



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Shrewton
CE Primary School



Academy Improvement Plan 2026-2027



Our School Vision and Values

Love is the foundation of our school and underpins our Christian Values **of friendship, kindness, perseverance, respect, forgiveness and responsibility**. Our aim is to be a loving learning community where, powered by love, every child can **Believe, Achieve and Grow**.

Being rooted within a small village is inherently important to us, there is a shared responsibility for our future generations to grow into successful lifelong learners, supported by the love of their community. The inspiration for this has its origins in 1 Corinthians 13:

Love is patient, love is kind.

It does not envy, it does not boast, it is not proud.

It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.

Love does not delight in evil but rejoices with the truth.

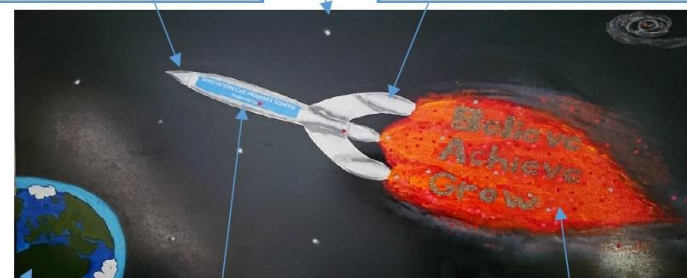
*It always protects, always trusts, always hopes, always perseveres.
Love never fails.*

Our School Vision

The stars in space represent our **Christian Values** – always present and guiding us through our journey.

The tip of our rocket represents our Headteacher and teachers, our Governors and DSAT as they lead our school, navigating the direction that we are travelling in to enable every pupil to achieve **beyond expectations**.

The engine and thrusters represent what drives our learning. Shaped by our **creative curriculum** it includes engagement days, talk for writing, letters and sounds, maths mastery approach, Collective Worship and themes of the week, sports coaching, trips, outdoor learning and much more.



The world represents our sense of **self and belonging**. It reminds us that while we are striving to achieve our very best, we are part of something greater. It keeps us grounded to our world, our community and our faith. We are **global citizens**, responsible for our own actions. We follow **'The Shrewton Way'**.

The main body of our rocket represents our **community** – it is full of all the people involved in our school life. The majority of the space is taken up with pupils and parents. Alongside them are our staff, the F.O.S.S and members of our church community. It also includes visitors we have to the school and services within our village.

The fire and flames are the visual representation of our **beliefs, achievements and growth**. It's the product of being a committed learner in our **local community**. It shows that **powered by love**, there is no ceiling on what we can achieve. That once we have had success, it propels us to only achieve more. It helps us to acknowledge this part of our journey as a **life-long learner**.

Strategy 2030

Our Trust has set out its [Strategy 2030](#), identifying the direction of travel between now and then, based on the needs of our children, families and staff. Our school leaders have worked with our Academy Standards and Ethos Committee (ASEC – governors) and others to identify on one page, what this might look like for our school.

Forever Flourishing: For Shrewton to be a thriving, happy and deeply Christian learning environment that enables bright futures and a life-long love of learning for all.

Successful Learners	Happy and Healthy Workforce	Family Friends and Community Champions	Investing with wisdom
Develop and implement a comprehensive mental health and wellbeing support system, integrated into the curriculum, to ensure all pupils have access to effective support by the end of the plan period. Achieve and maintain an Outstanding Ofsted rating for the school's Early Years provision, demonstrating the eradication of on-entry deficits. Design and implement an intentional, innovative, exciting, and diverse curriculum, responsive to the community's needs and focusing on securing rich cultural capital. Consistently meet ambitious targets for educational outcomes, with a specific focus on ensuring every child in the school becomes a fluent reader by the time they leave Year 6. Foster a school culture that promotes exemplary behaviour, equipping children with strategies to re-regulate, repair, and learn from all situations they encounter in life. Cultivate a school environment where all children develop respect and understanding for all people in the world and have the knowledge and strategies to keep themselves safe.	The work environment is supportive and nurturing. It prioritises staff wellbeing and ensures manageable workloads, enabling staff to thrive both personally and professionally. Implement a comprehensive, bespoke, and ambitious professional development program delivered through a school coaching model, empowering staff to continuously enhance their skills and expertise delivered through a coaching model. There is a culture of continuous school improvement driven by the school's own initiatives and priorities, while strategically leveraging external sources to enrich and support the improvement process. Provide a wide range of opportunities for all staff to progress in their careers and develop specialisms, including access to relevant qualifications and progression pathways. Achieve and maintain high levels of staff recruitment and retention at the Hub level by creating an attractive, supportive, and rewarding work environment that encourages long-term commitment to the school.	Establish the school as a proactive Community Hub of support for families in need, offering a comprehensive range of services and resources that promote family wellbeing and resilience, resulting in improved outcomes for children and families within the community. Recruit and integrate chaplaincy services that provide pastoral support for families and pupils, ensuring that these services are closely aligned with the school's vision and values, and contribute to the overall wellbeing and spiritual development of the school community. Develop and implement a comprehensive and effective marketing strategy that maintains consistent pupil numbers, meeting the Published Admission Number (PAN) each year, and ensuring the long-term sustainability and growth of the school. Foster a deep understanding of the school's context and family demographics, with a specific focus on providing targeted support for military families, building strong relationships with these families, and ensuring their unique needs are met, leading to improved engagement and outcomes for all pupils. Develop and implement a robust transition program that ensures the smooth and successful transition of pupils from the school into Key Stage 3, while simultaneously strengthening relationships with secondary schools, resulting in improved continuity of learning and support for all pupils as they progress through their educational journey.	Invest in local pre-school provision to enhance the transition process and improve baseline standards for children entering primary school, ensuring a strong foundation for their educational journey. Achieve digital excellence by providing personalised devices for all Key Stage 2 pupils, ensuring that all pupils can use technology competently and stay up-to-date with developments in the digital landscape. Increase the school's capacity by redesigning the school environment to accommodate five full classrooms, enabling the school to serve a larger number of pupils and families in the community. Prioritise marketing efforts by developing and implementing an effective and engaging marketing approach that results in a high number of pupil admissions, ensuring the school's long-term sustainability and growth. Ensure effective maintenance of the school site through timely and measured updates, with significant investment in outdoor learning and playtime spaces, creating an inspiring and nurturing environment that supports the holistic development of all pupils.

‘Powered by love; we believe, achieve, grow’

1 Priority 1: Leadership and governance including safeguarding. <i>Strengthen leadership capacity at all levels by developing distributive leadership, embedding a consistent approach to professional learning and coaching, and establishing effective assessment and monitoring systems so that leaders drive high-quality teaching, inclusion and improved outcomes for all pupils.</i>	2 Priority 2: Curriculum teaching and inclusion including achievement. Secure consistently high-quality teaching and learning through a coherent approach to curriculum planning, pedagogy and inclusion so that all pupils, particularly disadvantaged pupils, achieve ambitious outcomes
1.1 StepLab coaching is embedded across the school, so that staff can consistently apply high-impact teaching strategies, resulting in improved quality of teaching and pupil outcomes. 1.2 A coherent programme of professional learning and development is implemented and evaluated, so that staff can deliver evidence-informed teaching that consistently meets the needs of all learners. 1.3 Assessment systems are agreed, embedded and used consistently across the school, so that staff can use assessment effectively to adapt teaching and meet pupils' needs through high-quality universal provision. 1.4 The graduated response is implemented consistently, with pupils requiring additional support having ambitious, measurable ILP targets and evidence of effective adaptations through the universal offer and targeted interventions, resulting in strong progress from individual starting points. 1.5 Distributive leadership is embedded through clearly defined leadership responsibilities and accountability structures, so that teaching and learning priorities are implemented consistently through strong, aligned leadership. 1.6 Teaching assistants are deployed effectively and consistently across the school, so that they promote pupil independence and maximise progress for all learners. 1.7 Pupil achievement, progress and inclusion outcomes are monitored and evaluated termly by leaders and governors, so that all pupils make strong progress from their starting points, meet ambitious targets and achieve statutory outcomes that exceed national averages	2.1 A consistent whole-school approach to planning is embedded through The Shrewton Way, so that children build secure, sequential knowledge and understanding through well-sequenced, mastery-based learning experiences. 2.2 A culture of purposeful talk is evident across the curriculum, so that children can articulate their thinking clearly, justify their reasoning and deepen their understanding through structured classroom discussion. 2.3 Teachers use effective assessment, scaffolding and adaption so that children secure foundational knowledge which is applied across the curriculum, and build the knowledge required for future learning. 2.4 The three-phase approach to writing is implemented consistently across the school, so that children develop greater structure, accuracy, stamina and independence as writers and make sustained progress towards age-related expectations. 2.5 Teachers demonstrate a secure understanding of the structure and purpose of reading blocks and deploy these teaching techniques intentionally, so that pupils develop fluency, vocabulary and comprehension and build increasingly sophisticated mental models of texts. 2.6 The Phonics Lead and English Lead work collaboratively to ensure a clearly sequenced and progressive reading curriculum, so that staff deliver reading consistently and pupils build reading knowledge and skills progressively from their starting points. 2.7 Teachers identify and sequence small, cumulative steps of learning within mathematics lessons and use precise, granular guided practice, so that children develop secure conceptual understanding and articulate mathematical generalisations with confidence. 2.8 Teachers routinely use live modelling to make thinking explicit, including the use of worked examples and metacognitive narration, so that children can articulate their understanding and apply learning independently. 2.9 Children in the early stages of writing apply their phonics knowledge accurately and confidently in their independent writing, so that they develop the foundations for successful transcription and composition.
3 Priority 3: Early Years. <i>Ensure the Early Years curriculum is implemented with fidelity through high-quality assessment, provision and interactions so that all children develop the knowledge, vocabulary, self-regulation and early reading skills required to achieve well and transition successfully to Year 1.</i>	4 Priority 4: Behaviour and attendance. <i>Strengthen behaviour, attitudes to learning and attendance through consistent routines, high expectations and strong partnerships with families so that all pupils engage positively in learning and are well prepared for the next stage of education.</i>
3.1 The Shrewton EY Curriculum is fully enacted through well-sequenced planning and teaching, so that children build and retain key knowledge over time and are well prepared for the next stage of learning. 3.2 Robust on-entry and ongoing assessment is used effectively to inform provision, teaching and intervention, so that learning consistently meets children's needs and supports strong progress from individual starting points. 3.3 Continuous provision is purposeful, responsive and closely aligned to curriculum intentions, so that children independently rehearse, apply and deepen taught knowledge and skills across all areas of learning. 3.4 Outdoor provision is planned with the same level of ambition and intentionality as indoor provision, so that children benefit from rich opportunities to develop knowledge, language, physical development and independence. 3.5 A sharp focus on vocabulary acquisition is embedded through direct teaching and high-quality adult-child interactions, so that children develop the language needed to access the curriculum, communicate effectively and succeed in future learning.	4.1 Consistent routines and expectations for learning are embedded across the school, so that all pupils engage positively in lessons, understand expectations and maximise their participation in learning. 4.2 Structured opportunities for discussion, including think-pair-share, are routinely used across the curriculum, so that pupils can articulate their thinking, deepen understanding and enable teachers to check and address misconceptions effectively at each small step of learning. 4.3 The home-school agreement is consistently applied and referenced by staff and families, so that a shared culture of high expectations, positive behaviour and good attendance is embedded. 4.4 Attendance is at least in line with national averages, persistent absence reduces over time and attendance for vulnerable groups improves towards national benchmarks
5 Priority 5: Personal development and well-being. <i>Embed a coherent approach to personal development that promotes responsibility, citizenship and well-being so that pupils contribute positively to their school and wider community.</i> 5.1 The school achieves or maintains Green Flag status, so that children develop a strong understanding of environmental responsibility and actively contribute to improving their school and local environment. 5.2 The school travel plan is implemented in partnership with families, governors and the local community, so that children understand how to travel safely and contribute to improving road safety within the local area. 5.3 Children demonstrate increasing resilience, self-regulation and responsibility through curriculum and wider school experiences, so that they engage positively in learning and school life. 5.4 A cohesive personal development curriculum is mapped and implemented, so that children develop an age-appropriate understanding of British values, protected characteristics, wellbeing and life beyond their immediate community.	

