSL within one working day.
Strengthen parental awareness through workshops, guidance and regular communication.	Computing Lead			Parent Survey Menti.com Parent Engagement	Parents are well informed and supported. Engagement is strong and contributes positively to pupils' safety and understanding. At least 80% of parents know where to access school online safety guidance Parent survey shows at least 85% feel the school keeps them informed about online safety risks.
Develop staff, parent and Governors understanding of Artificial Intelligence (AI) to strengthen online safety, digital literacy and responsible technology use across the school community.	Computing Lead DSLs Governors	AI Policy written AI Risk Assessment Matrix AI Staff Acceptable Use 26.01.27 – Governor training on AI -		Staff Quiz TA meetings Staff meetings Parent Engagement	Staff demonstrate increased confidence and competence in identifying, understanding and responding to AI-related online safety risks, including misinformation, deepfakes, inappropriate AI-generated content and data privacy concerns. Parents have a greater understanding of AI technologies and online risks, enabling them to support safe and responsible technology use at home. Governors have a broader understanding. Parent survey shows at least 80% have increased understanding of AI-related risks.

ATTENDANCE AND BEHAVIOUR: To reduce persistent absence through earlier identification, targeted family support and strengthened monitoring, particularly for FSM pupils, so that pupils attend more regularly and access learning consistently.

ACTIONS	WHO'S RESPONSIBLE	PROGRESS COMMENTARY	RAG	MONITORING	IMPACT
Implement a robust system for the early identification of pupils at risk of persistent absence, using weekly attendance tracking and clear thresholds, so that intervention is timely and effective.	Headteacher Attendance champion Governor	Initial system set up Letter template designed		Monitoring Monday Attendance meeting Tracking	Pupils at risk of persistent absence are identified and supported earlier, preventing decline in attendance. As a result, fewer pupils fall into the persistent absence category and attendance patterns improve over time. <i>Whole school persistent absence less than 10% on average. (2025-26 – 13.51%)</i>
Develop and embed a targeted support strategy for FSM pupils, including personalised plans and regular review, so that attendance gaps between FSM and non-FSM pupils diminish.	Headteacher Attendance champion Governor			Monitoring Monday Attendance meeting Tracking	Attendance for FSM pupils improves and the attendance gap between FSM and non-FSM pupils narrows, ensuring disadvantaged pupils access learning more consistently and achieve outcomes closer to their peers. <i>(2025-26 – FSM PA 21.74% - National 18% Non FSM 12.8%)</i> <i>Reduce FSM PA to below national average and lessen the gap between non-FSM by 5% (-8% in total).</i>
Establish rigorous attendance monitoring procedures, including regular leadership review and governor scrutiny, so that attendance data drives timely challenge and support.	Headteacher Attendance champion Governor	Governor monitoring in diary		Monitoring Monday Attendance meeting Tracking	Leaders and governors have a clear, accurate understanding of attendance patterns and take timely, effective action. This leads to improved accountability, stronger challenge, and sustained improvements in attendance. <i>Whole school persistent absence less than 10% on average.</i>

ATTENDANCE AND BEHAVIOUR: To reduce persistent absence through earlier identification, targeted family support and strengthened monitoring, particularly for FSM pupils, so that pupils attend more regularly and access learning consistently.

Strengthen engagement with families of pupils at risk of persistent absence, through early communication, supportive meetings and clear expectations, so that barriers to attendance are reduced.	Headteacher Attendance champion Governor			Monitoring Monday Attendance meeting Tracking	Parents are more engaged and understand the importance of attendance, leading to improved home–school relationships and a reduction in avoidable absence. Barriers to attendance are addressed more effectively. <i>(2025-26 – Year 1 23.08% National 18%)</i> Year 2 to reduce PA to at least that of national average (-8%)
Reduce the overall rate of persistent absence, particularly for vulnerable groups, through a combination of early intervention, consistent follow-up and clear systems, so that all pupils attend regularly and access learning consistently.	Headteacher Attendance champion Governor			Monitoring Monday Attendance meeting Tracking	The overall rate of persistent absence decreases, particularly for vulnerable groups, resulting in more pupils attending regularly, accessing the full curriculum, and making stronger academic and personal progress. Whole school persistent absence less than 10% on average. Reduce FSM PA to below national average and lessen the gap between non-FSM by 5% (-8% in total).

