



School Development Plan 2025 – 2028

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Latest Ofsted Inspection (115952)

What is it like to attend this school?

Pupils thrive in this caring and inclusive community. The school has high expectations for pupils, setting them on the path for 'learning for life'. Pupils typically achieve and behave well. They are enthusiastic about learning and try hard to do their best. The school promotes its values of 'pride, kindness, diversity and community' well. These values help pupils successfully learn how to treat others. Pupils demonstrate an excellent understanding of equality and equity. They are inclusive of each other and respectful of difference. They ensure that everyone feels valued. Pupils show empathy and understanding in how they support each other. Pupils take great care of their environment. They love winning the 'shiny shovel' award for the tidiest classroom. Pupils look forward to the celebration barbecue for the winning classes. Children settle quickly into the early years, building confidence and independence. They benefit from thoughtful support from staff who know them well. Pupils know staff will listen to them if they have a worry. They appreciate access to the 'well-being hub' when they need a bit of extra help. Pupils feel safe in school. Parents and carers are highly complimentary about the school, with comments such as 'we love Tadley School' being typical of many. What does the school do well and what does it need to do better? The school provides a broad and ambitious curriculum. This is sequenced carefully from the early years to Year 6. On the whole, the school has identified the important knowledge pupils should learn and remember over time. Pupils revisit knowledge. They make effective links between subjects, which deepens their understanding.

In the main, teachers make successful adaptations to their teaching for pupils with special educational needs and/or disabilities (SEND). The school swiftly and accurately identifies pupils who need extra help. Staff know the individual needs of pupils with SEND well. Teachers have secure subject knowledge and explain new content clearly. However, some of the tasks pupils undertake do not always help pupils learn the intended subject-specific knowledge. This hinders pupils' learning. Children in the early years get off to a flying start to their educational journey. They are eager to explore new ideas. They engage in stimulating activities that build focus and resilience. They learn to work together well. In the wider curriculum, the school has trialled different ways of checking accurately what pupils remember. This is in its infancy. Sometimes, these checks do not tell teachers what they need to know. Misconceptions are not identified and addressed swiftly enough. This means that, in these subjects, pupils are



not learning as well as they could. A love of reading permeates throughout the school. Pupils talk about their favourite books and authors enthusiastically. The well-structured phonics programme helps pupils learn to read swiftly. Staff teach phonics expertly. Pupils who need extra support to catch up in reading benefit from well-considered interventions. Lunchtimes are a joy to behold. The school has worked successfully in providing pupils with a wide range of activities that support high-quality play, creativity and social skills. Pupils love building dens, dressing up, making loom bands and sledging down the mud hill. They understand risks and ensure that they use equipment appropriately. Pupils behave well in the classrooms as well as in the playgrounds. They know how to behave like a 'star learner', asking and answering questions and being ready to listen.

Clear routines and expectations support pupils to be successful. The school helps pupils grow into kind, respectful and active young people who care about their community and the wider world. Pupils value their leadership roles such as 'well-being ambassadors', prefects and the 'eco-team'. This strengthens their sense of togetherness and helps them grow as confident, capable leaders. The school actively encourages pupils to care for others. Pupils take pride in supporting their class charities, organising activities such as bake sales and a pet food bank. Absence from school has been too high in the past. The school has introduced new and more rigorous approaches to ensure pupils attend school. There has been a vast improvement. Staff feel valued in this supportive and close-knit school community. They appreciate the considered approach leaders have taken to manage workload effectively while implementing a range of successful changes in recent years. Governors know the school well. They provide a well-balanced mix of challenge and support. They are overseeing the transition in leadership effectively. This is helping the school maintain its high standards during this period of change.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and appropriate authority)

- Sometimes, in some foundation subjects, the activities pupils are given do not focus well enough on subject-specific content they need to learn and remember. This means that, in those subjects, pupils are not learning as well as they could. The school should ensure that learning focuses on the intended knowledge and skills so pupils learn and remember more.
- In some wider curriculum subjects, the checks on what pupils are learning are not clear and precise enough. As a result, some gaps in pupils' knowledge are not identified or closed quickly enough. The school should ensure that assessment is used effectively in the foundation subjects to check pupils' understanding and secure the right knowledge in their long-term memory.



How are we doing?

