



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



Shrewton
CE Primary School



Academy Improvement Plan 2025-2026



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.

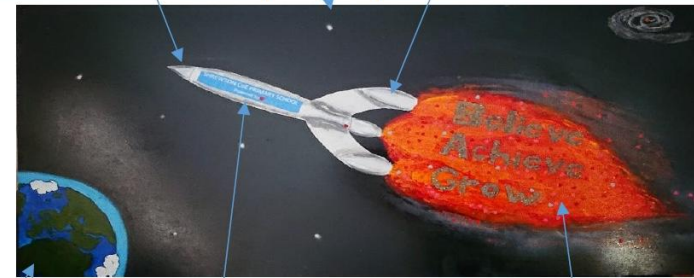
*It always protects, always trusts, always hopes, always perseveres.
Love never fails.*

Our School Vision

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

The 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 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 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
<p>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.</p> <p>Achieve and maintain an Outstanding Ofsted rating for the school's Early Years provision, demonstrating the eradication of on-entry deficits.</p> <p>Design and implement an intentional, innovative, exciting, and diverse curriculum, responsive to the community's needs and focusing on securing rich cultural capital.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The work environment is supportive and nurturing. It prioritises staff wellbeing and ensures manageable workloads, enabling staff to thrive both personally and professionally.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

'Powered by love; we believe, achieve, grow'

<p>Priority 1: Leadership and Management <i>Leaders at all levels are supported to develop in their roles.</i></p>	<p>Priority 2: Quality of Education <i>The teaching and learning of all subjects are of a consistent high standard and prioritises disadvantaged pupils.</i></p>
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1.1 Develop our strategic leadership of inclusion enabling and evaluating targeted learning plans that are regularly reviewed, updated, and effectively implemented to ensure all pupils with disadvantage or additional needs receive appropriate support and make good progress. 1.2 Coaching models are implemented to improve teaching quality through collaborative professional learning, underpinned by agreed walkthrough approaches for systematic observation and feedback with a focus on adaptation within whole class teaching. 1.3 Curriculum leaders lead curriculum areas in line with Trust CPL enacting the mechanisms for curriculum improvement. Leaders are independently accountable for the impact of curriculum implementation and as a result pupils know and remember more. 1.4 Maths outcomes continue to improve, especially for disadvantaged learners, through impact of hub improvement plan, rigorous assessment of learning and effective lesson design, driven by MSL + MTC data. 1.5 Create and implement a comprehensive support system to help parents understand their vital role in their child's learning journey evidenced by survey data. 	<p>Success criteria:</p> <ol style="list-style-type: none"> 2 2.1 The school agreed curriculum principles result in a curriculum that are inclusive by design, starting with RE and Science. 2.2 Further embed agreed pedagogical approaches using Walkthrus methodology across all teaching, ensuring consistent high-quality instruction techniques are used by all staff and regularly monitored through learning walks and observations. 2.3 Implement rigorous tracking and targeted approaches to ensure all children secure foundational transcription knowledge leading to improved writing accuracy and fluency 2.4 Every child is a reader and can decode texts with accuracy and speed. Fluent reading is secured in KS2 for all pupils including at least XX% of pupils achieving GD by T6 in all years.
<p>Priority 3: Behaviour and Attitudes <i>Children want to come to school and are effectively supported throughout the whole school day.</i></p>	<p>Priority 4: Personal Development <i>Pupils leave our school ready for the next stage with a tapestry of learning experiences to draw upon.</i></p>
<p>Success Criteria:</p> <ol style="list-style-type: none"> 3.1 Implement targeted interventions and support strategies to improve the attendance of pupils experiencing disadvantage, working closely with families to remove barriers and establish positive routines that support consistent school attendance. 3.2 Implement a social emotional learning curriculum that supports pupils' emotional development, self-awareness, and interpersonal skills, enabling them to better understand and manage their emotions and relationships. 3.3 To ensure pupils demonstrate consistent self-regulation skills, particularly during unstructured times. 	<p>Success criteria:</p> <ol style="list-style-type: none"> 4 4.1 Embed spiritual development opportunities across all curriculum subjects, creating meaningful connections between learning and personal growth that enable pupils to explore questions of meaning, purpose, and values through their educational experience. 4.2 Through implementation of RE curriculum, develop pupils' knowledge and understanding of diverse world views, beliefs, and cultures, fostering respect, tolerance, and appreciation for different perspectives while strengthening their own sense of identity and belonging. 4.3 Equip pupils with the knowledge, skills, and understanding needed to be responsible digital citizens, including online safety, digital literacy, healthy technology use, and understanding of digital rights and responsibilities.

Priority 5: EFFECTIVENESS OF EARLY YEARS PROVISION–QUALITY AND STANDARDS

All learners to get off to a flying start, regardless of barriers and for staff to provide an excellent learning environment.

Success criteria:

5

- 5.1 Provide comprehensive CPL for all new adults working in Foundation Stage 1 and 2, ensuring they understand their role in supporting early learning and development and can effectively contribute to high-quality Early Years provision through high quality interactions.
- 5.2 Establish clear systems for teaching self-regulation skills to Early Years children, embedding these within daily routines and learning activities to support children's emotional development and readiness for learning.
- 5.3 Develop and implement strategies to ensure all children in the Early Years are actively engaged in communication and language development, with particular focus on supporting those who are experiencing disadvantage to build their verbal communication skills and vocabulary base, resulting in all children meeting the goal in communication and language or good progress from their starting points

Annual Plan 2025-26

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

Priority 1 – Leadership and Management

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

Success criteria (including your data targets for outcomes for children – EYFS, Y1 Ph, Y2, Y4 MTC, Y6):

- 1.1 Develop our strategic leadership of inclusion enabling and evaluating targeted learning plans that are regularly reviewed, updated, and effectively implemented to ensure all pupils with disadvantage or additional needs receive appropriate support and make good progress.
- 1.2 Coaching models are implemented to improve teaching quality through collaborative professional learning, underpinned by agreed walkthrough approaches for systematic observation and feedback with a focus on adaptation within whole class teaching.
- 1.3 Curriculum leaders lead curriculum areas in line with Trust CPL enacting the mechanisms for curriculum improvement. Leaders are independently accountable for the impact of curriculum implementation and as a result pupils know and remember more.
- 1.4 Maths outcomes continue to improve, especially for disadvantaged learners, through impact of hub improvement plan, rigorous assessment of learning and effective lesson design, driven by MSL + MTC data.
- 1.5 Create and implement a comprehensive support system to help parents understand their vital role in their child's learning journey evidenced by survey data.