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Fluency**

ACTIONS	WHO'S RESPONSIBLE	PROGRESS COMMENTARY	RAG	MONITORING	IMPACT
Ensure a consistent, systematic approach to the teaching of core number skills (number sense, place value, number facts) across all year groups, so that pupils develop secure mathematical foundations.	Class teachers TAs Maths Lead Headteacher	<i>Write in here what actions have already taken place. RAG will reflect progress.</i>		Observation Learning Walk Drop in WRH assessment Book look	Pupils develop secure and consistent understanding of number and place value, enabling them to build knowledge cumulatively across year groups. This leads to improved progress rates and reduces gaps in foundational understanding <i>At least 85% of pupils in each year group achieve age-related expectations in number and place value assessments.</i>
Develop pupils' automatic recall of key number facts (e.g. number bonds, times tables), through daily practice and structured approaches, so that pupils can apply them efficiently in more complex learning.	Class teachers TAs Maths Lead Headteacher			Pre/post assessment Observation Learning Walk Drop in Book look	Pupils achieve automatic recall of key number facts, reducing cognitive load and allowing them to focus on problem-solving and reasoning. As a result, pupils work more efficiently and a greater proportion reach age-related expectations and greater depth. <i>At least 85% of pupils achieve age-related expectations in recall of number facts for their year group.</i> <i>Year 4 Multiplication Tables Check results are at or above national average, with 25%+ achieving full marks.</i>
Raise expectations for accuracy, presentation and correct mathematical methods, ensuring pupils consistently apply foundational skills in their recording and reasoning.	Class teachers TAs Maths Lead Headteacher			Observation Learning Walk Drop in Book look	Pupils consistently apply accurate methods, correct notation and clear presentation, reducing errors and misconceptions. This leads to improved independence, confidence, and higher-quality outcomes in written mathematics.

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Fluency**

					<i>Pupil voice demonstrates that 90% of pupils can explain the mathematical methods they are using.</i>
Ensure pupils are regularly given opportunities to apply foundational mathematical skills in problem-solving and reasoning, so that fluency leads to deeper understanding and greater depth.	Class teachers TAs Maths Lead Headteacher			Observation Learning Walk Drop in Book look	Pupils confidently apply core mathematical skills across a range of contexts, demonstrating deeper understanding. This results in increased attainment at greater depth, as pupils can explain, justify and reason effectively. <i>Assessment data shows 85%+ of pupils achieve age-related expectations in reasoning and problem-solving.</i>
Strengthen staff subject knowledge and pedagogical practice in teaching early maths fluency, ensuring consistent expectations, modelling and addressing misconceptions across the school.	Class teachers TAs Maths Lead Headteacher			Observation Learning Walk Drop in Survey Book look	Staff demonstrate strong and consistent subject knowledge, leading to high-quality teaching, precise modelling and effective addressing of misconceptions. This ensures pupils receive a coherent learning experience and make stronger progress across the school. <i>All teaching staff receive mathematics fluency CPD and 100% report increased confidence in post-training evaluations</i> <i>Whole-school mathematics outcomes improve, with 85%+ of pupils achieving expected standards and Greater Depth outcomes increasing year-on-year.</i>
Strengthen parental understanding of the school's approach to foundational skills so they understand the progression and expectations and are equipped to support their child effectively at home.	Class teachers TAs Maths Lead			Parent workshops/	Parents understand the importance of foundation skills and the approaches used by the school, enabling greater consistency between school and home and helping pupils practise and apply key skills confidently.

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Fluency**

	Headteacher			coffee morning attendance Parent survey Parent feedback Website/ resource engagement	<i>At least 85% of parents responding to the parent survey report that they understand the school's approach to developing foundational skills and know how they can support their child at home.</i> <i>At least 80% of parents report that the guidance/resources provided by school have helped them support the child's learning at home.</i>
--	-------------	--	--	--	---

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Handwriting**

ACTIONS	WHO'S RESPONSIBLE	PROGRESS COMMENTARY	RAG	MONITORING	IMPACT
Ensure the consistent and progressive implementation of the School Literacy Network (SLN) Handwriting scheme across all year groups, so that pupils develop secure, age-appropriate handwriting skills.	Class teachers TAs Literacy Lead Headteacher	<i>Write in here what actions have already taken place. RAG will reflect progress.</i>		Staff meeting Pre/post assessments Observation Learning Walk Drop in Book look	Handwriting is taught consistently and progressively across all year groups, resulting in pupils developing secure, age-appropriate skills without gaps. This consistency supports smoother progression, improved fluency, and stronger overall writing outcomes. 100% classes implemented scheme At least 90% of pupils demonstrate age-related handwriting expectations with a reduction in gaps
Strengthen the teaching of correct letter formation and fine motor skills in EYFS and KS1, using the SLN approach, so that pupils develop accurate habits from the outset.	Class teachers TAs Literacy Lead Headteacher			Observation Handwriting assessments Learning Walk Drop in Book look	Pupils establish correct letter formation and posture from the outset, preventing misconceptions and reducing the need for later intervention. This leads to greater confidence, improved accuracy, and stronger early writing development. At least 90% of EYFS and KS1 pupils form letters correctly and use the agreed handwriting posture and grip consistently. The proportion of pupils requiring handwriting intervention is reduced compared with the autumn baseline.
Develop fluency, consistency and automaticity in handwriting, ensuring pupils can write efficiently and at speed, in line with SLN expectations,	Class teachers TAs Literacy Lead			Observation Learning Walk Drop in	Pupils develop fluent, automatic handwriting, enabling them to write at speed without cognitive overload. This supports increased writing stamina, independence and allows pupils to focus on composition and higher-