Planning of foundation subjects is now robust as we have aligned our subjects to Kapow Primary Curriculum. Kapow delivers full national coverage for Art and Design, Computing, Design and Technology, French, Geography, History, Music, PSHE/RE and Science. The curriculum is fully sequenced, knowledge-rich and builds on skills; it gives teachers full subject planning and the tools to support the leadership of each curriculum area; it has CPD for teachers to support their own knowledge and understanding; it uses diverse and inclusive resources and the children enjoy the lessons.

- Assessment of foundation subjects is improving. Kapow offers opportunities within the lesson structure to support this process including low stakes retrieval quizzes; knowledge builders and time to reflect on learning. We have created opportunities for children to record what they have learnt in subjects through double-paged spreads and collating evidence of outcomes across the year in each year group to allow teachers the opportunity to moderate children's learning and understanding.

Our School Vision

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

Learning for Life the Tadley Way!

Safeguarding

Safeguarding is effective at Tadley Community Primary School. Systems are embedded which allow staff to raise concerns and track all actions in a professional and appropriate manner. Collaboration with external agencies is good with efficient referral processes in place. Governor visits and Ofsted report confirm that pupils feel safe and that current practice safeguards our school community. We continue to develop ways to ensure all referrals from the community can be received whether named or anonymously.

Inclusion

At Tadley we believe in the importance of inclusivity and are dedicated to providing strong support for SEND children, ensuring they achieve their full potential alongside their peers. Through a focus on high-quality teaching, a knowledge-rich, diverse curriculum and a stimulating



supportive learning environment, we equip children with the skills, knowledge, and confidence they need to excel both academically and in their personal lives.

Curriculum and teaching

Our vision is to cultivate an environment where every child becomes a confident, fluent reader with a deep love for reading, igniting passion for learning that lasts a life-time. The teaching of reading is rigorous and sequenced, and develops pupils' fluency, confidence and enjoyment. We strive for our children to develop deep fluency in number and calculations, laying a solid groundwork for mathematical thinking, reasoning and problem solving.

We aim to foster accurate, expressive and engaging writing skills, enabling children to communicate their ideas effectively and creatively. Our commitment to excellence is reflected in our pursuit of outstanding outcomes for all children, regardless of their starting point.

The school is continuing its work on a robust and engaging foundation curriculum with clear progression and suitable assessments.

As a staff team we use research-based practice to ensure our teaching methods are impactful and that all pupils feel ready to respond to questions set.

We are committed to nurturing a community of learners who are curious, resilient and ready to embrace the challenges of the future, making education a joyful, enriching experience that prepares every child for success in life.

Achievement

Through new initiatives and embedding schemes, introduced post pandemic, our pupil achievement in KS1 has shown great improvement. We continue to develop our monitoring, support and progress tracking in KS2 to ensure pupils gain the best outcomes possible before moving on to the next stage.

We want to ensure that pupils make progress from their starting points, that they know more, remember more and can do more; they learn what is intended, and develop broad and deep subject knowledge across the curriculum.

Pupils develop a strong foundation in communication and language, reading, writing and mathematics. Pupils have the foundational knowledge they need by the end of key stage 1 to ensure that they are ready for key stage 2.



Attendance and behaviour

Our vision is to create a nurturing and inspiring environment where every child develops a deep curiosity about the world, fostering a love of learning that drives them to explore, question and grow. We are committed to instilling excellent learning behaviours, where children take pride in all they do, demonstrate resilience in the face of challenges, and continuously strive for personal and academic excellence. We aim to ensure that all staff create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive.

We want pupils to attend well, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers; if this is not the case, attendance is improving towards national averages and the school's pre-pandemic levels.

We aspire to cultivate exemplary behaviour in our children, characterised by kindness, respect and empathy towards others. Our school will be a safe and supportive space where every child feels valued, loved and encouraged to express themselves with confidence and authenticity. High attendance is integral to our vision, as it reflects a commitment to learning and the importance of every school day.

The relationships between pupils and staff show kindness, courtesy, empathy and respect, reflecting a positive culture with our core values at the heart of all we do.

We have high expectations for all pupils' attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, pupils and parents, including expectations related to mobile phones. Our smartphone free policy shows our commitment to nurturing learners' wellbeing and support of parents in helping learners avoid smartphone addiction.

Through a strong emphasis on positive attitudes and behaviour, we aim to develop well-rounded individuals who not only excel academically but also contribute to a harmonious and compassionate school community. Our children will leave with a sense of pride in their achievements, ready to face the future with resilience, curiosity and a lifelong love of learning.