Year 1 Phonics		Number of children (PP): 19 (3)	
% of children to meet the expected standard	% of PP eligible to meet the expected standard		
80%	67%		

End of Year 2												Number of children (PP): 18 (9)	
% of children ARE+ reading	% of children GDS reading	% of PP eligible ARE+ reading	% of PP eligible GDS reading	% of children ARE+ writing	% of children GDS writing	% of PP eligible ARE+ writing	% of PP eligible GDS writing	% of children ARE+ maths	% of children GDS maths	% of PP eligible ARE+ maths	% of PP eligible GDS maths		
94	22	100	-	78	22	78	-	89	22	89	-		

Year 4 Multiplication Timestable Check (Score of 20+)		Number of children (PP): 28 (17)	
% of children to meet the expected standard	% of PP eligible to meet the expected standard		
75	71		

End of Year 6													Number of children (PP): 16 (9)
% of children ARE+ reading	% of children GDS reading	% of PP eligible ARE+ reading	% of PP eligible GDS reading	% of children ARE+ writing	% of children GDS writing	% of PP eligible ARE+ writing	% of PP eligible GDS writing	% of children ARE+ maths	% of children GDS maths	% of PP eligible ARE+ maths	% of PP eligible GDS maths	% of children ARE+ combined	
81	33	78	22	75	27	66	22	81	33	77	33	73	

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
1.1 Develop our strategic leadership of SEND <ul style="list-style-type: none"> Establish an inclusion leadership team to oversee the development and implementation of targeted learning plans for LED 	SENDCo HoS/EHT Class teachers SEND Governor	Meeting time and space Cover time for staff	Inclusion leadership team has been established to oversee the development and implementation of targeted learning plans for LED	SEND pupils can identify the support they need and how it helps them (pupil conferencing)	Targeted learning plans for LED have been further developed and implemented, incorporating Stage 3:

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> Develop framework for creating, implementing, and reviewing targeted SEND learning plans, <ul style="list-style-type: none"> Stage 1: utilising the expertise in core curriculums (RWM) Stage 2: SEMH targets and SLCN Stage 3 Any wider C&L targets etc Provide training for all staff on the new framework and their roles in supporting pupils with additional needs Establish a schedule for reviewing and updating targeted learning plans based on pupil progress data Engage parents and external professionals in the development and review of targeted learning plans during 3x yearly review meetings 		<p>M&E cycle</p> <p>CPL SEND Conference and external professionals</p> <p>EWS/SENS services</p>	<p>All staff have received training on the new proforma and their roles in supporting pupils with additional needs</p> <p>Framework for creating, implementing, and reviewing targeted learning plans has been developed and shared with staff: focusing on Stage 1: utilizing the expertise in core curriculums (RWM)</p> <p>All staff have set robust RWM targets for all LEDs within the targeted learning plans</p> <p>A schedule for reviewing and updating targeted learning plans based on pupil progress data has been established</p> <p>Staff feedback through 1:1 time with SENDCO informs Spring CPL</p>	<p>The inclusion leadership team has monitored the implementation of targeted learning plans and provided support to staff as needed</p> <p>The first round of reviews and updates to targeted learning plans has been completed based on pupil progress data</p> <p>Parents and external professionals have been engaged in the development and review of targeted learning plans during the first of three yearly review meetings</p> <p>All staff have set robust SEMG or SLCN targets for all LEDs within the targeted learning plans</p>	<p>Any wider C&L targets, as appropriate</p> <p>The inclusion leadership team has continued to monitor the implementation of targeted learning plans and provide support to staff</p> <p>The second and third rounds of reviews and updates to targeted learning plans have been completed based on pupil progress data</p> <p>Parents and external professionals have been engaged in the development and review of targeted learning plans during the remaining two of three yearly review meetings</p> <p>Progress and impact of targeted learning plans for LED have been evaluated, and findings have been used to inform planning for the next academic year</p>