Annual Plan 2026-27

Steps towards our long-term strategic priorities over the next year

1 Priority 1: Leadership and governance including safeguarding.

Strengthen leadership capacity at all levels by developing distributive leadership, embedding a consistent approach to professional learning and coaching, and establishing effective assessment and monitoring systems so that leaders drive high-quality teaching, inclusion and improved outcomes for all pupils.

Leaders at all levels are supported to develop in their roles.

- 1.1 StepLab coaching is embedded across the school, so that staff can consistently apply high-impact teaching strategies, resulting in improved quality of teaching and pupil outcomes.
 - 1.2 A coherent programme of professional learning and development is implemented and evaluated, so that staff can deliver evidence-informed teaching that consistently meets the needs of all learners.
 - 1.3 Assessment systems are agreed, embedded and used consistently across the school, so that staff can use assessment effectively to adapt teaching and meet pupils' needs through high-quality universal provision.
 - 1.4 The graduated response is implemented consistently, with pupils requiring additional support having ambitious, measurable ILP targets and evidence of effective adaptations through the universal offer and targeted interventions, resulting in strong progress from individual starting points.
 - 1.5 Distributive leadership is embedded through clearly defined leadership responsibilities and accountability structures, so that teaching and learning priorities are implemented consistently through strong, aligned leadership.
 - 1.6 Teaching assistants are deployed effectively and consistently across the school, so that they promote pupil independence and maximise progress for all learners.
- Pupil achievement, progress and inclusion outcomes are monitored and evaluated termly by leaders and governors, so that all pupils make strong progress from their starting points, meet ambitious targets and achieve statutory outcomes that exceed national averages.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
1:1 StepLab coaching is embedded across the school, so that staff can consistently apply high-impact teaching strategies, resulting in improved quality of teaching and pupil outcomes. - Establish a whole-school StepLab coaching programme with allocated coaches and coaching groups. - Train and support coaches to ensure consistency in the delivery of StepLab coaching and feedback. - Identify and prioritise high-impact teaching strategies aligned with school improvement priorities and evidence-informed practice. - Schedule protected fortnightly coaching sessions, including deliberate practice and instructional coaching conversations. - Use lesson visits, drop-ins and learning walks to assess the implementation of coached strategies. - Integrate StepLab targets into appraisal and professional development processes. - Use pupil progress, attainment and engagement data to evaluate the impact of coached teaching strategies. - Monitor staff engagement with StepLab and provide additional support where required.	Headteacher and SLT team Coaches and CPD role GW/MH/AH.	CPD time – staff meetings. AIP Learning walks Appraisal targets	Implement the whole-school StepLab programme, with all staff allocated to coaching groups and coaches fully trained, so that all teachers receive consistent, high-quality instructional coaching to improve classroom practice. Establish fortnightly coaching sessions, with teaching strategies identified and coaching cycles embedded, so that staff can deliberately practise, refine and consistently apply evidence-informed teaching techniques. Conduct regular learning walks to evaluate the impact of StepLab coaching strategies, so that leaders can identify improvements in teaching practice and ensure greater consistency and effectiveness across the school.	Conduct fortnightly learning walks to monitor the implementation of agreed StepLab strategies across all departments, so that leaders can evaluate consistency of practice and provide targeted support through coaches and SLT. Support staff to consistently embed their identified coaching strategy in classroom practice, so that evidence-informed teaching approaches become routine and improve the quality of teaching and learning. Complete and review coaching cycles each half term, so that staff can evaluate impact, refine their practice and identify clear next steps for improvement. Gather staff feedback through a staff voice survey, so that leaders can evaluate the effectiveness of StepLab coaching and ensure it continues to support improvements in teaching practice.	Embed agreed StepLab strategies consistently across classroom practice, so that effective teaching approaches become sustained and routine throughout the school. Evaluate the impact of coaching through learning walks, staff voice, pupil voice and coaching records, so that strengths can be celebrated and priorities identified to inform future improvement planning. Track staff progress across successive coaching cycles, so that all staff continue to refine, develop and extend their professional practice through StepLab. Review pupil outcomes and engagement alongside coaching priorities, so that leaders can evaluate the contribution of instructional coaching to improvements in teaching and learning. Systematically identify and share high-quality practice across the school, so that successful approaches are disseminated, staff expertise is developed and a culture of continuous improvement is strengthened.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
1.2 A coherent programme of professional learning and development is implemented and evaluated, so that staff can deliver evidence-informed teaching that consistently meets the needs of all learners. - Whole-school StepLab instructional coaching programme implemented and aligned to school improvement priorities. - All teaching staff allocated to coaching groups, with coaches trained and quality-assured. - Fortnightly coaching sessions established and embedded within the annual CPD programme. - Evidence-informed teaching strategies identified, implemented and reviewed through structured coaching cycles. - Baseline staff voice and teaching and learning data collected to inform coaching priorities and measure impact. - Regular learning walks undertaken to monitor the implementation and consistency of coaching strategies across classrooms. - At least 80–90% of staff demonstrate consistent application of agreed evidence-informed teaching approaches. - Coaching records, staff feedback and learning walk evidence used to evaluate progress and identify next steps for development. - Effective practice identified and shared through CPD, departmental meetings and whole-school teaching and learning forums. - Annual evaluation completed using staff voice, pupil voice, learning walk findings and outcomes data to inform future professional learning priorities and sustain improvement.	Headteacher and SLT team Coaches and CPD role GW/MH/AH.	CPD time – staff meetings. AIP Learning walks Appraisal targets ECT mentor	Conduct termly learning walks to monitor the implementation of agreed StepLab strategies, so that effective teaching practices are sustained and embedded consistently across the school. Evaluate coaching impact through learning walks, staff voice, pupil voice and coaching records, so that strengths and areas for development can be identified and inform future professional development priorities. Track staff progress across multiple coaching cycles, so that all staff continue to refine, extend and strengthen their teaching practice through StepLab. Review pupil outcomes and engagement measures alongside coaching priorities, so that the impact of instructional coaching on teaching quality and pupil learning can be evaluated effectively. Identify, celebrate and share high-quality practice across the school, so that successful coaching approaches are embedded, staff expertise is developed and continuous improvement is promoted.	Sustain fortnightly StepLab coaching cycles and maintain high-quality coaching records, so that staff engage in regular reflection, practice and refinement of their teaching techniques. Embed evidence-informed teaching strategies consistently across classrooms, so that high-quality teaching practice improves pupils' learning experiences and outcomes. Monitor and evaluate the impact of coaching through learning walks, staff voice, pupil voice and quality assurance processes, so that strengths and areas for development are identified and addressed. Provide regular opportunities for staff to share effective practice and coaching successes, so that professional expertise is developed and disseminated across the school. Analyse coaching evidence and report findings to leaders, so that professional development priorities and future coaching actions are informed by impact.	Ensure all teaching staff engage fully in the StepLab coaching programme and complete coaching cycles throughout the year, so that instructional coaching becomes an embedded part of professional development. Support staff to consistently apply agreed evidence-informed teaching approaches in their classrooms, so that teaching practice is increasingly effective and consistent across the school. Evaluate the impact of coaching through learning walks, coaching records, staff voice and pupil voice, so that improvements in professional practice and teaching consistency can be evidenced and sustained. Provide regular opportunities to share effective practice through CPD, departmental meetings and teaching and learning forums, so that expertise is developed and disseminated across the school. Review coaching evidence alongside pupil progress and outcomes data, so that the impact of professional development priorities on teaching and learning can be evaluated and inform future improvement planning.
1.3 Assessment systems are agreed, embedded and used consistently across the school, so that staff can use assessment effectively to adapt teaching and meet pupils' needs through high-quality universal provision. - Review and agree a whole-school assessment framework that identifies assessment expectations, processes and timescales across all year groups and subjects. - Develop and implement consistent assessment procedures to ensure all staff collect, record and analyse pupil progress using agreed systems. - Provide training and coaching for staff on effective assessment practices, including formative assessment, responsive teaching and the use of assessment information.	Headteacher and SLT team Coaches and CPD role GW/MH/AH.	CPD time – staff meetings. AIP Learning walks Appraisal targets ECT mentor	Embed the agreed whole-school assessment framework consistently across all classes, so that assessment information is recorded accurately and used effectively to support pupil progress. Develop staff confidence in using assessment information to inform planning and teaching, so that learning is adapted appropriately to meet pupils' needs.	Embed consistent assessment procedures across all classes and subjects, so that assessment information is accurate, reliable and supports effective decision-making. Develop the effective use of assessment within teaching, so that staff can respond to pupils' needs and adapt learning appropriately.	Embed the consistent use of agreed assessment systems and recording procedures across the school, so that assessment information is reliable, accessible and informs effective decision-making. Use assessment information to identify, support and monitor pupils' learning needs, so that targeted cohorts and individual pupils make strong progress.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
- Establish regular moderation opportunities within and across year groups to ensure assessment judgements are accurate and consistent. - Use assessment data systematically during pupil progress meetings to identify strengths, barriers to learning and emerging needs. - Embed responsive teaching strategies so that assessment information is used to adapt lessons, resources and support in real time. - Monitor the quality and consistency of assessment practices through lesson visits, book scrutiny, planning reviews and discussions with staff. - Ensure assessment information is accessible and shared effectively between teachers, support staff and leaders to inform high-quality universal provision. - Identify pupils requiring additional support early through ongoing assessment and ensure appropriate interventions or adaptations are implemented promptly. - Evaluate the impact of assessment-informed teaching on pupil outcomes and use findings to refine practice and provision across the school.			Undertake regular moderation activities across all year groups, so that assessment judgements are accurate, consistent and reliable. Conduct pupil progress reviews and analyse assessment data regularly, so that pupils requiring additional support are identified promptly and appropriate interventions are put in place. Review the effectiveness of classroom provision and teaching adaptations for identified pupils, so that all learners can access the curriculum and make strong progress.	Review pupil progress regularly through assessment analysis, so that pupils requiring additional support or challenge are identified and appropriate actions are implemented. Undertake moderation and quality assurance activities across phases and subjects, so that assessment judgements remain accurate and consistent. Strengthen staff confidence in using assessment information to inform universal provision, so that all pupils receive teaching that is responsive to their learning needs.	Ensure assessment routinely informs adaptive teaching and universal provision, so that all pupils can access learning and achieve success. Undertake regular moderation and quality assurance activities, so that teacher assessment is accurate, consistent and secure across the school. Complete a whole-school evaluation of assessment practice, so that strengths, areas for development and priorities for the following academic year are clearly identified and planned for.