Personal Development and wellbeing

Our vision is to nurture each child's unique character and potential, fostering a community where diversity is celebrated and differences are embraced. We are committed to guiding our children on a journey of inner growth, where they develop in confidence, emotional intelligence and a deep understanding of their own value.



We aim to build strong, respectful relationships within our school community, encouraging collaboration, empathy and mutual support. Our nurturing culture will provide a safe and supportive environment where every child feels empowered to explore and develop their interests and talents.

Through a focus on life skills, fundamental British values, and personal character, we will equip our children with the tools they need to navigate the complexities of life with resilience, compassion and integrity. Our goal is to help each child grow into a confident, well-rounded individual who values themselves and others, and who is prepared to contribute positively to the diverse world around them. We continue to develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

Pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning and being willing to reflect on their experiences.

Our children are willing to participate in artistic, musical, sporting and cultural opportunities.

Leadership and Management

Our vision is to cultivate a culture of excellence, integrity and innovation, where every decision is made with the best interests of our children at heart. We are committed to leading with a clear, strategic vision that prioritises high-quality teaching, continuous improvement and outstanding outcomes for all.

We will foster a collaborative and supportive environment where staff are empowered to grow professionally, share their expertise and contribute to the school's success. By promoting a culture of open communication, transparency and mutual respect, we will build strong, trusting relationships among staff, children, parents and the wider community.

We will lead by example, demonstrating resilience, adaptability and a commitment to continuous learning. Our focus on effective management will ensure that resources are used efficiently, policies are implemented thoughtfully, and the school environment remains safe, nurturing and conducive to learning. We are committed to ensuring the welfare of our children is at the heart of everything we do, with robust policies and practices that prioritise their physical, emotional and mental well-being.

We strive to foster a culture of vigilance and care, where safeguarding is everyone's responsibility. Our staff will be thoroughly trained and equipped to recognise and respond to any concerns, ensuring that children are protected from harm and receive the support they need.



Our commitment to safeguarding extends beyond the classroom, promoting a culture of respect, kindness and inclusion that permeates every aspect of school life. Through visionary leadership and effective management, we aim to inspire a school community that is united in its mission to provide the best possible education for every child, preparing them for a successful and fulfilling future.

Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.

Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.

Early Years

Our vision is to provide a warm, nurturing and stimulating environment where every child feels safe, valued and inspired to explore the world around them. We are committed to fostering a love of learning from the very beginning, creating a foundation for life-long curiosity, creativity and resilience.

We aim to deliver a high-quality, child-centred curriculum that is rich in play-based learning opportunities, tailored to meet the unique needs and interests of each child. Through a balanced approach that combines structured activities with free exploration, we support the development of essential skills in communication, social interaction and problem-solving.

Through our commitment to excellence, continuous improvement and a deep understanding of early childhood development, we aim to provide an outstanding Early Years education that lays the foundation for future success. Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development.



SDP Priorities 2025-2028

Safeguarding

Embedding a culture of safeguarding.

- Increased communication of online safety concerns with the local community.
- Ensure safeguarding protocols are followed in AP and external providers linked to the school.
- Identify and support families who need support from other agencies.

Inclusion

Support for disadvantaged students is high priority for all staff.

- Set high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- Embed a culture in which early and accurate assessment of pupils' needs is prioritised
- Work closely and effectively with pupils, parents, professionals and staff, and ensure that pupils' and parents' views and aspirations are included in decision-making about support for pupils.
- Achieve equality objectives outlined in the policy.
- Embedding The Role of the Adult (SEND).

Curriculum and teaching

Improving Writing and Maths Outcomes for ALL (Increased GDS in all areas).

- Embedding Planning and Assessment in the Foundation Curriculum.
- Summative and formative assessment is effective to ensure pupils maintain good levels of progress.
- Leaders design a high-quality, ambitious curriculum for all pupils.

Achievement

Improved outcomes in all national tests.

- Narrow the gap in attainment and progress between disadvantaged and non- disadvantaged pupils.
- Ensure pupils produce high-quality work that reflects the breadth and depth of their learning. (effective task design)



Attendance and behaviour

Maintain Good Learning Behaviours for ALL.

- Continue to improve good Attendance for ALL (particularly PA pupils).
- Continue to embed a School Culture of Kindness, Pride, Community and Diversity.
- Improved collaboration with parents and external agencies to support improvement in behaviour and attendance.

Personal development and well-being

Improving the Well-Being and Mental Health for Children.