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
					<p>At least 80% of pupils with SEND are expected or better than expected progress towards their individual targets (PPMs)</p> <p>Case studies of pupils with SEND making good progress have been celebrated and shared across the school community to support learning and future actions</p>
<p>1.2 Coaching models are implemented to improve teaching quality through collaborative professional learning</p> <ul style="list-style-type: none"> Continue to develop our school-specific coaching model that aligns with the school's values and priorities Provide training for all staff on the coaching model and its implementation Develop an agreed walkthrough approach for systematic observation and feedback Implement regular coaching sessions and walkthroughs, focusing on adaptation within whole class teaching Monitor and evaluate the impact of the coaching model on teaching quality and student outcomes Refine the coaching model and walkthrough approach based on feedback and evaluation data 	<p>SLT Class teachers Support staff</p>	<p>Walkthrus books and login</p> <p>CPL time</p> <p>AIP</p> <p>Appraisal targets</p>	<p>Effective coaching models have been identified and a school-specific model has been developed</p> <p>All staff have received training on the coaching model and its implementation</p> <p>Plan for coaching time in CPL and peer observations and feedback is in place - SLT to model feedback with ECTs</p> <p>Learning walks begin to show impact of coaching through implementation of focus adaptation walkthrus</p>	<p>Agreed walkthru approach for systematic observation and feedback has been developed and implemented (linked to Gov monitoring)</p> <p>Regular coaching sessions and walkthrus are taking place, with at least 100% of teachers participating</p> <p>Initial evaluation of the impact of the coaching model on teaching quality has been conducted</p>	<p>100% of teachers have participated in coaching sessions and walkthrus and can articulate the 3Is of adaption.</p> <p>Measurable improvements in teaching quality and student outcomes have been observed (AIMs)</p> <p>Coaching model and walkthru approach have been refined based on feedback and evaluation data</p> <p>Plans for sustaining and expanding the coaching</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
					model in the next academic year have been developed
<p><i>1.3 Curriculum leaders lead curriculum areas in line with Trust CPL and enacting the mechanisms for curriculum improvement</i></p> <ul style="list-style-type: none"> • Provide training for curriculum leaders on Trust CPL and mechanisms for curriculum improvement • Develop a clear framework for curriculum leadership roles and responsibilities • Refine system for monitoring and evaluating the impact of curriculum implementation on pupil knowledge retention • Provide support and resources for curriculum leaders to effectively lead their areas • Encourage collaboration and sharing of best practices among curriculum leaders across Spire Hub • Hold curriculum leaders accountable for the impact of curriculum implementation in their areas through appraisal processes 	All curriculum leaders ASEC members	CPL time Additional release time 1:1 time with SLT Appraisal targets	All curriculum leaders have received training on Trust CPL and mechanisms for curriculum improvement Curriculum leadership roles and responsibilities has been developed and shared with all leaders Regular meetings and feedback loops between curriculum leaders and SLT have been established starting with RE and Science.	System for monitoring and evaluating the impact of curriculum implementation on pupil knowledge retention has been implemented (Pupil conferencing) Curriculum leaders are actively leading their areas and collaborating with Spire Hub peers and SLT Initial evaluation of the impact of curriculum leadership on pupil knowledge retention has been conducted – focus on disadvantaged pupils (SLT/Gov monitoring)	All curriculum leaders are independently accountable for the impact of curriculum implementation in their areas – appraisal target has been met Measurable improvements in pupil knowledge retention have been observed across all curriculum areas (teacher judgments) Examples of effective curriculum leadership and pupil knowledge retention have been celebrated and shared as model for best practice Plans for ongoing support and development of curriculum leadership have been established for the next academic year
<i>1.4 Maths outcomes continue to improve, especially for disadvantaged learners</i>	SLT	HIP	Hub improvement plan has been developed and	Regular assessment of learning deficits is	Measurable improvements in maths

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> Share maths hub improvement plan that addresses key areas for development Provide training for all maths teachers on effective assessment strategies and lesson design Implement regular assessment of learning deficits and use data to inform lesson planning and interventions Establish a system for tracking and monitoring the progress of disadvantaged learners in maths Provide targeted support and interventions for disadvantaged learners based on assessment data Encourage collaboration and sharing of best practices among teachers across Spire Hub Monitor and evaluate the impact of the maths hub improvement plan on pupil outcomes Celebrate and share examples of effective maths teaching and learning 	<p>Maths leader</p> <p>Class teachers</p>	<p>AIP</p> <p>CPL time</p> <p>Additional release time</p> <p>1:1 time with SLT</p> <p>Appraisal targets</p> <p>Numbersense WR resources</p> <p>DSAT Maths Blueprint</p>	<p>shared with all teachers and Governors</p> <p>All maths teachers have received training on effective assessment strategies and lesson design – shaped by DSAT CPL</p> <p>System for tracking and monitoring the progress of disadvantaged learners in maths has been established</p> <p>Gap level analysis of WTS maths pupils has identified pupil deficits to address through pre-teaching and Numbersense interventions</p>	<p>taking place, and data is being used to inform lesson planning and interventions (ASEC data report)</p> <p>Targeted support and interventions for disadvantaged learners are being implemented based on assessment data (PPMS)</p> <p>Initial evaluation of the impact of the maths hub improvement plan on pupil outcomes has been conducted (ASEC report)</p> <p>Mock MTC data shows pupils are on track to meet target</p>	<p>outcomes have been observed, especially for disadvantaged learners (0.2+ progress)</p> <p>Effective lesson design and assessment strategies are being consistently implemented across all maths lessons (AIMs)</p> <p>Examples of effective maths teaching and learning have been celebrated and shared</p> <p>Plans for sustaining and further developing the maths hub improvement plan have been established for the next academic year</p> <p>MTC outcome has improved from last academic year – target achieved</p>
<p><i>1.5 Create and implement a comprehensive support system to help parents understand their vital role in their child's learning</i></p> <ul style="list-style-type: none"> Conduct a survey to assess parents' current understanding of their role in their child's learning journey Develop a comprehensive support system that includes workshops, 	<p>SLT</p> <p>Chaplain</p> <p>ELSA</p> <p>Families</p>	<p>CPL time</p> <p>Leadership time</p> <p>Workshop time</p> <p>Surveys</p>	<p>Parent survey has been conducted and results have been analysed to inform the development of the support system</p> <p>Staff have received training on effectively</p>	<p>Series of parent workshops and information sessions have been implemented, with at least 50% of parents engaging</p>	<p>At least 75% of parents report an increased understanding of their vital role in their child's learning journey, as evidenced by survey data</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<p>resources, and regular communication channels</p> <ul style="list-style-type: none"> • Provide training for staff on effectively engaging and communicating with parents • Implement a series of parent workshops and information sessions on supporting their child's learning at home • Develop and distribute resources and materials to support parents in their role as learning partners • Establish regular communication channels between school and home, such as newsletters, online platforms, and parent-teacher conferences • Monitor and evaluate the impact of the support system on parent engagement and understanding • Gather feedback from parents and staff to continually improve the support system 			<p>engaging and communicating with parents (Quiz results)</p> <p>A series of workshops/audio bites/information sessions have been planned for year informed by parent surveys</p> <p>Communication channels have been refined – increased parent voice captured at Parents Evenings</p>	<p>Resources and materials to support parents in their role as learning partners have been developed and distributed</p> <p>Regular communication channels between school and home have been established – higher engagement on posts, reads and polls</p>	<p>Parent engagement in school events and activities has increased by at least 25% compared to the previous academic year based on sign in data</p> <p>Feedback from parents and staff has been gathered and used to refine and improve the support system</p> <p>Plans for sustaining and further developing the parent support system have been established for the next academic year</p>

Priority 2: Quality of Education

The teaching and learning of all subjects are of a consistent high standard and prioritises disadvantaged pupils.

Your words here outlining the priority for your school

Success criteria:

2.1 The school agreed curriculum principles result in a curriculum that are inclusive by design, starting with RE and Science.