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. Handwriting

to support writing stamina and independence.	Headteacher			Book look	order writing skills, contributing to improved attainment and greater depth. <i>Greater Depth outcomes in writing increase in both KS1 and KS2.</i>
Establish high expectations for handwriting and presentation in all subjects, so that pupils consistently apply taught skills beyond discrete handwriting sessions.	Class teachers TAs Literacy Lead Headteacher			Observation Learning Walk Drop in Book looks across curriculum Pupil voice	Pupils consistently apply high standards of handwriting across all subjects, leading to improved presentation and pride in work. Books reflect a strong “window into the curriculum”, with reduced variation in quality and improved overall standards. <i>At least 90% of pupils consistently apply the school's handwriting and presentation expectations across all curriculum subjects.</i>
Strengthen staff confidence and consistency in teaching handwriting through CPD and monitoring linked to the SLN scheme, ensuring a unified approach across the school.	Class teachers TAs Literacy Lead Headteacher			Observation Learning Walk Drop in Survey	Staff deliver handwriting teaching with confidence and consistency, modelling high expectations and addressing errors effectively. This results in improved teaching quality, fewer inconsistencies between classes, and stronger pupil outcomes over time. <i>100% staff know which stage children in their class are on and what they need to do next.</i>
Strengthen parental understanding of the school's approach to foundational skills so they understand the progression and expectations and are equipped to support their child effectively at home.	Class teachers TAs Literacy Lead			Parent workshops/	Parents understand the importance of foundation skills and the approaches used by the school, enabling greater consistency between school and home and helping pupils practise and apply key skills confidently.

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Handwriting**

	Headteacher			coffee morning attendance Parent survey Parent feedback Website/ resource engagement	<i>At least 85% of parents responding to the parent survey report that they understand the school's approach to developing foundational skills and know how they can support their child at home.</i> <i>At least 80% of parents report that the guidance/resources provided by school have helped them support the child's learning at home.</i>
--	-------------	--	--	--	---

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Spelling**

ACTIONS	WHO'S RESPONSIBLE	PROGRESS COMMENTARY	RAG	MONITORING	IMPACT
Ensure the consistent and progressive implementation of the School Literacy Network (SLN) spelling scheme across all year groups, so that pupils build secure spelling knowledge over time without gaps.	Class teachers TAs Literacy Lead Headteacher	<i>Write in here what actions have already taken place. RAG will reflect progress.</i>		Observation Learning Walk Drop in Book look	Spelling is taught consistently and progressively across all year groups, resulting in pupils building secure spelling knowledge over time without gaps. This leads to improved accuracy in writing and stronger progression across the school. 100% classes implemented scheme. 85% of pupils achieve age-related expectations in spelling by the end of the academic year.
Strengthen the early teaching of phonics, spelling patterns and high-frequency words in EYFS and KS1, so that pupils develop accurate spelling habits from the outset.	Class teachers TAs Literacy Lead Headteacher			Observation Learning Walk Drop in Book look	Pupils develop secure phonological awareness and understanding of common spelling patterns early, establishing strong foundations. This reduces misconceptions and enables pupils to become confident, accurate spellers as they move through the school. 90% of EYFS pupils achieve the Early Learning Goal in Literacy Year 1 Phonics Screening Check outcomes remain above national averages, with a target of 90%+ pass rate. Book scrutiny shows a year-on-year reduction in common spelling misconceptions in KS1.

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Spelling**

Develop pupils' fluency and automatic recall of age-appropriate spelling patterns and rules, so that they can spell accurately in independent writing without over-reliance on support.	Class teachers TAs Literacy Lead Headteacher			Observation Learning Walk Drop in Book look Pupil Voice	Pupils achieve automaticity in spelling age-appropriate words and patterns, allowing them to write fluently without cognitive overload. This increases independence, writing stamina, and overall quality of written work, contributing to higher attainment and greater depth. <i>90% of pupils accurately spell age-appropriate common exception words for their year group.</i> <i>Termly spelling assessments show an average 15% improvement in accuracy from baseline</i>
Ensure pupils consistently apply spelling knowledge across all subjects, not just in discrete lessons, so that accuracy transfers into independent writing.	Class teachers TAs Literacy Lead Headteacher			Observation Learning Walk Drop in Book look Pupil Voice	Pupils consistently apply accurate spelling in all areas of the curriculum, leading to improved writing quality in all subjects. This ensures that spelling is embedded rather than isolated, resulting in sustained improvements in outcomes. <i>85% of pupils applying age-appropriate spelling accurately across all subjects.</i>
Strengthen staff confidence and consistency in teaching spelling through CPD and monitoring linked to the SLN scheme, ensuring misconceptions are addressed and expectations remain high across the school.	Class teachers TAs Literacy Lead Headteacher			Observation Learning Walk Drop in Book look	Staff deliver spelling teaching with confidence, clarity and consistency, effectively addressing misconceptions and modelling expectations. This leads to improved teaching quality,