1.4 The graduated response is implemented consistently, with pupils requiring additional support having ambitious, measurable ILP targets and evidence of effective adaptations through the universal offer and targeted interventions, resulting in strong progress from individual starting points. - Establish and implement a clear whole-school graduated response process (Assess–Plan–Do–Review) that is understood and followed consistently by all staff. - Audit and review all Individual Learning Plans (ILPs) to ensure targets are specific, measurable, achievable, relevant and time-bound (SMART), with clear success criteria. - Provide training for teachers and support staff on writing ambitious ILP targets and selecting appropriate adaptive teaching strategies. - Ensure pupils requiring additional support have needs identified through assessment information and are placed on the graduated response pathway promptly. - Develop a consistent system for recording and evidencing classroom adaptations within the universal offer across all classes. - Implement targeted interventions that are linked directly to assessed needs, with clear entry and exit criteria and intended outcomes. - Schedule regular Assess–Plan–Do–Review meetings involving teachers, SENDCo, support staff, pupils and parents/carers where appropriate. - Monitor the quality of universal provision through lesson observations, learning walks, planning scrutiny and pupil voice activities. - Track and analyse progress against ILP targets at least termly, adjusting provision and interventions where progress is not sufficient.	ECT mentor SENCO Headteacher/DH	CPD time – staff meetings. AIP Learning walks Appraisal targets	Implement the graduated response consistently for pupils requiring additional support, so that needs are identified accurately and provision is planned, delivered and reviewed effectively. Develop high-quality Individual Learning Plans with clear, measurable targets linked to assessed need, so that pupils’ progress can be monitored and supported effectively. Embed adaptive teaching strategies within universal provision, so that identified pupils can access learning successfully alongside their peers. Establish robust baseline assessments and intended outcomes for targeted interventions, so that the impact of support can be evaluated and interventions refined where necessary. Engage parents, carers and pupils regularly in the review process, so that support strategies, targets and progress are understood and developed through effective partnership working.	Monitor progress against Individual Learning Plan (ILP) targets regularly, so that pupils receiving additional support make sustained progress and provision can be adjusted where needed. Embed the Assess–Plan–Do–Review process consistently across the school, so that pupils with additional needs receive a structured and effective graduated response. Strengthen adaptive teaching and inclusive classroom practice, so that all pupils can access learning and make progress through high-quality universal provision. Review the impact of targeted interventions using progress data and assessment information, so that support strategies are effective and responsive to pupils’ needs. Maintain and review high-quality ILPs throughout the year, so that targets, strategies and provision remain relevant and reflect pupils’ current needs and progress.	Monitor and review progress against Individual Learning Plan (ILP) targets throughout the year, so that pupils receiving additional support make strong progress from their individual starting points. Embed an effective graduated response across the school, so that identified pupils receive timely, appropriate support that meets their needs. Ensure high-quality adaptive teaching is consistently evident within universal provision, so that all pupils can access learning and achieve success. Evaluate the impact of targeted interventions using assessment and progress information, so that support strategies can be refined and demonstrate positive outcomes for pupils. Complete a whole-school review of SEND provision and the graduated response, so that strengths, impact and priorities for further improvement are identified and inform future planning.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
- Ensure intervention records demonstrate impact through pre- and post-assessment measures and progress from individual starting points. - Share effective adaptive teaching and intervention strategies across the school to promote consistency and improve outcomes. - Evaluate the effectiveness of the graduated response termly, using progress data, monitoring evidence and stakeholder feedback to inform future provision. - Celebrate and communicate pupil progress against ILP targets with pupils, parents/carers and relevant staff. - Ensure ambitious expectations are maintained for all pupils receiving additional support, with a focus on independence, participation and achievement within the classroom. - Report regularly to senior leaders and governors on the implementation and impact of the graduated response across the school.					
1.5 Distributive leadership is embedded through clearly defined leadership responsibilities and accountability structures, so that teaching and learning priorities are implemented consistently through strong, aligned leadership. - Define and communicate clear leadership roles and responsibilities for all leaders, linked to teaching and learning priorities. - Establish a leadership accountability framework with clear reporting lines, expectations, and review processes. - Align leadership objectives and improvement targets with the School Improvement Plan and strategic priorities. - Implement regular line-management and leadership meetings to monitor progress, address challenges, and maintain alignment. - Develop middle leaders' capacity through targeted leadership training, coaching, and mentoring. - Delegate ownership of key teaching and learning priorities to designated leaders with clear accountability for outcomes. - Introduce a consistent monitoring and quality assurance cycle, including lesson visits, work scrutiny, and data reviews. - Use performance management and leadership impact measures to evaluate effectiveness against agreed targets. - Strengthen communication and collaboration across leadership teams to ensure consistent implementation of priorities. - Review leadership effectiveness regularly using staff feedback, pupil outcomes, and self-evaluation evidence to drive continuous improvement.	ECT mentor SENCO Headteacher/DH	Appraisal targets Regular SLT meeting inclusive of ALL SLT. Delivery of CPL.	By December, leadership roles, responsibilities and line-management arrangements will be clearly defined and communicated so that teaching and learning priorities are implemented consistently across the school. By December, a leadership accountability framework and regular leadership review meetings will be embedded so that progress is monitored effectively, challenges are addressed promptly and priorities remain aligned to the School Improvement Plan. By December, middle leaders will have engaged in leadership development through training, coaching or mentoring so that they can lead improvement priorities confidently and effectively. By December, a consistent programme of lesson visits, work scrutiny and data reviews will be established so that strengths and areas for development are identified and acted upon in a timely manner. By December, leaders responsible for teaching and learning priorities will demonstrate measurable progress against their improvement targets so that leadership impact contributes to improved outcomes for pupils and sustained school improvement.	Implement a robust quality assurance cycle, so that the impact of teaching, learning and leadership can be evaluated consistently and inform ongoing improvement. Use performance management processes to review progress against leadership and teaching and learning objectives, so that accountability remains clear and professional development is targeted effectively. Promote collaboration across leadership teams, so that effective strategies, expertise and successful practice are shared and embedded across the school. Complete a mid-year evaluation of leadership impact, so that strengths, areas for development and appropriate next steps are identified and acted upon. Embed consistent and effective TA practice across the school, so that teaching assistants promote pupil independence and provide high-quality support for learning. Implement and review targeted interventions, so that support for identified pupils is responsive to	Review and evaluate all leadership priorities throughout the year, so that the impact of leadership actions on teaching, learning and school improvement can be clearly demonstrated. Monitor the quality of classroom practice across the school, so that consistency in teaching and learning continues to improve. Develop the capacity of middle leaders to lead, monitor and evaluate improvement initiatives, so that accountability and leadership effectiveness are strengthened at all levels. Gather staff feedback on leadership structures, communication and accountability, so that leaders can evaluate understanding, address concerns and strengthen leadership practice. Evaluate leadership impact alongside pupil outcomes and teaching and learning evidence, so that future priorities are informed by a clear understanding of strengths and areas for development.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
				need and contributes to improved progress and outcomes.	
1.6 Teaching assistants are deployed effectively and consistently across the school, so that they promote pupil independence and maximise progress for all learners. - Develop a clear Teaching Assistant deployment model that prioritises support for teaching and learning objectives rather than individual pupil dependence. - Define and communicate expectations for the TA role, including promoting pupil independence, engagement, and progress. - Provide training for TAs and teachers on effective TA practice, scaffolding techniques, questioning, feedback, and adaptive teaching. - Implement structured planning time between teachers and TAs to ensure support is aligned with lesson objectives and pupil needs. - Establish consistent approaches to promoting independence, ensuring TAs support pupils to think and work for themselves before intervening. - Deploy TAs according to identified learning needs and school priorities, using assessment and progress data to inform allocation. - Introduce clear intervention programmes with defined entry and exit criteria, progress measures, and impact evaluation. - Monitor and evaluate TA effectiveness through lesson visits, learning walks, pupil feedback, and progress data. - Create opportunities for TAs to collaborate and share best practice through regular meetings, coaching, and professional development.	SENCO Headteacher/DH	Appraisal targets Observations TA CPL Feedback meetings	Establish and communicate a clear TA deployment model and role expectations, so that teachers and teaching assistants work consistently to promote pupil independence and effective learning. Provide training for teaching assistants and relevant staff on effective support strategies, scaffolding, questioning and adaptive teaching, so that classroom support has a positive impact on pupil progress and engagement. Implement structured teacher–TA planning and communication routines, so that support is purposeful, aligned to learning objectives and responsive to pupils’ needs.	Implement a robust quality assurance cycle, so that the impact of teaching, learning and leadership can be monitored, evaluated and supported consistently across the school. Use performance management processes to review progress against leadership and teaching and learning objectives, so that accountability is strengthened and professional growth is supported. Embed consistent and effective TA practice across the school, so that teaching assistants promote pupil independence and maximise learning opportunities for all pupils. Implement and review targeted interventions, so that identified learners receive effective support and make sustained progress towards their individual goals. Provide regular coaching, collaboration and performance development opportunities for teaching assistants, so that their skills, confidence and effectiveness continue to improve.	Implement a robust quality assurance cycle, so that the impact of teaching, learning and leadership can be monitored, evaluated and supported consistently across the school. Use performance management processes to review progress against leadership and teaching and learning objectives, so that accountability is strengthened and professional growth is supported. Embed consistent and effective TA practice across the school, so that teaching assistants promote pupil independence and maximise learning opportunities for all pupils. Implement and review targeted interventions, so that identified learners receive effective support and make sustained progress towards their individual goals. Provide regular coaching, collaboration and performance development opportunities for teaching assistants, so that their skills, confidence and effectiveness continue to improve.

Priority 2: Curriculum teaching and inclusion including achievement.

Secure consistently high-quality teaching and learning through a coherent approach to curriculum planning, pedagogy and inclusion so that all pupils, particularly disadvantaged pupils, achieve ambitious outcomes

Your words here outlining the priority for your school

- A consistent whole-school approach to planning is embedded through The Shrewton Way, so that children build secure, sequential knowledge and understanding through well-sequenced, mastery-based learning experiences.
- A culture of purposeful talk is evident across the curriculum, so that children can articulate their thinking clearly, justify their reasoning and deepen their understanding through structured classroom discussion.
- Teachers use effective assessment, scaffolding and adaption so that children secure foundational knowledge which is applied across the curriculum, and build the knowledge required for future learning.
- The three-phase approach to writing is implemented consistently across the school, so that children develop greater structure, accuracy, stamina and independence as writers and make sustained progress towards age-related expectations.
- Teachers demonstrate a secure understanding of the structure and purpose of reading blocks and deploy these teaching techniques intentionally, so that pupils develop fluency, vocabulary and comprehension and build increasingly sophisticated mental models of texts.
- The Phonics Lead and English Lead work collaboratively to ensure a clearly sequenced and progressive reading curriculum, so that staff deliver reading consistently and pupils build reading knowledge and skills progressively from their starting points.