2.2 Develop and implement a comprehensive assessment framework that encompasses formative, summative, and self-assessment strategies across all curriculum subjects, ensuring knowledge retention and application are effectively measured and used to inform teaching.

2.3 Further embed agreed pedagogical approaches using Walkthrus methodology across all teaching, ensuring consistent high-quality instruction techniques are used by all staff and regularly monitored through learning walks and observations.

2.4 Implement rigorous tracking and targeted approaches to ensure all children secure foundational transcription knowledge leading to improved writing accuracy and fluency.

2.5 Every child is a reader and can decode texts with accuracy and speed. Fluent reading is secured in KS2 for all pupils..

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<p>2.1 The school agreed curriculum principles result in a curriculum that are inclusive by design, starting with RE and Science.</p> <ul style="list-style-type: none"> Implement the revised RE and Science curricula, ensuring all learners can access and engage with the content Monitor and evaluate the impact of the inclusive curriculum design on student participation and outcomes Share best practices and learnings from the RE and Science curriculum redesign with other subject leaders Develop a timeline for reviewing and revising other subject curricula based on the agreed inclusive principles 	SLT CTs	<p>Science and RE progression maps and unit plans</p> <p>Plymouth Science</p> <p>Understanding Christianity</p> <p>CPL time</p>	<p>School curriculum principles have been reviewed and refined to prioritise inclusivity</p> <p>RE and Science curricula have been audited and areas for improvement have been identified to ensure bespoke to our school context</p> <p>CPL for staff on approach to implementation of new curricula</p> <p>Subject leads have modelled expectations for RE and science curriculum delivery</p>	<p>RE and Science subject leaders and teachers have devolved CPL to all other staff</p> <p>Revised RE and Science curricula have been implemented in expected classes</p> <p>Initial monitoring and evaluation of the impact of the curriculum show pupils know and remember more</p> <p>Planning shows mastery approach and effective lesson design to deliver</p>	<p>Revised RE and Science curricula are fully implemented across all relevant classes</p> <p>Comprehensive evaluation of the impact of inclusive curriculum design on student participation and outcomes has been completed with Governors</p> <p>Best practices and learnings have been shared with other subject leaders</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
				a concept led curriculum	Timeline for reviewing and revising other subject curricula has been developed and approved
<p>2.2 Develop and implement a comprehensive assessment framework that encompasses formative (for), summative(of), and self-assessment strategies (as)</p> <ul style="list-style-type: none"> • Develop a comprehensive assessment framework that aligns with the school's curriculum and learning objectives based on generalisations • Provide training for all staff on effectively implementing the assessment framework in their teaching practice • Gather feedback from staff on the effectiveness and usability of the assessment framework • Refine the assessment framework based on pilot findings and feedback • Roll out the assessment framework across all curriculum subjects and year groups • Monitor and evaluate the impact of the assessment framework on student learning and teaching practice 	SLT CTs	<p>Progression maps and unit plans</p> <p>Plymouth Science</p> <p>Understanding Christianity</p> <p>CPL time</p>	<p>Starting with RE and Science, generalisation statements have been set and staff understand how to use them to inform planning and assessment opportunities</p> <p>Staff have attended CPL for assessment for Science and RE</p> <p>Staff feedback on approach to assessment is positive – they have a robust understanding of misconceptions, errors and knowledge deficits and use this to inform planning</p> <p>Assessment generalisations have been added to music and art curriculum documentation</p>	<p>Pupil conferencing of disadvantage pupils shows they know more and remember more from generalisation statements</p> <p>Planning scrutiny shows teachers planning with a mastery approach and actively responding to assessment to ensure planning for deeper understanding and scheme building</p> <p>Refinements have been made based on staff feedback</p> <p>Learning walks capture effective assessment by all class teachers – focus walkthrus embedding</p>	<p>Most curriculum subjects have been reviewed to ensure generalisations have been linked to knowledge</p> <p>At least 80% of staff demonstrate effective use of formative, summative, and self-assessment strategies in their teaching</p> <p>Disadvantaged pupils knowledge retention and application have been observed through lesson walks and pupil conferencing</p> <p>Plans for ongoing monitoring, evaluation, and refinement of the assessment framework have been established</p>
<p>2.4 Further embed agreed pedagogical approaches using Walkthrus methodology across all teaching</p>	SLT CTs Inclusion team TAs	Wlakthrus CPL time	Agreed pedagogical approaches and Walkthrus methodology have been reviewed and refined	All experienced staff are consistently using the agreed approaches and Walkthrus methodology in their teaching – ECT	All staff are consistently demonstrating high-quality instruction

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> • Provide refresher training for all staff on the agreed approaches and Walkthrus methodology • Develop a feedback and coaching system to support staff in improving their instructional techniques • Encourage staff to share best practices and collaborate on lesson planning and delivery • Celebrate and showcase examples of high-quality instruction using the agreed approaches • Analyse observation and learning walk data to identify trends and areas for further professional development • Provide targeted support and training for staff who require additional assistance in implementing the approaches 			<p>All staff have received refresher training on the agreed approaches and Walkthrus methodology – focus approaches have been captured in individual appraisals</p> <p>Schedule for learning walks and observations has been established and communicated to staff with a focus on these</p> <p>Coaching trios have been established and programme to follow is in place as part of monitoring and evaluation schedule</p>	<p>+2 staff are embedding in line with CSE</p> <p>Appraisal mid-year reviews show staff are making progress toward their pedagogical focus targets</p> <p>Teaching and learning profile established identifying strengths and areas for whole-school development</p> <p>Coaching trios have completed at least 2 full cycles of observation, feedback, and reflection - captured through coaching logs/reflections</p> <p>Staff report increased confidence in applying focus approaches (evidenced through staff survey)</p> <p>Book scrutiny/pupil work/pupil conferencing analysis shows impact of pedagogical approaches on learning outcomes</p>	<p>using the agreed approaches</p> <p>All staff can articulate the rationale behind chosen approaches and their impact on pupil learning</p> <p>Appraisal objectives related to pedagogical focus have been met by all staff</p> <p>AIMs confirm quality and consistency of practice</p> <p>Staff demonstrate autonomy in seeking peer support and collaborative practice development</p> <p>Coaching model evaluated for effectiveness with recommendations for next year's structure</p> <p>End-of-year data analysis shows correlation between pedagogical consistency and</p>