CURRICULUM AND TEACHING: To strengthen the early acquisition and application of foundational skills so that all pupils build fluency and independence more quickly, resulting in improved progress rates and an increased percentage of pupils achieving greater depth by the end of KS1 and KS2. **Spelling**

					reduced variability between classes, and stronger pupil progress over time. 100% of teaching staff receive SLN spelling training and follow-up support. School spelling attainment improves from the previous year and children's starting points.
Strengthen parental understanding of the school's approach to foundational skills so they understand the progression and expectations and are equipped to support their child effectively at home.	Class teachers TAs Maths Lead Headteacher			Parent workshops/ coffee morning attendance Parent survey Parent feedback Website/ resource engagement	Parents understand the importance of foundation skills and the approaches used by the school, enabling greater consistency between school and home and helping pupils practise and apply key skills confidently. At least 85% of parents responding to the parent survey report that they understand the school's approach to developing foundational skills and know how they can support their child at home. At least 80% of parents report that the guidance/resources provided by school have helped them support the child's learning at home.

LEADERSHIP AND GOVERNANCE: To establish a highly effective and consistent EYFS team, ensuring strong leadership, monitoring and professional development so that high-quality provision and teaching are sustained and improved during a period of staffing change, leading to consistently strong outcomes for all pupils. (EYFS)

ACTIONS	WHO'S RESPONSIBLE	PROGRESS COMMENTARY	RAG	MONITORING	IMPACT
Develop and share a clear EYFS curriculum map (progression, key knowledge, vocabulary).	Oak Team EYFS Link Gov	<i>Write in here what actions have already taken place. RAG will reflect progress.</i>		Planning PPM Baseline Data EoY Data Moderation	EYFS team demonstrate consistent understanding of curriculum intent and progression – Children make good or better progress from their starting point. EYFS outcomes remain at least in line with or above national (GLD). 100% of EYFS staff can articulate the curriculum intent, progression and key vocabulary during monitoring activities. At least 85% of children make expected progress from baseline in Communication and Language, Literacy and Mathematics. GLD outcomes are at least in line with the previous year's national average (75%). Moderation confirms teacher assessments are accurate and consistent in 100% of sampled judgments.
Develop high expectations for staff to consistently use vocabulary to scaffold and build upon learning. (model, narrate thinking, challenge).	Oak Team EYFS Link Gov			Drop in Observations Planning Floor books Learning walks	Adult interactions are consistently high-quality, extending vocabulary and deepening thinking in all observations. Interactions are consistent so children develop their language and communication in readiness for the next stage. Any children identified for language interventions show measurable improvement from baseline assessments.

LEADERSHIP AND GOVERNANCE: To establish a highly effective and consistent EYFS team, ensuring strong leadership, monitoring and professional development so that high-quality provision and teaching are sustained and improved during a period of staffing change, leading to consistently strong outcomes for all pupils. (EYFS)

					<i>Pupil voice and floor books demonstrate regular use of taught vocabulary across all areas of learning.</i>
All adults clearly understand learning outcomes for pupils; knowing why children are doing that learning activity at that time, being able to answer...“Why this activity?” “Why now?” “What are children learning?”	Oak Team			Drop in Observations Planning Floor books Learning walks	All staff can clearly articulate: -The purpose of learning activities -Expected outcomes for children <i>Clear learning intentions and success criteria in 100% of weekly plans</i> <i>Consistent staff understanding during learning walks and pupil progress meetings.</i>
To build upon the existing Early Years curriculum, identifying and sequencing key knowledge across all 7 areas of learning, with a strong focus on communication, language and early reading. <i>Baseline assessment will be used to identify if Talk Boost would support.</i>	Oak Team SENCO EYFS Link Gov			Planning EoY Data PPM Moderation	EYFS outcomes remain at least in line with or above national (GLD). <i>Children receiving Talk Boost (or equivalent intervention) demonstrate accelerated progress from starting points, evidenced through entry and exit assessments.</i> <i>GLD remains at or above national outcomes (75%).</i>