- 2.7 Teachers identify and sequence small, cumulative steps of learning within mathematics lessons and use precise, granular guided practice, so that children develop secure conceptual understanding and articulate mathematical generalisations with confidence.
- 2.8 Teachers routinely use live modelling to make thinking explicit, including the use of worked examples and metacognitive narration, so that children can articulate their understanding and apply learning independently
- 2.9 Children in the early stages of writing apply their phonics knowledge accurately and confidently in their independent writing, so that they develop the foundations for successful transcription and composition.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
2.1 A consistent whole-school approach to planning is embedded through The Shrewton Way, so that children build secure, sequential knowledge and understanding through well-sequenced, mastery-based learning experiences. - Implement 'The Shrewton Way' planning model consistently across all classes and subjects. - Map curriculum content sequentially to ensure clear progression of knowledge and skills from year to year. - Identify and teach the essential knowledge that pupils must securely retain and recall. - Design learning sequences that build on prior learning and prepare pupils for future concepts. - Embed mastery approaches that enable all pupils to achieve a secure understanding before moving on. - Use regular assessment to check understanding and address misconceptions promptly. - Ensure curriculum planning includes purposeful retrieval and revisiting of key knowledge. - Provide professional development so staff apply The Shrewton Way consistently and effectively. - Monitor planning and teaching to ensure fidelity to the agreed whole-school approach. - Evaluate impact regularly and refine curriculum sequences to improve outcomes for all pupils.	Headteacher/Deputy head ECT mentor	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	All medium-term plans will follow The Shrewton Way format and demonstrate clear curriculum sequencing so that learning builds progressively and consistently across all subjects. Subject leaders will complete planning scrutinies so that links between prior learning, current learning and future learning are clearly identified and used to strengthen curriculum progression. Retrieval practice will be embedded within classroom teaching so that pupils regularly revisit and retain key knowledge and skills over time. Pupils will be able to articulate how previous learning supports their current learning so that they develop a deeper understanding of curriculum progression and make stronger connections in their learning. All staff will have engaged in curriculum and planning training so that agreed expectations for planning, sequencing and delivery are implemented consistently across the school	Plans will demonstrate clear sequential progression and identified mastery checkpoints across units of learning so that pupils build knowledge and skills in a coherent and cumulative way. Book scrutiny will show evidence of knowledge building and the revisiting of prior learning so that pupils retain key concepts and make meaningful connections across the curriculum. Learning walks and lesson observations will demonstrate the use of mastery approaches and responsive teaching so that learning is adapted effectively to meet pupils' needs and deepen understanding. Assessment information will show that pupils are secure in the curriculum knowledge taught so that they are well prepared for future learning and achieve expected outcomes. Subject leaders' monitoring will identify strengths, areas for development and the impact of actions taken so that curriculum progression continues to improve across the school.	Curriculum areas will evidence a fully implemented sequential curriculum aligned to The Shrewton Way so that pupils experience a coherent and progressive learning journey across all subjects. Book scrutiny and assessment outcomes will demonstrate that pupils retain and apply key knowledge from across the year so that learning is embedded in long-term memory and can be transferred to new contexts. Lesson observations will show mastery-based teaching and effective retrieval practice embedded across the curriculum so that pupils deepen their understanding and build securely on prior learning. Pupil voice will demonstrate that pupils can explain how current learning connects to previous learning so that they understand the progression of their knowledge and skills over time. End-of-year curriculum reviews will evaluate the impact of curriculum implementation and identify priorities for further development so that continuous improvement is sustained into the following academic year.
2.2 A culture of purposeful talk is evident across the curriculum, so that children can articulate their thinking clearly, justify their reasoning and deepen their understanding through structured classroom discussion. Establish clear talk routines in every lesson (e.g., Think–Pair–Share, Turn and Talk, Talking Partners) to promote purposeful discussion.	Headteacher/Deputy head ECT mentor SENCO	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	Agreed talk routines will be visible and consistently used in classrooms so that pupils regularly engage in structured discussion and develop confidence in articulating their ideas. Teachers will explicitly teach and use sentence stems to support explanations and reasoning so that pupils can	Purposeful talk strategies will be routinely embedded in teaching across the curriculum so that pupils have regular opportunities to develop confidence, communication skills and deeper understanding through discussion. Pupils will articulate their thinking using subject-specific vocabulary and	Purposeful talk strategies will be routinely embedded in teaching across the curriculum so that pupils have regular opportunities to develop confidence, communication skills and deeper understanding through discussion. Pupils will articulate their thinking using subject-specific vocabulary and

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
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• Explicitly teach and display sentence stems and discussion prompts to support reasoning, explanation, and justification. • Plan structured opportunities for children to explain their thinking and respond to the ideas of others across all curriculum areas. • Use high-quality, open-ended questioning that encourages deeper thinking and extended verbal responses. • Develop pupils' subject-specific vocabulary through explicit instruction and regular opportunities to use it in discussion. • Embed collaborative learning tasks that require children to discuss, debate, and reach shared conclusions. • Model effective speaking and listening skills, including active listening, building on others' ideas, and respectful challenge. • Use formative assessment strategies that include oral reasoning, pupil conferencing, and discussion-based learning checks. • Ensure all pupils, including disadvantaged learners and those with additional needs, are supported to participate confidently in classroom talk. • Monitor and celebrate progress in oracy skills through observations, feedback, and opportunities for presentations and pupil-led discussions.			communicate their thinking clearly and justify their responses effectively. Pupils will use sentence stems during discussions so that they develop increasingly sophisticated oral language, reasoning and oracy skills. Structured opportunities for discussion will be planned across core subjects so that purposeful talk is embedded within teaching and learning. Learning walks will show pupils actively engaged in purposeful talk so that discussion supports deeper thinking, collaboration and improved learning outcomes.	justify their ideas and answers so that they can communicate their learning with increasing accuracy and sophistication. Discussion-based learning tasks will be planned across foundation subjects so that pupils are supported to think critically, share ideas and strengthen their understanding of key concepts. Pupil voice will demonstrate confidence in sharing, discussing and refining ideas with peers so that classroom talk contributes positively to engagement and learning. Learning walks will show effective questioning and structured discussion as a regular feature of lessons so that purposeful talk promotes reasoning, participation and high-quality learning outcomes.	justify their ideas and answers so that they can communicate their learning with increasing accuracy and sophistication. Discussion-based learning tasks will be planned across foundation subjects so that pupils are supported to think critically, share ideas and strengthen their understanding of key concepts. Pupil voice will demonstrate confidence in sharing, discussing and refining ideas with peers so that classroom talk contributes positively to engagement and learning. Learning walks will show effective questioning and structured discussion as a regular feature of lessons so that purposeful talk promotes reasoning, participation and high-quality learning outcomes. Provide your feedback on BizChatYou said: do the same with this: 95% of pupils can clearly articulate their thinking, justify their reasoning, and respond constructively to others' ideas. Purposeful talk is consistently evident in 100% of classrooms across all curriculum areas. Monitoring evidence demonstrates that discussion-based learning is embedded in planning, teaching, and assessment across the school. 90% of pupils, including disadvantaged pupils and those with SEND, actively participate in structured classroom discussions. End-of-year pupil outcomes and monitoring show improved reasoning, vocabulary use, and confidence in speaking and listening across the curriculum. Copilot said:

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
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					Pupils will articulate their thinking, justify their reasoning and respond constructively to the ideas of others so that classroom discussion deepens understanding and strengthens learning. Purposeful talk will be consistently embedded across all curriculum areas so that pupils regularly develop confidence, communication skills and critical thinking through meaningful discussion. Monitoring activities will demonstrate that discussion-based learning is embedded within planning, teaching and assessment so that oracy supports learning consistently across the school. All pupils, including disadvantaged pupils and those with SEND, will actively participate in structured classroom discussions so that every learner has equitable opportunities to contribute, reason and learn from others. End-of-year outcomes and monitoring will show improvements in reasoning, vocabulary, speaking and listening skills so that pupils are better equipped to communicate their understanding and achieve across the curriculum.
2.3 Teachers use effective assessment, scaffolding and adaption so that children secure foundational knowledge which is applied across the curriculum, and build the knowledge required for future learning. - Use regular formative assessment (questioning, observations, quizzes, and discussions) to identify children's understanding and address misconceptions promptly. - Plan learning sequences that build on prior knowledge and clearly identify the foundational skills and concepts children need to secure first. - Adapt teaching in response to assessment information, ensuring all children can access learning and make progress.	Headteacher/Deputy head ECT mentor SENCO	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	Formative assessment will be evident in teaching and learning, with assessment information used to identify misconceptions and inform next steps so that pupils receive timely support and make sustained progress. Teachers will use a range of scaffolded strategies, including modelling, visual aids and sentence stems, so that all pupils can access learning and develop increasing independence. Pupils will securely recall and demonstrate foundational knowledge	Pupils will achieve secure understanding of foundational knowledge across core subjects so that they are well prepared to access new learning and achieve curriculum expectations. Curriculum monitoring and work scrutiny will demonstrate that pupils are applying prior learning across subjects so that knowledge is connected, retained and transferred to new contexts.	Pupils will securely demonstrate the foundational knowledge and skills identified within curriculum plans so that they have a strong basis for future learning and sustained academic success. Cross-curricular application of knowledge will be evident across all year groups so that pupils make meaningful connections between subjects and deepen their understanding of key concepts. Pupils will independently apply previously learned knowledge and skills to new and unfamiliar contexts