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
				Pupil progress data demonstrates impact in classes where focus approaches are most embedded	improved pupil outcomes
<p>2.4 Implement rigorous tracking and targeted approaches to ensure all children secure foundational transcription knowledge leading to improved writing accuracy and fluency.</p> <ul style="list-style-type: none"> Conduct a baseline assessment of writing stamina and accuracy across all year groups Identify common transcription errors and areas for improvement in grammar, punctuation, and spelling Develop a whole-school approach to targeting the teaching and practicing of identified gaps sufficiently in order to attain automaticity Provide training for staff on effective strategies for improving writing accuracy Integrate daily writing practice opportunities across all curriculum subjects Implement targeted interventions for pupils struggling with writing stamina and accuracy Monitor and assess pupils' progress in writing stamina and accuracy regularly 	SLT ESL CTs Inclusion teams	<p>Progression maps and unit plans</p> <p>PAG map</p> <p>Early writing pathway</p> <p>Writing assessment criteria</p> <p>Letterjoin</p> <p>Moderation events</p> <p>CPL time</p> <p>ILPs</p> <p>PSPs</p>	<p>Baseline assessment of foundation skills and accuracy has been completed and areas for improvement have been identified – linked to Early Writing Pathway</p> <p>All staff have received CPL from ESL, informed by DSAT to develop understanding of foundation skills, to ensure Early writers make at least expected progress</p> <p>ESL monitoring captures whole school system and approach for addressing and teaching foundational skills across key stage 2 within universal offer and intervention</p> <p>PPMs show disadvantaged pupils are making at least expected progress in writing with clear actions to catch up and keep up</p>	<p>Spring assessment of foundation skills shows measurable improvement from autumn baseline for 75%+ of identified pupils</p> <p>Early Writing Pathway tracking demonstrates all targeted pupils have made progress in at least 4 foundation skill areas</p> <p>Writing moderation confirms improved accuracy and application of taught foundation skills in independent writing across Key Stage 2</p> <p>Staff demonstrate confident application of ESL-informed strategies in daily writing instruction (evidenced through learning walks and planning scrutiny)</p>	<p>End-of-year assessment of foundation skills shows 85%+ of identified pupils have met or exceeded their improvement targets from autumn baseline</p> <p>Year-on-year writing data shows improved outcomes for Early Writers, with narrowed gap between these pupils and age-related expectations</p> <p>Final writing moderation confirms sustained accuracy and confident application of foundation skills in independent writing across all Key Stage 2 year groups</p> <p>Teacher assessment is accurate and reliable (validated through moderation processes)</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
				<p>Book scrutiny shows progressive development and improved accuracy of foundation skills with appropriate scaffolding and challenge</p> <p>Spring term PPMs demonstrate 70%+ of disadvantaged pupils are on track to make at least expected progress in writing with staff having understanding of barriers for each pupil</p> <p>Clear differentiation evident between universal, targeted, and specialist provision for foundation skills development</p> <p>Intervention impact data demonstrates accelerated progress for pupils receiving targeted foundation skills support (through writing pathway and to age related)</p>	<p>End-of-year book scrutiny evidences consistent, sustained quality in foundation skills development with clear progression from autumn through to summer</p> <p>Summer term PPMs confirm 80%+ of disadvantaged pupils have made at least expected progress in writing, with progress data to evidence this (+0.1)</p> <p>Case studies demonstrate effective "catch up and keep up" approaches for disadvantaged Early Writers</p>
2.5 Every child is a reader and can decode texts with accuracy and speed. Fluent reading is secured in KS2 for all pupils.	SLT ESL CTs	Progression maps and unit plans	Comprehensive assessment of pupils' reading abilities has been	Ongoing assessment of pupils' progress in decoding accuracy,	End-of-year assessments demonstrate that all

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> Conduct a comprehensive assessment of early reader pupils reading abilities, focusing on decoding accuracy and speed Review the current phonics scheme and ensure that all staff are trained in its effective delivery Implement a robust system for monitoring the fidelity of the phonics scheme implementation Provide targeted interventions for pupils struggling with decoding and fluency, based on assessment data Regularly assess pupils' progress in decoding accuracy, speed, and fluency using standardized measures Collaborate with parents and caregivers to support reading development at home 	Inclusion team	Phonics Scheme Reading scheme External scheme training CPL time ILPs PSPs	<p>completed, identifying areas for targeted support</p> <p>All staff have been trained in the effective delivery of Sounds Write/RWI Fresh Start</p> <p>Fidelity of the phonics scheme has been monitored and is consistent across all adults delivery sessions and interventions</p> <p>Targeted interventions for pupils who need support with decoding and fluency have been designed and initiated</p> <p>Baseline data on pupils' decoding accuracy, speed, and fluency has been collected and compared against Autumn PPMs and show 95% pupils making progress</p>	<p>speed, and fluency shows measurable improvements compared to baseline data</p> <p>Fidelity checks demonstrate that the phonics scheme is being implemented consistently and effectively across all classrooms</p> <p>Targeted interventions have been refined based on pupil progress data, ensuring that support remains responsive to individual needs</p> <p>Collaboration with parents and caregivers has resulted in increased support for reading development at home, as evidenced by home reading records and parent feedback</p> <p>Pupils' progress and achievements in reading have been celebrated, contributing to a</p>	<p>early readers pupils have made at least expected or better progress in decoding accuracy, speed, and fluency compared to baseline data</p> <p>85% are reading at or above age-related expectations, with a particular focus on ensuring that all pupils in KS2 are fluent readers – attainment targets have been achieved</p> <p>Targeted interventions have been successful in closing gaps for pupils who were previously struggling with decoding and fluency</p> <p>Strong home-school partnerships have been established, with parents and caregivers actively supporting reading development beyond the classroom</p> <p>LED progress in reading is >0.1</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
				positive reading culture within the school Whole school reading attainment is at least 70% with disadvantage pupils making at least expected progress	