- Broadening Opportunities for ALL children.
- Improving links and events within the community and local charities.
- Improve proactive support for families to support with the cost-of-living crisis

Early years in schools

Developing Social, Emotional and Mental Health Skills.

- Improving Communication and Interaction for ALL.
- Letter formation prioritised in line with new writing framework to improve writing outcomes.

Leadership and governance

Increase school's financial stability by effective use of funds and continual review of expenditure vs impact.

- Recruit to the governing body and develop expertise of governors in new roles.
- Increase staff confidence in delivering whole school initiatives.



Safeguarding

Priority	Action	Cost Implication	Success Criteria
<p>Embedding a Culture of Safeguarding</p>	<p>Create boxes for each classroom – what I wish my teacher knew about me ...</p> <p>Assemblies/RSE/PSHE to focus in on being safe, what they mean and how children know.</p> <p>Review and reflect on our curriculum to ensure contextual safeguarding and identified areas of safeguarding relevant to our children are represented and taught.</p> <p>Pupil surveys to identify key areas to improve and check understanding. Newsletters will contain updates for parents.</p> <p>Develop anonymous method or reporting safeguarding concerns (google form and physical drop box).</p>	<p>Costs £300 – Curriculum team cover No cost identified.</p> <p>Time 18 hours of assemblies as described above focusing on values. Pupil survey time in class.</p>	<p>Children will feel confident that they can share their worries and concerns.</p> <p>Surveys will demonstrate children’s voice is listened to and acted upon. The curriculum will cover contextual safeguarding support for all children.</p> <p>Parents will understand safeguarding and how we support children and families.</p> <p>Variety of methods used by the community to report safeguarding concerns to the school.</p> <p>To provide ‘what I want my teacher to know ...’ boxes across the school to support children in being able to share concerns and worries in an indirect way to adults in school.</p> <p>At least 50% of assemblies will focus on being safe to ensure children know what it means and how to make sure they are being safe and when things may be unsafe.</p> <p>Our whole Tadley community are aware of safeguarding procedures and feel confident in reporting issues.</p>



			<p>Leaders have established an open culture in which safeguarding is everyone's responsibility.</p> <p>Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day).</p>
<p>Increased communication of online safety concerns with the local community.</p>	<p>National online safety posters shared with parents to increase awareness of key risks.</p> <p>Community communication/workshops held to help people navigate online safety and spread awareness of online dangers.</p> <p>Improved pupil safety and wellbeing with reference to use of devices</p> <p>Promotion of smartphone free initiative and policy</p> <p>Parental communication continued Policy articulated and enforced in school.</p>	<p>Cost Staff time to promote through newsletter, letter and webinars.</p> <p>Time Senior staff time to promote and monitor.</p>	<p>Pupils and parents know who to go to for support. All staff are vigilant and carry out their responsibilities effectively to keep pupils safe.</p> <p>Increased parental pact sign up.</p> <p>Reduced incidents of phone related bullying or wellbeing issues.</p> <p>No smartphones in school by Sept 2026.</p>
<p>Ensure safeguarding protocols are followed in AP and external providers linked to the school.</p>	<p>Risk assessments and safeguarding protocols quality assured by leaders to ensure provision is safe.</p>	<p>Cost Staff time to promote through newsletter, letter and webinars.</p> <p>Time Senior staff time to promote and monitor.</p>	<p>Staff understand the signs of possible safeguarding concerns. Leaders know and fulfil the statutory requirements for safeguarding.</p>



<p>Identify and support families who need support from other agencies.</p>	<p>Improved link with support available in the community. Senior team attendance at wellbeing hub meetings and support communicated to families. Trial of new schools' key worker with citizen's advice implemented and referral process managed in school.</p>	<p>Cost Staff time to promote through newsletter, letter and webinars.</p> <p>Time Senior staff time to promote and monitor.</p>	<p>Multi-agency working is effective.</p> <p>Wellbeing links/events are shared regularly with the community.</p> <p>Case worker referrals have impact with families in need.</p>
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Inclusion			
Priority	Action	Cost/Time Implication	Success Criteria
<p>Support for disadvantaged students is high priority for all staff.</p>	<p>PP statement is well structured and shows impactful use of funds.</p> <p>Data of disadvantaged is scrutinised and key actions to support individuals are outlined in rapid achievement plans.</p>	<p>Cost Staff time PP funding</p> <p>Time Senior staff time to evaluate and monitor.</p>	<p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively</p>
<p>Set high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p>	<p>Data of disadvantaged pupils is rigorously monitored, and appropriate interventions are put in place to address barriers to learning.</p>	<p>Cost Staff time External programmes/tutors were needed. PEP funding may be applied.</p> <p>Time Senior staff time, teacher's time to monitor and update achievement plans.</p>	<p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed.</p> <p>Leaders have high expectations for these pupils.</p>
<p>Embed a culture in which early and accurate assessment of pupils' needs is prioritised.</p>	<p>Review current assessments and baselines in place. Regularly meet to discuss disadvantaged progress.</p>	<p>Cost Staff time. Assessment costs TBC</p>	<p>Leaders monitor the progress of pupils with SEND, and review adaptations and support</p>