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
- Provide appropriate scaffolds such as visual aids, worked examples, sentence stems, modelling, and guided practice to support understanding. - Gradually reduce scaffolding as children gain confidence and independence. - Differentiate tasks, resources, and levels of support to meet the diverse needs of learners, including SEND and disadvantaged pupils. - Use retrieval practice and regular review activities to strengthen knowledge retention and recall. - Make explicit links between subjects so children can apply their knowledge and skills across the curriculum. - Provide opportunities for children to explain their thinking, justify answers, and apply learning in new contexts. - Use assessment outcomes to inform future planning and identify next steps in learning. - Ensure learning gaps are identified early and addressed through targeted intervention and support. - Monitor pupil progress consistently and adjust teaching approaches where required to maximise achievement. - Encourage metacognitive strategies, helping children reflect on what they know, how they learn, and what they need to improve. - Use high-quality questioning to deepen understanding and challenge children to think critically. - Celebrate progress and provide constructive feedback that clearly guides children towards their next learning goals.			through assessment activities so that they can build successfully on prior learning and achieve curriculum expectations. Retrieval practice will be embedded across curriculum subjects so that key knowledge is revisited regularly and retained in long-term memory. Adaptations for pupils with SEND and other identified learners will be clearly planned and implemented so that learning is accessible, inclusive and responsive to individual needs.	Scaffolding will be gradually reduced as pupils develop confidence and competence so that they become increasingly independent and resilient learners. Assessment information will be used to identify and support pupils who require additional intervention so that gaps in learning are addressed and progress is accelerated. Teachers will consistently use higher-order questioning strategies so that pupils deepen their thinking, develop reasoning skills and engage more fully with their learning.	so that they become confident, adaptable and effective learners. Attainment and progress information will demonstrate that all pupil groups, including pupils with SEND and disadvantaged learners, are making strong progress from their starting points so that achievement gaps are reduced and outcomes improve for all. Assessment, scaffolding and adaptive teaching practices will be implemented consistently and effectively across all classes so that teaching meets pupils' needs and enables all learners to achieve their potential.
2.4 The three-phase approach to writing is implemented consistently across the school, so that children develop greater structure, accuracy, stamina and independence as writers and make sustained progress towards age-related expectations. - Embed the three-phase writing approach consistently across all year groups through agreed planning structures, non-negotiables and clear progression expectations. - Provide staff training, coaching and moderation opportunities to ensure a shared understanding of effective writing instruction and assessment. - Plan high-quality writing sequences that explicitly teach the stages of planning, drafting, revising, editing and publishing.	Headteacher/Deputy head ECT mentor English lead MH	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	All staff have attended writing CPD and participated in at least one moderation activity. Teachers will use the agreed three-phase writing structure within medium-term planning and English lessons so that pupils experience a consistent approach to writing development across the school. Classrooms will display and regularly reference the three-phase writing process and agreed writing non-negotiables so that pupils understand expectations and can apply them independently in their writing. Learning walks and book scrutinies will demonstrate consistent use of the agreed writing approach so that high-quality writing practice is embedded across the school.	Monitoring will demonstrate consistent implementation of the three-phase writing approach in lessons and pupils' books so that writing expectations are applied effectively across the school. Pupils will complete regular extended independent writing tasks that include planning, drafting and editing so that they develop writing stamina, independence and quality over time. Book scrutiny will show pupils independently using editing and improvement strategies so that they take greater ownership of improving the accuracy and effectiveness of their writing. Assessment information will demonstrate that pupils are making	The proportion of pupils achieving age-related expectations in writing increases by at least 10 percentage points from the previous academic year (or meets the school's agreed target). The proportion of pupils achieving greater depth in writing increases from the previous academic year, demonstrating improved independence and quality of written outcomes. The three-phase writing approach will be embedded consistently across all year groups so that pupils experience a coherent and progressive approach to writing throughout the school.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
- Use modelled, shared and guided writing to demonstrate effective composition, vocabulary, grammar, punctuation and spelling. - Provide regular opportunities for extended and purposeful writing across the curriculum to build pupils' stamina and fluency. - Develop pupils' independence through the use of success criteria, writing tools, exemplars and self-assessment strategies. - Ensure editing and improvement routines are embedded in every writing sequence so pupils take ownership of improving their work. - Track progress and attainment regularly, using assessment information to identify pupils requiring additional support or challenge. - Monitor the quality and consistency of implementation through learning walks, book scrutinies, planning reviews and pupil voice. - Increase the proportion of pupils achieving age-related expectations and greater depth by securing improvements in structure, accuracy, stamina and independence in writing.			Staff will engage in writing professional development and moderation activities so that expectations are shared, assessment is consistent and teaching of writing is strengthened. Baseline assessments and pupil voice activities will establish pupils' starting points in writing attainment, stamina and independence so that teaching and support can be effectively targeted to improve outcomes.	progress towards age-related expectations in writing so that attainment and achievement continue to improve. Pupils identified for additional support will receive targeted writing interventions so that individual barriers to writing are addressed and progress towards personal targets is accelerated.	Pupils will routinely apply the full writing process, including planning, drafting, editing and improving their work independently so that they develop greater ownership, confidence and effectiveness as writers. Evidence in pupils' books will demonstrate improvements in writing structure, accuracy and stamina over time so that pupils produce higher-quality written outcomes across the curriculum. Writing outcomes will show increased numbers of pupils achieving age-related expectations so that overall attainment in writing continues to improve across the school. Increasing numbers of pupils will achieve greater depth in writing so that more learners demonstrate independence, sophistication and high-quality written communication.
2.5 Teachers demonstrate a secure understanding of the structure and purpose of reading blocks and deploy these teaching techniques intentionally, so that pupils develop fluency, vocabulary and comprehension and build increasingly sophisticated mental models of texts. - Plan and sequence reading blocks with a clear focus on developing fluency, vocabulary and comprehension in every lesson. - Explicitly model fluent reading through teacher read-alouds, demonstrating pace, prosody and expression. - Teach and revisit key vocabulary before, during and after reading to deepen understanding of texts. - Use targeted questioning to develop literal, inferential and evaluative comprehension skills. - Model and scaffold comprehension strategies such as prediction, summarising, clarifying and questioning. - Select high-quality, appropriately challenging texts that support the development of pupils' knowledge and understanding. - Provide structured opportunities for repeated reading and oral rehearsal to improve fluency and confidence.	Headteacher/Deputy head ECT mentor English lead MH	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	Reading blocks will be planned with clear fluency, vocabulary and comprehension objectives so that pupils develop the full range of skills required to become confident and successful readers. Teachers will model fluent reading and prosody during reading sessions so that pupils develop accuracy, expression and understanding when reading aloud and independently. Explicit vocabulary instruction will be embedded within reading lessons so that pupils broaden their vocabulary and deepen their understanding of increasingly complex texts. Teachers will use a range of literal, inferential and evaluative questions so that pupils develop deeper comprehension and critical thinking skills. Pupils will regularly apply taught comprehension strategies, such as prediction, summarising and clarifying, so that they can engage with texts independently and improve their understanding of what they read.	Pupils will demonstrate improved reading fluency over time so that they can read with greater accuracy, confidence and understanding. Teachers will scaffold pupils to explain and justify their answers using evidence from the text so that comprehension skills are strengthened and responses are supported by deeper reasoning. Explicit vocabulary teaching will enable pupils to understand, retain and use newly taught vocabulary so that their language development and reading comprehension improve. Pupils will independently apply a range of comprehension strategies during reading activities so that they can engage with texts more effectively and become increasingly confident readers. Reading blocks will consistently follow the agreed structure across the school so that pupils experience a coherent	Pupils will meet age-related expectations in reading fluency and comprehension, or make strong progress from their starting points, so that they can access the wider curriculum with confidence and success. Pupils will routinely discuss texts using evidence, inference and consideration of authorial intent so that they develop deeper comprehension and critical reading skills. Vocabulary instruction will enable pupils to understand and apply increasingly ambitious vocabulary in both reading and writing so that their language, comprehension and communication skills continue to develop. Pupils will independently make connections within and across texts so that they build a deeper and more sophisticated understanding of what they read.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
- Support pupils in making connections within and across texts to develop increasingly sophisticated mental models. - Use assessment and discussion to identify misconceptions and adapt teaching to meet pupils' needs. - Ensure pupils gradually take greater responsibility for interpreting, analysing and discussing texts independently.				and progressive approach to reading development.	Reading block reviews and pupil outcomes will demonstrate that the teaching of fluency, vocabulary and comprehension is embedded consistently across the school so that all pupils benefit from high-quality reading instruction.
2.6 The Phonics Lead and English Lead work collaboratively to ensure a clearly sequenced and progressive reading curriculum, so that staff deliver reading consistently and pupils build reading knowledge and skills progressively from their starting points. - The Phonics Lead and English Lead jointly map and review the reading curriculum to ensure clear progression from Nursery to Year 6. - Develop and share a whole-school reading progression document that identifies key knowledge, skills and vocabulary at each stage. - Monitor planning regularly to ensure reading objectives align with the agreed curriculum sequence and expectations. - Deliver joint staff training to promote consistent approaches to phonics, reading fluency, comprehension and reading assessment. - Conduct lesson visits and book looks together to evaluate the consistency and effectiveness of reading provision across the school. - Use assessment information to identify gaps in pupils' reading knowledge and skills and adapt curriculum planning accordingly. - Ensure targeted interventions are closely linked to classroom teaching and support pupils to keep pace with the curriculum. - Facilitate regular pupil progress meetings to review reading outcomes and agree next steps for individuals and groups. - Work collaboratively to provide high-quality reading resources that support progression and curriculum coverage. - Report regularly to senior leaders and governors on the impact of reading provision, including strengths, priorities and actions for improvement.	Headteacher/Deputy head ECT mentor Phonics lead CH	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	The reading progression document is implemented across all year groups, and medium-term plans reflect the agreed curriculum sequence. All teaching staff have received training on the school's reading approach, with monitoring evidencing consistent practice across classes. Joint learning walks are completed across the school, with strengths and areas for development identified and addressed. Reading assessment data is analysed and pupils requiring additional support are identified and provided with targeted intervention. Phonics and reading lessons are accurately matched to pupils' assessed starting points and stages of development.	Monitoring demonstrates a strong level of consistency in the delivery of reading lessons across the school. Targeted pupils have made expected progress from their December assessments. Curriculum reviews confirm that reading is being taught in line with the agreed progression framework in all year groups. Book scrutiny evidences progressive development of reading knowledge, skills and vocabulary across classes. Intervention programmes are reviewed and adapted where pupils are not making sufficient progress.	Lesson visits, planning reviews and pupil voice evidence consistent and effective reading provision across the school. End-of-year assessment data shows improved reading outcomes compared to the previous academic year. Pupils who have received targeted support have made expected or better progress from their starting points. Pupil voice demonstrates that pupils can confidently discuss reading strategies, texts and their learning. A full evaluation of reading provision is completed, with priorities for the following academic year identified and included in the school improvement plan.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
2.7 Teachers identify and sequence small, cumulative steps of learning within mathematics lessons and use precise, granular guided practice, so that children develop secure conceptual understanding and articulate mathematical generalisations with confidence. ● Break learning objectives into small, sequential steps that build progressively on prior mathematical knowledge. ● Identify and explicitly teach prerequisite concepts before introducing new content. ● Use carefully planned guided practice at each step to secure understanding before moving on. ● Model mathematical thinking using precise vocabulary, representations and worked examples. ● Check for understanding frequently through targeted questioning and immediate feedback. ● Provide opportunities for pupils to explain, justify and articulate their mathematical reasoning. ● Highlight patterns, relationships and structures to support the development of mathematical generalisations. ● Use varied representations and examples to deepen conceptual understanding and reduce misconceptions. ● Adapt instruction and provide additional scaffolding or challenge based on ongoing assessment information. ● Ensure pupils demonstrate secure understanding and confidence in applying and communicating mathematical concepts before progressing.	Headteacher/Deputy head ECT mentor	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	All maths lessons are planned with learning broken down into small, sequential steps that build on prior knowledge. Teachers identify and document prerequisite knowledge for each new mathematics unit within planning. Guided practice is evident in lessons, with teachers modelling new learning and checking understanding before moving on. Teachers consistently use and reinforce agreed mathematical vocabulary during teaching and discussion. Pupils are regularly given opportunities to explain their mathematical thinking and reasoning during lessons.	Pupils demonstrate secure understanding of each learning step before progressing to more complex content. Guided practice and effective questioning are embedded across mathematics lessons. Work scrutiny shows pupils routinely explaining, justifying and reasoning about their mathematical thinking. Teachers explicitly draw attention to mathematical patterns, structures and relationships within lessons. Assessment information is used to identify and address misconceptions promptly through adapted teaching.	Mathematics lessons consistently demonstrate clear progression through small, cumulative learning steps. Pupils confidently articulate mathematical generalisations using appropriate mathematical language. Assessment outcomes show strong conceptual understanding and secure retention of key mathematical concepts. Books across all year groups show regular evidence of mathematical reasoning, justification and explanation. Teachers routinely adapt instruction based on assessment evidence, resulting in sustained pupil progress and confidence in mathematics.
2.8 Teachers routinely use live modelling to make thinking explicit, including the use of worked examples and metacognitive narration, so that children can articulate their understanding and apply learning independently. ● Model thinking aloud during lessons, clearly explaining the steps, strategies, and decision-making processes involved in learning tasks. ● Use worked examples regularly to demonstrate successful methods before children attempt tasks independently. ● Incorporate metacognitive prompts such as “How did I work this out?” and “Why did I choose this strategy?” to develop pupils’ awareness of their thinking. ● Provide opportunities for children to verbalise and explain their understanding to peers and adults. ● Gradually reduce teacher support through scaffolded practice, moving from modelling to guided and then independent learning.	Headteacher/Deputy head ECT mentor	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	Teachers use live modelling with metacognitive narration in at least two lessons each week, evidenced through planning and learning walks. Worked examples are displayed and referenced regularly during core curriculum lessons. Pupils are able to explain the strategy or process they used when questioned during lessons. Teachers explicitly model learning intentions and success criteria during teaching sequences. Pupils can begin independent tasks confidently following teacher modelling.	Teachers consistently use worked examples and think-aloud strategies across curriculum subjects. Metacognitive questioning is evident during lesson observations and learning walks. Pupils can articulate the strategies they have used, explain their choices, and reflect on their effectiveness. Evidence in books shows that scaffolds are gradually reduced to support increasing independence. Pupils apply modelled strategies independently in subsequent learning tasks.	Live modelling and metacognitive narration are embedded as part of daily teaching practice across the school. Pupils confidently explain their thinking, learning strategies, and reasoning during lessons and pupil voice activities. Book scrutiny and assessments show pupils independently applying previously modelled strategies across subjects. Pupil voice demonstrates that children can identify and discuss strategies that help them learn and solve problems. Monitoring shows a consistent whole-school approach to modelling