Priority 3 – Behaviour and Attitudes

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

Success criteria:

- 3.1 Implement targeted interventions and support strategies to improve the attendance of pupils experiencing disadvantage, working closely with families to remove barriers and establish positive routines that support consistent school attendance.
- 3.2 Implement a social emotional learning curriculum that supports pupils' emotional development, self-awareness, and interpersonal skills, enabling them to better understand and manage their emotions and relationships which results in a drop behaviour incidents compared to last academic year.
- 3.3 To ensure pupils demonstrate consistent self-regulation skills, particularly during unstructured times.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<p>3.1 <i>Implement targeted interventions and support strategies to improve the attendance of pupils experiencing disadvantage, working closely with families to remove barriers and establish positive routines that support consistent school attendance.</i></p> <ul style="list-style-type: none"> • Identify pupils experiencing disadvantage with attendance below 90% • Assign a designated staff member to monitor and support each identified pupil – PSP if required • Conduct regular meetings with pupils and their families to discuss progress and address barriers – follow DSAT policy • Collaborate with external agencies to provide additional support where needed 	EHT/HoS/DHT Class teachers Admin team	DSAT Attendance and Punctuality letters Time for meetings Meeting space Arbor	<p>100% of pupils experiencing disadvantage with attendance below 90% and all pupils below 85%</p> <p>Intervention plans for disadvantaged pupils at risk of declining attendance have been created in consultation with pupil and family.</p> <p>Designated staff members monitor and support focus pupils which results in a 5% increase in their average attendance compared to the previous term</p> <p>Initial meetings with all identified pupils and their families have taken place</p>	<p>Review and update personalized intervention plans for 100% of identified pupils based on progress</p> <p>Conduct follow-up meetings with at least 100% of identified pupils and their families</p> <p>Incentives and rewards for improved attendance are in place. 5% increase in their average attendance compared to the previous term</p> <p>Collaboration with EWS for pupils most at risk to provide additional support where necessary</p>	<p>Achieve an average attendance rate of at least 95% for pupils experiencing disadvantage which is in line with the cohort</p> <p>All families have a breakdown of attendance in end of year reports</p> <p>Final meetings with 100% of identified pupils and their families to review progress and plan for sustained attendance. No pupils are under EWS watch</p> <p>Celebrate successes with families and share case studies demonstrating the impact of interventions and support strategies</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<p><i>3.2 Implement a social emotional learning curriculum</i></p> <ul style="list-style-type: none"> • Develop a plan for implementing the curriculum across all year groups • Provide staff training on delivering the social-emotional learning curriculum effectively • Allocate designated time within the timetable for social-emotional learning lessons • Monitor the delivery and impact of the curriculum through lesson observations and pupil assessments • Gather feedback from staff and pupils to inform ongoing refinements to the curriculum delivery 	EHT/HoS/DHT Class teachers	DSAT SEMH Curriculum CPL time PD curriculum	<p>Initial teacher training on delivering the curriculum to at least 95% of relevant staff</p> <p>Delivery of the curriculum has started in KS2</p>	<p>Lesson observations show good curriculum delivery and pupils engaging in SEMH learning</p> <p>All classes have designated SEMH time.</p> <p>Feedback from at least 80% of staff and 50% of pupils to inform ongoing curriculum refinements</p> <p>Follow-up training and support to staff based on identified needs</p>	<p>Full implementation of the social-emotional learning curriculum across all year groups</p> <p>Improved emotional development, self-awareness, and interpersonal skills in at least 90% of focus pupils through self-review survey and teacher observations</p> <p>Support staff report higher satisfaction when handling incidents and supporting regulation</p> <p>50% reduction in behaviour incidents compared to the previous academic year (Arbor logs)</p>
<p><i>3.3 To ensure pupils demonstrate consistent self-regulation skills</i></p> <ul style="list-style-type: none"> • Deliver staff training on strategies to support pupils' self-regulation skills during unstructured times • Identify pupils who struggle with self-regulation during unstructured times • Develop targeted support for identified pupils, including personalised strategies and interventions 	EHT/HoS/DHT Class teachers Support staff ELSA Chaplain	Buddy system Peer criteria ELSA/Chaplain referral documents Baseline survey	<p>TA consultation completed – areas of regulation for training identified</p> <p>Key focus pupils identified based on Arbor behaviour logs. Baseline survey has been conducted</p> <p>Buddy system has been formalised – criteria for</p>	<p>Targeted training sessions delivered to all TAs on identified areas of regulation, with at least 90% of TAs demonstrating increased knowledge and skills in quiz</p> <p>Progress of key focus pupils using Arbor</p>	<p>Feedback from TAs on the impact of the training and identify areas for further development in the next academic year</p> <p>Final review of key focus pupils' progress using Arbor behaviour logs, aiming for a 60%</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> Implement a peer mentoring system to support pupils' self-regulation skills Provide visual aids and prompts to reinforce self-regulation strategies in key areas of the school Regularly review behaviour incident data to monitor progress and identify areas for further support 			<p>monitoring has been created with the pupils</p> <p>Referral process for ELSA and Chaplain support is in place.</p>	<p>behaviour logs, aiming for a 30% reduction in negative behaviour incidents compared to the December baseline</p> <p>Buddy system has been reviewed using the established monitoring criteria – pupil voice shows improved confidence in social, emotional skills</p> <p>90% of pupils identified through the referral process have received initial support from ELSA or the Chaplain. 60% Pupils receiving support report an improvement in their emotional wellbeing.</p>	<p>reduction in negative behaviour incidents compared to the December baseline</p> <p>Case studies demonstrate the impact of support plans on focus pupils' behaviour and well-being</p> <p>Feedback from pupils and staff to inform refinements to the buddy system for the next academic year. 90% pupils report improved social and emotional skills (survey)</p> <p>80% of participating pupils to show sustained improvements in emotional well-being and behaviour (exit survey) and have been discharged from sessions.</p>

Priority 4 – Personal Development

Pupils leave our school ready for the next stage with a tapestry of learning experiences to draw upon.