		<p>Time Senior staff time to promote and monitor.</p>	<p>systematically, making any necessary changes to improve their learning and/or well-being. Leaders support successful transitions for pupils with SEND.</p> <p>NPQSEN award achieved.</p>
<p>Work closely and effectively with pupils, parents, professionals and staff, and ensure that pupils' and parents' views and aspirations are included in decision-making about support for pupils.</p>	<p>Parent engagement group, SEN coffee mornings and PEP meetings all gauge parental/carer review and help to build pupil aspirations.</p> <p>Parent workshops on phonics, SATS, curriculum and school issues gather parental voice.</p> <p>Workshops in Reading, Maths and Writing.</p> <p>Workshops to support mental health.</p> <p>Regular opportunities for parents to be involved in school activities.</p> <p>Surveys to gain understanding of what parents want and how we can support them more.</p> <p>Parental engagement group introduced (3 times a year) topics decided by surveys or trends in school.</p>	<p>Cost Staff time. Parent coffee morning £30</p> <p>Time Senior staff time to promote and monitor.</p> <p>Costs £300 - Cover for workshops</p> <p>Time 1 hour for each Workshop time for reading, writing, maths and mental health. Survey preparation and implementation.</p>	<p>Improved parent/carer voice about support in place.</p> <p>Closer partnerships and improved aspirations of pupils and parents for disadvantaged pupils.</p> <p>Parents will feel they understand the school ethos and how their children learn in school and how they can support them. Improved uptake in school parental surveys with demonstrable changes made by the school based on these.</p> <p>Parent attendance at PEG is sustained and parents' surveys feel parent voice is considered in school improvement.</p> <p>Reading, maths and writing workshops for parents will increase their knowledge and understanding of how our school teaches these</p>



			<p>areas and what they can do to support at home.</p> <p>Mental health and wellbeing workshops will support parents in supporting their children at home in collaboration with the school.</p> <p>Parental engagement will be high and demonstrated in parental surveys.</p>
<p>Achieve equality objectives outlined in the policy:</p> <p>Carry out actions to determine how BAME groups perceive the school and how all in the community can appreciate the perspectives of others around</p> <p>Ensure that the school curriculum positively reflects, celebrates and appeals to the range of pupils from differing ethnic backgrounds</p> <p>Provide pupils with an insight into the lives, needs and issues related to people who are disabled</p>	<p>Complete Inclusion project audit provided by LA.</p> <p>To hold an INSET day for staff to come together to discuss own experiences/opinions etc of BAME related issues in order to further understand the perspectives of others and identify development areas. To survey the pupils, staff and parents to determine their perceptions of inclusion within the school.</p> <p>To continue to review and develop the school curriculum to ensure that there is scope to teach issues and subjects which reflect the varying heritages and backgrounds, of a range of pupil groups.</p>	<p>Costs None identified</p> <p>Time Resourcing cost of events</p>	<p>Involvement in LA lead Inclusion Diversity Project to become equality rights advocates.</p> <p>Staff will report that they have a greater understanding of the issues, needs and opinions of those whose ethnic or cultural background is different from their own.</p> <p>The curriculum will deliver on a range of subjects and issues that reflect, celebrate and appeal to the range of pupils from differing ethnic backgrounds</p> <p>Pupils report that the day was beneficial for them and that they have a greater awareness of the associated issues.</p>