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
- Ensure learning intentions and success criteria are explicitly referenced during modelling sessions. - Use questioning techniques that encourage children to reflect on their learning processes and justify their choices. - Showcase multiple approaches to solving problems and discuss the effectiveness of different strategies. - Embed regular opportunities for pupils to self-assess and evaluate the strategies they have used. - Monitor and review the impact of live modelling on pupils' ability to apply learning independently across subjects.					and metacognitive teaching across all classes and subjects.
2.9 Children in the early stages of writing apply their phonics knowledge accurately and confidently in their independent writing, so that they develop the foundations for successful transcription and composition. - Ensure daily, systematic phonics teaching is consistently applied in writing activities. - Provide regular opportunities for children to use recently taught phonemes and graphemes in independent writing. - Model how to segment words accurately and select the correct graphemes when writing. - Encourage children to apply phonics knowledge independently before seeking adult support. - Plan purposeful writing tasks that allow children to practise and consolidate phonics skills. - Give immediate feedback to reinforce accurate phoneme–grapheme correspondence and correct misconceptions. - Use word banks, sound mats and phonics prompts to support independent transcription. - Monitor and assess phonics application in writing to identify next steps for learning. - Celebrate successful use of phonics in independent writing to build confidence and motivation. - Develop opportunities for extended writing so children can focus on both accurate transcription and composition.	Headteacher/Deputy head ECT mentor	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	All children will independently use taught phonemes and graphemes in daily writing opportunities, evidenced through weekly writing samples. Teachers will model segmenting and writing words during every phonics session and record examples in planning. Sound mats and phonics prompts will be available and routinely used during independent writing activities. Half-termly writing reviews will identify individual next steps for phonics application and transcription. Children will complete at least one independent writing task each week linked to recently taught phonics content.	Children will independently apply taught phonics knowledge across a range of writing contexts, including captions, sentences and simple narratives. Staff will provide targeted feedback during writing sessions and record phonics misconceptions for follow-up teaching. Independent writing evidence will show children attempting unfamiliar words using phonetic strategies. Assessment records will demonstrate regular monitoring of phonics application in writing and inform intervention planning. Children will sustain accurate phonics use when producing longer pieces of writing.	Children will consistently apply taught phonics knowledge accurately and confidently in independent writing across the curriculum. Independent writing portfolios will demonstrate progression in transcription skills and increasing complexity of composition. Children will routinely segment and spell unfamiliar words using taught phonics without adult prompting. Writing moderation will show secure use of phonics strategies within extended independent writing tasks. End-of-year assessments and writing evidence will confirm children have established the foundations for successful transcription and composition.

Priority 3: Early Years.

Ensure the Early Years curriculum is implemented with fidelity through high-quality assessment, provision and interactions so that all children develop the knowledge, vocabulary, self-regulation and early reading skills required to achieve well and transition successfully to Year 1.

Children want to come to school and are effectively supported throughout the whole school day.

- 3.1 The Shrewton EY Curriculum is fully enacted through well-sequenced planning and teaching, so that children build and retain key knowledge over time and are well prepared for the next stage of learning.
- 3.2 Robust on-entry and ongoing assessment is used effectively to inform provision, teaching and intervention, so that learning consistently meets children's needs and supports strong progress from individual starting points.
- 3.3 Continuous provision is purposeful, responsive and closely aligned to curriculum intentions, so that children independently rehearse, apply and deepen taught knowledge and skills across all areas of learning.
- 3.4 Outdoor provision is planned with the same level of ambition and intentionality as indoor provision, so that children benefit from rich opportunities to develop knowledge, language, physical development and independence.
- 3.5 A sharp focus on vocabulary acquisition is embedded through direct teaching and high-quality adult-child interactions, so that children develop the language needed to access the curriculum, communicate effectively and succeed in future learning.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
3.1 <i>The Shrewton EY Curriculum is fully enacted through well-sequenced planning and teaching, so that children build and retain key knowledge over time and are well prepared for the next stage of learning.</i> - Ensure long-term and medium-term plans clearly map the progression of knowledge, skills, and vocabulary across all areas of learning. - Implement a sequenced curriculum that builds on prior learning and provides regular opportunities for retrieval and reinforcement. - Use ongoing assessment information to adapt teaching and identify gaps in children's understanding. - Deliver high-quality adult-led and child-initiated learning experiences that align with curriculum intentions. - Explicitly teach and revisit key vocabulary to support children's understanding and retention of knowledge. - Monitor curriculum implementation through regular learning walks, observations, and planning reviews. - Provide professional development to ensure all staff understand curriculum progression and effective pedagogical approaches. - Use high-quality texts, resources, and experiences to deepen children's knowledge and understanding over time. - Strengthen transition arrangements with Year 1 to ensure children are well prepared for the next stage of learning. - Track children's progress against curriculum expectations and use findings to inform future planning and intervention.	EY lead/KS1 lead/team Headteacher SLT	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing. Report to Govs.	Complete curriculum progression maps showing the sequence of core knowledge, skills and vocabulary for all areas of learning. Carry out one planning scrutiny and one learning walk focused on curriculum sequencing, with findings shared at team meetings. Establish baseline and autumn assessment records for all children and identify those requiring additional support. Introduce retrieval opportunities within weekly planning and gather examples of children's recall in learning journals. Deliver a staff training session on curriculum intent, progression and effective teaching strategies.	Review children's learning records to evidence how knowledge and vocabulary have built over the spring term. Conduct joint observations of teaching and learning to evaluate the consistency of curriculum implementation across the provision. Complete a curriculum review for each area of learning, identifying strengths and next steps. Ensure key texts, experiences and enhancements planned for the spring term directly support curriculum progression. Hold moderation discussions with staff to ensure assessment judgments accurately reflect children's learning and retention.	Complete end-of-year assessments demonstrating children's attainment against curriculum expectations. Gather evidence portfolios that show progression in knowledge, skills and vocabulary across the year. Conduct a final curriculum implementation review, including planning scrutiny, observations and pupil voice. Meet with Year 1 staff to share curriculum outcomes, transition information and next learning priorities for each child. Produce an annual evaluation summarising curriculum strengths, areas for development and priorities for the following academic year.
3.2 <i>Robust on-entry and ongoing assessment is used effectively to inform provision, teaching and intervention, so that learning consistently meets children's needs and supports strong progress from individual starting points.</i> - Strengthen baseline assessments on entry to accurately identify each child's starting point across all areas of learning. - Establish consistent assessment tracking systems to monitor progress and identify gaps promptly.	EY lead/KS1 lead/team Headteacher SLT	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing.	Complete on-entry baseline assessments for all children and record identified next steps within the assessment system. Introduce a whole-team tracking format and ensure assessment updates are completed for every child at least once each half term.	Review and update assessment records for all children, ensuring next steps are clearly linked to planning. Evaluate the impact of all interventions and amend support plans where progress is limited. Evidence adaptation of teaching through planning, observations, and learning environment reviews.	Demonstrate clear progress from starting points for every child through assessment and learning journals. Complete a full evaluation of interventions, showing impact and informing transition information.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
- Use assessment information to plan personalised learning experiences that meet individual needs. - Implement targeted interventions for children at risk of falling behind and regularly evaluate their impact. - Ensure ongoing observations are high quality, purposeful, and used to adapt teaching in real time. - Hold regular progress review meetings to analyse assessment data and agree next steps for individual children. - Provide staff training on effective assessment practices, data interpretation, and responsive planning. - Increase parental engagement by sharing assessment outcomes and involving families in supporting learning at home. - Monitor the progress of vulnerable and disadvantaged groups to ensure equitable outcomes and timely support. - Conduct termly quality assurance reviews of assessment, teaching, and intervention strategies to ensure they are driving strong progress for all children.		Report to Govs.	Identify children requiring additional support and implement a documented intervention plan for each child. Hold one pupil progress meeting and record agreed actions for children not making expected progress. Complete staff training on assessment, observation, and responsive planning, followed by a review of practice.	Hold a second pupil progress meeting with individual action plans for identified children. Share assessment summaries with parents and record agreed home-learning support actions.	Ensure assessment information is used consistently by all staff to plan learning and support needs. Complete a quality assurance review of assessment, teaching, and intervention processes, identifying priorities for the next academic year. Produce an end-of-year progress report for leaders, including outcomes for vulnerable groups and recommendations for further development (using insight).
3.3 Continuous provision is purposeful, responsive and closely aligned to curriculum intentions, so that children independently rehearse, apply and deepen taught knowledge and skills across all areas of learning. - Audit continuous provision areas to ensure resources and experiences explicitly support current curriculum intentions and learning goals. - Enhance provision with open-ended, high-quality resources that promote problem-solving, creativity, communication and critical thinking. - Introduce regular observations to identify how children are engaging with provision and applying taught learning independently. - Adapt and refresh resources in response to children's interests, developmental needs and assessment information. - Use clear prompts, visual aids and challenge cards to encourage children to deepen and extend their learning independently. - Ensure all adults have a shared understanding of curriculum progression and how continuous provision supports intended outcomes. - Plan purposeful enhancements that provide opportunities for children to revisit, practise and consolidate key concepts and skills. - Monitor the impact of continuous provision through learning walks, observations and discussions with children. - Evaluate and refine provision regularly to ensure it remains engaging, inclusive and aligned with curriculum expectations.	EY lead/KS1 lead/team Headteacher SLT	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing. Report to Govs.	Complete an audit of all continuous provision areas (Head and EY lead) and produce a curriculum link document showing how each area supports current learning intentions. Introduce at least one enhancement in each provision area that enables children to practise recently taught knowledge or skills independently. Carry out focused observations of 10 children to evidence how taught learning is being applied within continuous provision. Create and display visual prompts or challenge cards in all key provision areas to encourage independent application of learning including talk points for TA's.	Review provision plans and update resources to reflect spring term curriculum priorities across all areas of learning. Collect evidence from learning journeys showing at least one example of independent application of taught learning for every child. Introduce a progression of challenge opportunities in each provision area to deepen children's thinking and problem-solving. Conduct two learning walks focused on the quality and purpose of continuous provision, recording strengths and actions. Connect with HUB EY leads for support and focus on provision.	Complete a full evaluation of continuous provision against curriculum intentions and identify priorities for the following academic year. Gather evidence from EY demonstrating how children have independently rehearsed and applied key knowledge and skills throughout the year. Do this with EY Gov. Review and update provision maps for the next academic year, ensuring clear curriculum links for every learning area. Measure against EY curriculum and Cornerstones EY support curriculum.
3.4 Outdoor provision is planned with the same level of ambition and intentionality as indoor provision, so that children benefit from rich	EY lead/KS1 lead/team Headteacher	For some – appraisal targets.	Create and implement a weekly outdoor planning format that identifies intended learning outcomes for knowledge,	Embed curriculum-linked outdoor learning experiences across all areas	Demonstrate that outdoor provision is planned and evaluated with the same level of detail and intent as