Success criteria:

- 4.1 Embed spiritual development opportunities across all curriculum subjects, creating meaningful connections between learning and personal growth that enable pupils to explore questions of meaning, purpose, and values through their educational experience.
- 4.2 Through implementation of RE curriculum, develop pupils' knowledge and understanding of diverse world views, beliefs, and cultures, fostering respect, tolerance, and appreciation for different perspectives while strengthening their own sense of identity and belonging.
- 4.3 Equip pupils with the knowledge, skills, and understanding needed to be responsible digital citizens, including online safety, digital literacy, healthy technology use, and understanding of digital rights and responsibilities.

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<p><i>4.1 Embed spiritual development opportunities across all curriculum subjects</i></p> <ul style="list-style-type: none"> • Conduct a thorough curriculum audit to identify existing opportunities and areas for improvement • Develop a set of guiding principles and resources for incorporating spiritual development into lessons • Provide high-quality staff training on strategies for embedding spiritual development opportunities • Create a monitoring and evaluation plan to assess the impact of spiritual development initiatives • Encourage staff to share best practices and collaborate on lesson planning and delivery • Engage pupils in reflective activities and discussions to explore questions of meaning, purpose, and values 	EHT/HoS/DHT Class teachers	PCSF team Share point Spirituality Policy CPL – Windows, Mirrors, Doors, Beyond	Curriculum audit conducted identify existing opportunities for spiritual development and areas for improvement across all subjects Provide initial staff training on strategies for embedding spiritual development opportunities – capture strengths at AOD Set of guiding principles and resources for incorporating spiritual development into lesson planning and delivery has been shared with staff	50% of observed lessons to include meaningful connections to personal growth or a W/M/D/B opportunity – all leaders are focussed on this within monitoring Feedback from pupils and staff on the impact of spiritual development opportunities, with at least 60% of pupils reporting increased engagement and reflection on questions of meaning, purpose, and values Provide follow-up support and training to staff based on identified areas for improvement	Achieve full embedding of spiritual development opportunities across all curriculum subjects, with all foundation subject observations capturing opportunities for Spirituality Evaluation of the impact of spiritual development on pupils' personal growth and engagement, aiming for at least 80% of pupils to report increased understanding and reflection on questions of meaning, purpose, and values Case studies demonstrate the impact of spiritual

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
					development on pupils' educational experience
<p><i>4.2 Through implementation of RE curriculum, develop pupils' knowledge and understanding of diverse world views, beliefs, and cultures</i></p> <ul style="list-style-type: none"> • Implement DSAT RE curriculum that comprehensively covers diverse world views, beliefs, and cultures • Create assessment criteria for measuring pupils' knowledge, understanding, and attitudes towards diversity • Provide staff training on delivering the updated RE curriculum effectively and sensitively • Organise visits, guest speakers, and experiential learning opportunities to enhance pupils' understanding • Engage parents and carers in supporting RE education through workshops and resources • Monitor and evaluate the impact of the RE curriculum on pupils' attitudes and personal development • Celebrate and showcase pupils' learning and growth in understanding and appreciating diversity 	EHT/HoS/DHT RE Lead Class teachers Families	PCSF team Share point Unit plans RE conferences Website Communication channels	<p>Updated RE curriculum which ensures comprehensive coverage of diverse world views, beliefs, and cultures has been shared with staff</p> <p>Initial staff training on delivered the updated RE curriculum effectively, with all relevant staff attending</p> <p>A set of assessment criteria for measuring pupils' knowledge, understanding, and attitudes towards diversity has been developed</p> <p>An overview of RE teaching has been shared with families</p> <p>Spire RE Leads have moderated initial unit teaching to ensure consistency and standards</p>	<p>Lesson observations, learning walks, and pupil assessments, aiming for at least 75% of pupils to demonstrate increased knowledge and understanding of diverse perspectives</p> <p>Feedback from pupils and staff on the effectiveness of the RE curriculum in fostering respect, tolerance, and appreciation for different perspectives, with at least 70% of pupils reporting positive attitudes towards diversity</p> <p>Follow-up support and training to staff based on identified areas for improvement from their feedback</p>	<p>Full implementation of the updated RE curriculum across all year groups</p> <p>Assessment data shows 90% of pupils demonstrating comprehensive knowledge and understanding of diverse world views, beliefs, and cultures</p> <p>Evaluation of the impact of the RE curriculum on pupils' attitudes and sense of identity, aiming for pupils to report increased respect, tolerance, and appreciation for different perspectives, as well as a strengthened sense of their own identity and belonging (survey)</p> <p>Spire RE leads have moderated RE outcomes to inform future assessment</p>

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
					expectations at Trust level
<p><i>4.3 Equip pupils with the knowledge, skills, and understanding needed to be responsible digital citizens</i></p> <ul style="list-style-type: none"> • Conduct a needs assessment to identify key areas of focus for the school community • Develop a comprehensive digital citizenship curriculum tailored to the school's context and needs • Provide staff training on delivering the digital citizenship curriculum effectively and confidently • Integrate digital citizenship lessons and activities across relevant subject areas and year groups • Organise workshops, assemblies, and special events to raise awareness of digital citizenship issues • Engage parents and carers in supporting digital citizenship education through workshops and resources • Establish partnerships with local organisations and experts to enhance digital citizenship learning • Monitor and evaluate the impact of the digital citizenship curriculum on pupils' knowledge, skills, and behaviour • Regularly review and update the curriculum to address emerging issues and technologies 	<p>Spire Hub EHT/HoS/DHT Class teachers Parents</p>	<p>Hub Plan Surveys CPL Parent workshops Links with PCSO</p>	<p>A comprehensive digital citizenship curriculum that covers online safety, digital literacy, healthy technology use, and digital rights and responsibilities has been created as part of computing curriculum</p> <p>Initial staff training on delivering the digital citizenship curriculum effectively</p> <p>Baseline assessment of pupils' knowledge, skills, and understanding related to digital citizenship conducted for KS2</p> <p>Digital awareness survey for parents completed too</p>	<p>Digital citizenship curriculum being implemented across all year groups, with 100% of disadvantaged pupils participating in lessons and activities</p> <p>Pupil surveys, and feedback, show at least 70% of pupils demonstrate increased knowledge, skills, and understanding of digital citizenship</p> <p>Follow-up support and training to staff based on identified areas for improvement</p> <p>Engage parents and carers in supporting digital citizenship education through workshops and resources, with at least 60% of families participating through clicks/views/survey feedback</p>	<p>90% of pupils demonstrating key knowledge, skills, and understanding related to responsible digital citizenship</p> <p>85% of pupils and parents to report increased confidence in navigating the digital world safely and responsibly</p> <p>Case studies demonstrating the impact of digital citizenship education on pupils' personal development and online experiences have been created to capture impact of curriculum on disadvantaged pupils</p> <p>Plan for the sustainability and continuous improvement of the digital citizenship curriculum in the next academic year is in place</p>