	Hold a Disability Awareness Day and assemblies throughout the school year that inform pupils about disabilities.		
Embedding The Role of the Adult (SEND)	<p>CPD in LSA meetings half termly.</p> <p>CPD for teachers on supporting children when needs in their class.</p> <p>Peer observations for LSAs to support CPD.</p>	<p>Costs No costs identified – peer observation already covered.</p> <p>Time 12 hours SENCO time for LSA training. Staff meeting CPD already covered above.</p>	<p>SEND children feel supported but also gaining independence in class and in their learning.</p> <p>LSAs report confidence in their role and the support they are giving to children.</p> <p>CPD/staff surveys are positive regarding CPD opportunities available.</p>

Teaching and Curriculum

Priority	Action	Cost/Time Implication	Success Criteria
Improve Writing and Maths Outcomes for ALL	<p>Embed the fiction writing curriculum to ensure grammar is being taught alongside writing skills.</p> <p>CPD on non-fiction writing following the Write Stuff method.</p> <p>Rapid Achievement children identified to support in lessons and during LSA intervention time.</p> <p>Half termly writing data used to inform next steps for teachers and writing lead.</p>	<p>Cost £1,300 - Cover for English Writing Lead x 13 weeks x ½ day. £1,300 – Cover for Maths Leads x 13 weeks x ½ day £3,705 - 60 mins writing intervention Y6 daily by HLTA. £3,705 – 60 mins maths intervention Y6 daily by HLTA.</p> <p>Time 60 mins LSA time Y1-Y5 weekly. 15 hours Staff Meeting for Writing & Maths CPD.</p>	<p>Increase % of children attaining ARE+ in Writing and Maths to national levels in all year groups. (Linked to our own Sentence Skills progression document which is broken down into small steps to ensure coverage and understanding.)</p> <p>Increase % of children attaining GDS in Writing and Maths to at least 5% in all year groups.</p>



	<p>Embed our mastery approach in all maths lesson focussing on fluency and variation.</p> <p>Continue to focus on Mastering Number in Year 4, 5 & 6.</p> <p>Book scrutiny in writing to see where gaps are and CPD on how to support children improving writing.</p> <p>Review learning journeys in writing and ensure GDS opportunities and explicit modelling is used throughout the unit of work.</p> <p>Continue to develop the maths curriculum as we are to ensure fluency and variation but look at ways to allow GDS mathematicians to transfer their skills.</p> <p>Ensure parent workshops are in place to support parents (recorded versions available) e.g. phonics, SPAG and maths (fractions).</p> <p>Trials of maths whizz or similar EEF linked programmes to support with interventions (if required).</p>	<p>PPA time for Rapid Achievement Plans Maths whizz £20-30 pp if required for an intervention option. Possible funding available.</p>	<p>Improved combined outcomes RWM.</p> <p>Adaptive teaching is effective-evidenced by learning walks and lesson observations.</p> <p>Books show progress and misconceptions addressed.</p> <p>Interventions are timely and have impact. Embed tracking of number knowledge in KS1.</p> <p>Parents aware when pupils not on track to achieve ARE and workshops offered to support improvement.</p> <p>Parental workshops have increased attendance throughout the year.</p> <p>Maths interventions are trialled and evaluated.</p> <p>Staff are given time to attend other settings to share good practice.</p> <p>Wow writing is launched and embedded through the year, and profile of quality writing is raised within school.</p>
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	<p>Staff to visit schools with 90%+ (similar demographic) results to share good practice</p> <p>Trial wow writing reward scheme to promote high-quality writing.</p>		<p>Teachers given time to share curriculum expertise and/or resources across schools.</p> <p>Leaders have a comprehensive understanding of the quality of curriculum and teaching across the school.</p> <p>Leaders deploy staff effectively so that all pupils have access to high-quality teaching.</p> <p>Staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design, formative assessment and adapting their practice to meet pupils' needs .</p>
<p>Embedding Planning and Assessment in the Foundation Curriculum</p>	<p>CPD in staff meetings on effective use of KAPOW and assessment strategies.</p> <p>Develop and embed Tadley's coherent framework for assessment in foundation subjects – Geography, History, Science & RE.</p> <p>Review & update planning across the year.</p>	<p>Cost</p> <p>£600 - Cover for Curriculum Team x 1 ½ day per half term.</p> <p>£1,275 – KAPOW curriculum subscription.</p> <p>Chrome book or laptop purchase £440 per laptop x15</p> <p>Time</p> <p>6 hours Staff Meeting for Curriculum CPD.</p>	<p>Staff report increased confidence in planning and assessment.</p> <p>A coherent and clear progress and assessment framework in Geography, History, Science and RE is developed over the year.</p> <p>Teachers are clear on what ARE looks like in Geography, History, Science and RE.</p>



Continue to work alongside teachers to ensure assessment is being used at the end of a unit but also throughout to give quality feedback.