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opportunities to develop knowledge, language, physical development and independence. - Plan outdoor learning experiences with clear intentions linked to curriculum goals, ensuring opportunities for communication and language, physical development, early mathematics, literacy and understanding of the world. - Develop a well-resourced outdoor environment that promotes exploration, problem-solving, creativity and sustained shared thinking. - Embed rich language opportunities outdoors through purposeful interactions, storytelling, discussions and the introduction of ambitious vocabulary. - Provide regular opportunities for children to develop independence by accessing resources, managing risks, making choices and taking responsibility for their learning. - Ensure outdoor provision is reviewed and enhanced regularly based on children's interests, developmental needs and next steps in learning. - Monitor and evaluate the impact of outdoor learning through observations and assessment, ensuring it delivers outcomes that are as strong as those achieved indoors.	SLT EY Governor	CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing. Report to Governors.	language, physical development and independence. Audit outdoor resources and introduce key enhancements to support exploration, problem-solving and open-ended learning. Establish daily opportunities for staff to model and extend vocabulary during outdoor play, evidenced through planning and observations. Introduce systems that enable children to independently access, select and return outdoor resources.	of learning, with evidence captured in observations and learning journeys. Develop at least two dedicated outdoor learning zones that promote investigation, creativity and sustained shared thinking. Implement regular outdoor storytelling, singing and conversation sessions to strengthen communication and language development. Ensure children are routinely involved in managing resources, assessing simple risks and making choices about their outdoor learning.	indoor provision through planning scrutiny and monitoring records. Maintain a rich and responsive outdoor environment that reflects children's interests and identified next steps in learning. Evidence children's increased use of ambitious vocabulary, independence and problem-solving skills during outdoor learning experiences. With the EY Gov and EY lead - complete evaluation of outdoor provision, identifying impact on children's development and priorities for the following academic year.
3.5 A sharp focus on vocabulary acquisition is embedded through direct teaching and high-quality adult-child interactions, so that children develop the language needed to access the curriculum, communicate effectively and succeed in future learning. - Deliver daily explicit vocabulary teaching, introducing and revisiting ambitious words linked to current topics, stories and learning experiences. - Model rich language through high-quality adult-child interactions, extending children's responses and introducing new vocabulary in context. - Use a planned vocabulary progression to ensure children are exposed to, practise and apply key words across all areas of the curriculum. - Create language-rich learning environments with labelled resources, visual prompts, storybooks and opportunities for meaningful conversation. - Encourage purposeful talk through questioning, discussion, storytelling and role-play activities that develop understanding and communication skills. - Identify and support children with emerging language needs through targeted interventions and regular monitoring of vocabulary development. - Engage parents and carers by sharing key vocabulary and practical strategies to reinforce language learning at home.	EY lead/KS1 lead/team Headteacher SLT	For some – appraisal targets. CPL sessions. Planning scrutiny. Lesson observations. Pupil conferencing. Report to Govs.	Daily explicit vocabulary teaching is evident in planning and learning walks in every classroom. Vocabulary-rich learning environments are established, including labelled resources, displays and key-word prompts linked to current learning. Baseline vocabulary assessments and language observations are completed for identified children requiring additional support.	Children are regularly using and explaining recently taught vocabulary during discussions, play and learning activities. Vocabulary journals, word walls or equivalent systems show ongoing use and revisiting of taught vocabulary across subjects. Targeted language interventions are running, with progress records maintained for identified children. Parent engagement activities are implemented, including sharing key vocabulary and language-development resources for home use.	Children confidently apply a broad range of curriculum vocabulary in speaking, storytelling, discussion and early writing. Assessment evidence demonstrates sustained growth in children's understanding and use of taught vocabulary from baseline. Monitoring records show consistent high-quality adult-child interactions that extend and develop language across the setting.

Priority 4: Behaviour and attendance.

Strengthen behaviour, attitudes to learning and attendance through consistent routines, high expectations and strong partnerships with families so that all pupils engage positively in learning and are well prepared for the next stage of education.

- 4.1 Consistent routines and expectations for learning are embedded across the school, so that **all** pupils engage positively in lessons, understand expectations and maximise their participation in learning.
- 4.2 Structured opportunities for discussion, including think-pair-share, are routinely used across the curriculum, so that pupils can articulate their thinking, deepen understanding and enable teachers to check and address misconceptions effectively at each small step of learning.
- 4.3 The home-school agreement is consistently applied and referenced by staff and families, so that a shared culture of high expectations, positive behaviour and good attendance is embedded.
- 4.4 Attendance is at least in line with national averages, persistent absence reduces over time and attendance for vulnerable groups improves towards national benchmarks

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
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4.1 Consistent routines and expectations for learning are embedded across the school, so that all pupils engage positively in lessons, understand expectations and maximise their participation in learning. - Implement a consistent whole-school lesson routine for lesson starts, transitions, learning activities and lesson endings. - Clearly communicate and reinforce learning and behaviour expectations in every classroom. - Provide staff training and coaching to ensure consistent application of routines and expectations. - Use visual displays, learning prompts and success criteria to support pupil understanding of expectations. - Conduct regular learning walks, lesson observations and pupil voice activities to monitor consistency and share best practice. - Recognise and celebrate positive engagement, effort and participation through a consistent rewards system.	Headteacher/SLT SENCO All staff	CPL sessions. Lesson observations. Pupil conferencing.	Agreed whole-school lesson routines are established, shared with staff and visible in all classrooms. Staff complete training on consistent classroom routines, expectations and engagement strategies. Learning walks show that agreed routines are being implemented consistently across most classrooms. Pupil voice demonstrates that pupils can explain learning expectations and classroom routines.	Agreed lesson routines are evident in lessons across the school and are applied consistently by staff. Classrooms display learning expectations, success criteria and visual prompts that support engagement. Lesson observations show increased pupil participation and engagement compared to the autumn term. Pupil voice confirms that expectations for learning are clear and consistent across subjects.	Whole-school routines and expectations are embedded and consistently applied across all phases and classes. Staff demonstrate a consistent approach to classroom management and learning behaviours. Pupils engage positively in lessons, participate actively and demonstrate understanding of learning expectations. Behaviour and engagement records show reduced incidents of low-level disruption and improved readiness to learn compared to the start of the year.
4.2 Structured opportunities for discussion, including think-pair-share, are routinely used across the curriculum, so that pupils can articulate their thinking, deepen understanding and enable teachers to check and address misconceptions effectively at each small step of learning. - Embed think-pair-share and other structured talk routines into all lesson phases, ensuring pupils regularly articulate and refine their thinking before whole-class discussion. - Plan and use targeted questioning at each small step of learning to elicit understanding, probe reasoning and identify misconceptions early. - Establish clear discussion protocols and sentence stems to support high-quality pupil responses and participation from all learners. - Use assessment information from discussions to adapt teaching in the moment, addressing misconceptions and providing timely clarification or challenge. - Monitor and evaluate the consistency and impact of structured discussion strategies across the curriculum through learning walks, book reviews and pupil voice.	Headteacher/SLT SENCO All staff	CPL sessions. Lesson observations. Pupil conferencing.	All teachers routinely plan and deliver at least one structured discussion strategy (e.g., think-pair-share, talk partners, collaborative reasoning) within observed lessons. Agreed discussion protocols and sentence stems are displayed and used consistently in classrooms. Lesson observations and learning walks show teachers checking understanding through structured pupil discussion at key points in lessons. Evidence from monitoring demonstrates that misconceptions identified through discussion are addressed within the lesson.	Structured discussion opportunities are embedded at each small step of learning across curriculum areas and are evident in lesson observations. Teachers consistently use probing questions and follow-up questioning to deepen pupil thinking and reasoning. Pupil voice indicates that learners can explain their thinking, build on others' ideas and articulate their learning confidently. Monitoring records demonstrate that discussion outcomes are routinely used to adapt teaching and provide targeted support or challenge.	Structured discussion approaches are a consistent feature of high-quality teaching across the curriculum. Pupils independently use discussion routines and subject-specific language to explain, justify and refine their thinking. Lesson observations, work scrutiny and pupil interviews provide evidence that discussion is strengthening understanding and reducing misconceptions. Quality assurance activities demonstrate that teachers effectively use information gathered through discussion to inform next steps in learning.