Priority 5: EFFECTIVENESS OF EARLY YEARS PROVISION–QUALITY AND STANDARDS

All learners to get off to a flying start, regardless of barriers and for staff to provide an excellent learning environment.

Success criteria:

5.1 Provide comprehensive CPL for all new adults working in Foundation Stage 1 and 2, ensuring they understand their role in supporting early learning and development and can effectively contribute to high-quality Early Years provision.

5.2 Establish clear systems for teaching self-regulation skills to Early Years children, embedding these within daily routines and learning activities to support children's emotional development and readiness for learning.

5.3 Develop and implement strategies to ensure all children in the Early Years are actively engaged in communication and language development, with particular focus on supporting those who are experiencing disadvantage to build their verbal communication skills and vocabulary base.

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<p><i>5.1 Provide comprehensive CPL for all new adults working in Foundation Stage 2</i></p> <ul style="list-style-type: none"> Regular EY specific monitoring and evaluation to ensure regular, specific and bespoke feedback for EY team Mandatory attendance at EY CPL with SLT link Peer SLT teacher to model best practice weekly Experienced EY mentor and weekly meetings with EY class teacher Effective communication between school and requirements of OITT Apprenticeship Specifically linked to ET staff appraisal targets 	EY CT SENDCo HoS/EHT	DSAT/OITT CPL Release time Peer obs time Coaching trios Appraisal	100% of new adults have completed the skills audit and training needs have been identified CPL program has been developed and resources have been allocated – monitored by EY Governor Appraisal targets for EY have been set to support professional development Mentor and SLT monitoring gives clear, actionable feedback for whole EY team	100% of new adults have participated in all the planned CPL sessions All adults demonstrate increased knowledge, skills, and confidence in their role – EY Governor visit Feedback and reflection processes have been established and are being used effectively	Appraisal targets have been met through implementation of CPL All adults are effectively contributing to high-quality Early Years provision (AIM) The impact of the CPL program has been evaluated and plans for continuous improvement have been made
<p><i>5.2 Establish clear systems for teaching self-regulation skills to Early Years children</i></p>	EY CT SENDCo HoS/EHT	DSAT/OITT CPL	Baseline data highlights pupils who need additional regulation support	100% of daily routines and learning activities incorporate self-	90% of children demonstrate age-appropriate self-

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> Integrate self-regulation skills teaching into daily routines and learning activities Implementation of PD and SEMH curriculums Create resources and visual aids to support children's understanding and practice of self-regulation Engage parents and carers in supporting self-regulation skill development at home Monitor and assess children's progress in developing self-regulation skills 		Release time Peer obs time Coaching trios Appraisal	Self-regulation skills teaching has been integrated into at least 50% of daily routines and learning activities Intentionality within planned activities supports the delivery and engagement with PD and SEMH curriculum – aligned with EY ELGs Learning observations shows pupils engaging with self-regulation opportunities and staff supporting regulation and modelling co-regulation	regulation skills teaching 70% of children demonstrate improved self-regulation skills compared to the December baseline Parents and carers have been engaged through workshops and resources Pupils needing additional support with regulation have been identified and intervention is in place	regulation skills – GLD achieved PD and SEMH curriculum has been reviewed through EY lens and refined based on observations and feedback Pupils needing additional support have been referred to ELSA Plans for sustaining and further developing self-regulation skills teaching in the next academic year are in place
<p><i>5.3 Develop and implement strategies to ensure all children in the Early Years are actively engaged in communication and language development</i></p> <ul style="list-style-type: none"> Conduct a baseline assessment of children's communication and language skills, identifying those in need of additional support Develop a comprehensive plan for integrating communication and language development strategies into daily routines and learning activities 	EY CT and EY mentor SENDCo HoS/EHT	DSAT/OITT CPL Release time Peer obs time Coaching trios Appraisal	Baseline assessment has been completed and children in need of additional support have been identified Communication and language development plan has been created and staff training has been provided Targeted interventions for children experiencing	Daily routines and learning activities incorporate communication and language development strategies At least 70% of children demonstrate improved communication and language skills compared to the December baseline	At least 80% of children, including those experiencing disadvantage, demonstrate age-appropriate communication and language skills – GLD met The impact of targeted interventions has been

Actions	Responsible person	Resources/ CPL	Monitoring, where we expect to be, who will measure, how and when		
			December	March	July
<ul style="list-style-type: none"> • Provide training for all Early Years staff on effective strategies and interventions for supporting communication and language development • Implement targeted interventions for children experiencing disadvantage or identified as needing additional support • Create a language-rich environment that encourages verbal communication and expands children's vocabulary • Engage parents and carers in supporting communication and language development at home through workshops, resources, and activities • Monitor children's progress in communication and language skills and adjust support strategies as needed 			<p>disadvantage or SaLT needs have been implemented</p> <p>Observations show children are actively engaged in communication and language development activities within provision</p> <p>Learning walk shows learning environment is language rich</p>	<p>Parents and carers have been engaged through workshops and resources</p> <p>90% of pupils receiving intervention have met targets and are partaking in universal offer</p> <p>Governors report EY learning environment promotes language through environment</p>	<p>evaluated, showing significant improvement for supported children</p> <p>Plans for sustaining and further developing communication and language support in the next academic year are in place</p> <p>Through end of year parent consultation report feedback – parents understand how to support CLL development</p>