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4.3 <i>The home-school agreement is consistently applied and referenced by staff and families, so that a shared culture of high expectations, positive behaviour and good attendance is embedded.</i> - Review and relaunch the Home-School Agreement annually, ensuring all families sign and understand their commitment to behaviour, attendance, and learning expectations. - Consistently reference the agreement in assemblies, classrooms, parent communications, and meetings to reinforce shared expectations. - Provide staff training and guidance to ensure the agreement is applied consistently across all year groups and settings. - Strengthen parental engagement through workshops, information sessions, and regular communication that promotes shared responsibility for pupil success. - Monitor behaviour and attendance data regularly, using findings to provide timely support and intervention where needed. - Celebrate and recognise positive behaviour and excellent attendance through rewards, assemblies, and school communications in line with the values of the agreement.	Headteacher/SLT SENCO All staff	CPL sessions. Lesson observations. Pupil conferencing.	All families have signed and returned the Home-School Agreement, so that expectations for behaviour, attendance and learning are clearly understood by all stakeholders. All staff have received training on the consistent application of the agreement, so that expectations are implemented uniformly across the school. The agreement is regularly referenced in parent communications, assemblies and classrooms, so that shared expectations remain visible and understood. Attendance and behaviour data are reviewed and actions implemented where needed, so that a positive culture of high expectations is established.	Pupils and families can confidently identify the key expectations within the Home-School Agreement, so that shared responsibility for behaviour, attendance and learning is strengthened. Monitoring demonstrates that staff are consistently applying behaviour and attendance procedures, so that all pupils experience a fair and consistent approach. Parent engagement events are well attended and feedback is positive, so that home-school partnerships are strengthened. Behaviour and attendance data show continued improvement from the autumn term, so that positive behaviours and regular attendance become embedded.	All new and returning families have signed the Home-School Agreement for the next academic year, so that expectations continue to be understood and upheld. Attendance is in line with or above the school's target and persistent absence has reduced, so that a culture of good attendance is embedded. Behaviour records show a reduction in incidents across the academic year, so that positive behaviour is consistently demonstrated throughout the school. Stakeholder feedback confirms confidence in the school's expectations, communication and consistency, so that a shared culture of high expectations is fully embedded.
4.4 <i>Attendance is at least in line with national averages, persistent absence reduces over time and attendance for vulnerable groups improves towards national benchmarks.</i> - Implement rigorous attendance monitoring and early intervention processes to identify and support pupils at risk of persistent absence. - Develop targeted attendance action plans for vulnerable groups, ensuring barriers to attendance are identified and addressed through personalised support. - Strengthen engagement with parents and carers through regular communication, attendance meetings, and clear expectations regarding school attendance. - Celebrate and reward good and improved attendance to promote a positive culture and encourage sustained attendance across the school. - Regularly analyse attendance data and report progress to leaders and governors, ensuring attendance remains at or above national averages and vulnerable groups move closer to national benchmarks.	Headteacher/SLT SENCO All staff	CPL sessions. Lesson observations. Pupil conferencing.	Weekly attendance monitoring identifies pupils whose attendance is causing concern, so that timely support and intervention can be put in place. Attendance plans are established for all identified vulnerable pupils, so that barriers to regular attendance are understood and addressed. Attendance meetings are held with parents/carers of pupils with low attendance, so that families are engaged in improving attendance outcomes. Whole-school attendance remains in line with national expectations, so that pupils access learning consistently.	Attendance reviews show a reduction in the number of persistently absent pupils, so that more pupils attend school regularly and benefit from classroom learning. Attendance for vulnerable groups shows improvement from the autumn term baseline, so that gaps between groups continue to narrow. Attendance action plans are reviewed and updated where necessary, so that support remains effective and responsive to need. Leaders and governors review attendance data and intervention impact, so that resources are targeted where they will have the greatest effect.	Whole-school attendance is at least in line with national averages by the end of the academic year, so that pupils maximise opportunities to achieve well. The number of persistently absent pupils has reduced from the start of the year, so that attendance patterns support sustained academic progress. Attendance for vulnerable groups has moved closer to national benchmarks, so that attendance inequalities are reduced. Attendance interventions demonstrate positive impact and are embedded within school practice, so that improvements are sustained over time.

Priority 5: Personal development and well-being. <i>Embed a coherent approach to personal development that promotes responsibility, citizenship and well-being so that pupils contribute positively to their school and wider community.</i>					
5.1 The school achieves or maintains Green Flag status, so that children develop a strong understanding of environmental responsibility and actively contribute to improving their school and local environment. 5.2 The school travel plan is implemented in partnership with families, governors and the local community, so that children understand how to travel safely and contribute to improving road safety within the local area. 5.3 Children demonstrate increasing resilience, self-regulation and responsibility through curriculum and wider school experiences, so that they engage positively in learning and school life. 5.4 A cohesive personal development curriculum is mapped and implemented, so that children develop an age-appropriate understanding of British values, protected characteristics, wellbeing and life beyond their immediate community.					
Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
5.1 The school achieves or maintains Green Flag status, so that children develop a strong understanding of environmental responsibility and actively contribute to improving their school and local environment. - Maintain Green Flag status by embedding environmental education across the curriculum and promoting sustainable practices throughout the school. - Establish and support an active Eco-Committee, enabling pupils to lead environmental projects and decision-making. - Organise regular environmental initiatives, such as litter picks, recycling campaigns, energy-saving projects, and biodiversity activities. - Engage families and the wider community in sustainability events and partnerships to extend environmental impact beyond the school. - Monitor and celebrate environmental progress through audits, pupil feedback, and Green Flag action plans, ensuring continuous improvement.	Science lead Headteacher	CPL sessions. Lesson observations. Pupil conferencing.	All classes complete an environmental learning activity so that pupils can explain at least three ways they can help protect the environment. Establish or renew the Eco-Committee with representatives from each year group so that pupils actively contribute ideas for improving the school environment. Complete a whole-school environmental audit and create a Green Flag action plan so that priority areas for improvement are identified and addressed.	Deliver three pupil-led environmental projects (e.g. recycling, energy saving, biodiversity) so that children take an active role in improving the school and local environment. Demonstrate a reduction in general waste from the December baseline so that pupils develop sustainable habits and understand the impact of their actions. Involve all year groups in an environmental event or campaign so that environmental responsibility is embedded across the school community.	Meet the majority of targets within the Green Flag action plan so that the school demonstrates sustained environmental improvement. Ensure every class participates in at least one environmental improvement activity so that all pupils contribute positively to the school or local environment. Successfully achieve or maintain Green Flag status so that children demonstrate a strong understanding of environmental responsibility and their role in creating a sustainable future.
5.2 The school travel plan is implemented in partnership with families, governors and the local community, so that children understand how to travel safely and contribute to improving road safety within the local area. - Engage families through regular travel safety communications, workshops, and campaigns that promote safe and sustainable journeys to and from school. - Work with governors and the local community to identify road safety concerns and support initiatives that improve safety around the school. - Provide pupils with road safety education and practical learning opportunities to help them understand safe travel behaviours. - Encourage pupils and families to participate in travel surveys, events, and community projects that contribute to improving local road safety.	Headteacher Parish Council Governors	CPL sessions. Lesson observations. Pupil conferencing.	Deliver road safety education to all pupils, so that children understand how to travel safely. Issue a travel and road safety survey to families, so that school travel patterns and concerns are identified. Meet with governors and local community representatives to review travel safety priorities, so that key local road safety issues are agreed and actioned.	Run a whole-school road safety or active travel event, so that safe and sustainable travel behaviours are promoted. Implement actions identified from survey feedback, so that local travel safety concerns are addressed. Promote walking, cycling and scooting initiatives, so that more pupils choose active methods of travel.	Deliver a programme of road safety learning activities across the year, so that pupils can demonstrate safe travel knowledge and skills. Hold partnership activities with families, governors and community organisations, so that responsibility for road safety is shared across the community. Complete an end-of-year travel survey, so that the impact of the travel plan and improvements in road safety awareness can be measured.
5.3 Children demonstrate increasing resilience, self-regulation and responsibility through curriculum and wider school experiences, so that they engage positively in learning and school life.	Headteacher Senco All staff	CPL sessions. Lesson observations. Pupil conferencing.	Most pupils can identify and use at least one self-regulation strategy independently when faced with challenge or frustration.	Pupils can set, monitor and reflect on a personal learning or behaviour goal each half term.	Pupils consistently demonstrate age-appropriate self-regulation and positive learning behaviours across school routines.

● Embed explicit teaching of resilience, self-regulation and responsibility through the curriculum, using age-appropriate strategies such as goal setting, reflection and problem-solving activities. ● Provide a wide range of leadership, pupil voice and enrichment opportunities that encourage children to take responsibility, make positive choices and contribute to school life. ● Implement consistent approaches to emotional wellbeing and behaviour support, enabling children to regulate their emotions and engage positively in learning. ● Recognise and celebrate perseverance, independence and responsible behaviour through assemblies, rewards and regular feedback to strengthen positive attitudes to learning.			Behaviour records show a reduction in incidents compared to the previous term, with children consistently meeting school expectations. All classes participate in at least one pupil leadership, responsibility or pupil voice activity so that children demonstrate increased ownership of their learning and the school community.	Pupils demonstrate resilience by completing increasingly challenging tasks with greater independence and reduced adult support. All year groups participate in at least one wider-school opportunity (e.g. club, event, leadership role or project) so that children contribute positively to school life and develop responsibility.	Pupil voice indicates that children feel confident in managing setbacks, challenges and changes in learning. All pupils engage in at least one opportunity to lead, support others or contribute to the school community so that they leave the year as resilient, responsible learners who engage positively in learning and school life.
5.4 A cohesive personal development curriculum is mapped and implemented, so that children develop an age-appropriate understanding of British values, protected characteristics, wellbeing and life beyond their immediate community. ● Map a progressive personal development curriculum that explicitly teaches British values, protected characteristics, wellbeing, and diversity through age-appropriate themes, stories, discussions, and enrichment opportunities. ● Provide planned experiences that broaden children's understanding of life beyond their immediate community, including visits, visitors, community projects, and exposure to different cultures, faiths, and lifestyles. ● Embed opportunities across the curriculum for children to develop respect, empathy, inclusion, and an understanding of equality, ensuring learning is regularly revisited and built upon. ● Monitor and evaluate children's knowledge and understanding through observations, pupil voice, and curriculum reviews to ensure progression and identify any gaps in learning.	Headteacher and subject leads.	CPL sessions. Lesson observations. Pupil conferencing.	Personal development curriculum map is fully sequenced and implemented, with British values, protected characteristics, wellbeing and community awareness explicitly identified in planning, so that progression is clear across all year groups. Staff have received training/briefing on the curriculum and can articulate how personal development themes are taught within their phase, so that delivery is consistent across the school. Pupil voice establishes a baseline understanding of British values, equality and respect, so that future curriculum impact can be measured.	Planned personal development experiences, including assemblies, visits, visitors and enrichment activities, have been delivered across year groups, so that pupils experience life beyond their immediate community. Pupil voice demonstrates an age-appropriate understanding of equality, respect, diversity and wellbeing, so that learning is embedded and retained. Monitoring activities, including learning walks, book scrutiny and pupil voice, show evidence of personal development themes across the curriculum, so that implementation is consistent and effective.	The full personal development curriculum and planned enrichment opportunities have been delivered across the academic year, so that all pupils access a broad and coherent programme. Pupil voice demonstrates that children can confidently discuss British values, protected characteristics, wellbeing and different communities, so that curriculum impact is evident.