Continue to pilot assessment sheets and evaluate their usefulness going forward. Formalise assessment processes across the foundation curriculum.

Continue to develop ways for children to showcase their learning through double page spreads but also how they might do this for other subjects that do not lend themselves to this method.

Research/source increased funding for technology to support improvement of computing curriculum delivery.

Research opportunities for specialist teaching/ visitors of some curriculum areas e.g. French, PE, RE.

Website shows new curriculum information for parents. Trips and activities link with curriculum changes.

Increased access to technology for computing curriculum. Technology across school is updated to allow for better curriculum content delivery.

Research and use where possible, specialist resources (PE/MFL/Computing) or teaching opportunities throughout the year, particular in KS2.

Lessons will be clearly sequenced and build on prior learning in all subjects so that children are able to recall and articulate their own previous learning and how it links to their current learning. Kapow curriculum is amended based on class need and assessment styles needed.

The curriculum team will continue to build on their positive impact and work together to support teachers across the school through staff training.



			<p>Teachers will be able to assess a child's progress in Geography, History, Science and Art accurately and adapt learning accordingly Resources will be developed and improved; these will be linked to assessment success criteria.</p> <p>Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.</p>
<p>Summative and formative assessment is effective to ensure pupils maintain good levels of progress.</p>	<p>Improved engagement of all pupils in their learning.</p> <p>Staff use a wider range of strategies to assess learning.</p>	<p>Cost None</p> <p>Time Staff time to complete peer observations.</p>	<p>Learning walks and pupil voice show that pupils are engaged in learning and feel ready to answer questions.</p> <p>Range of EFA techniques seen in pair observations.</p>
<p>Leaders design a high-quality, ambitious curriculum for all pupils.</p> <p>Improved performance and opportunities for More Able pupils</p>	<p>Improved challenge across the curriculum for More Able pupils.</p> <p>Increased opportunities for competitions and ability to highlight talents.</p> <p>Uptake to Hurst led opportunities for more able is improved.</p>	<p>Cost Staff time to promote through challenge walls, newsletter, letters, trips and webinars.</p> <p>Time Staff time to promote and monitor.</p>	<p>MA pupil voice is positive. Increased GDS outcomes. Challenge tasks evident in learning walks and monitoring.</p> <p>Writing frameworks and banked materials for standardisation are created.</p> <p>Leaders to create a bank of GDS objectives for RWM. Reading objectives have been created for all</p>



			year groups and sent out to staff to increase staff knowledge of a GDS child and what is expected of them at the EOY.
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Achievement			
Priority	Action	Cost/Time Implication	Success Criteria
Improved outcomes in all national tests.	<p>QLA is used to tackle key areas of performance.</p> <p>Monitoring and assessment schedule for the year trial shared with staff.</p> <p>Interventions and workshops created to aid revision of key areas.</p>	<p>Cost Staff time QLA, workshops Revision books – Parental contribution.</p> <p>Time Staff time to promote and monitor.</p>	<p>Pupils' attainment and progress in national tests and examinations compare with national averages.</p> <p>Increase % of Disadvantaged being ARE+ in reading, writing and maths to be in line with national %.</p> <p>Increase % of boys being ARE+ in Reading by at least 15% and writing by at least 25%.</p> <p>Increase % of children attaining ARE+ in Writing and Maths to national levels in all year groups.</p> <p>Increase % of children attaining GDS in Writing and Maths at least 5% in all year groups.</p>
Narrow the gap in attainment and progress between disadvantaged and non- disadvantaged pupils.	Regular reviews of disadvantage pupil progress.	<p>Cost £3,900 - Leadership time for Disadvantaged lead – 39 weeks. £420 - Coaching for Lead x 3.</p>	The progress of disadvantaged pupils is in line with the progress of non-disadvantaged pupils nationally.



	<p>Support parental/child workshops trialled to cover key areas of learning.</p> <p>Reallocate Disadvantaged children champion to lead on this area in the school.</p> <p>Have clear baseline assessment for these groups of children in R,W,M. CPD for effective teaching and learning strategies for all groups.</p> <p>Ensure children are discussed in Pupil Progress Meetings & track improvements through Rapid Achievement Plans.</p> <p>To look at how we assess SEND children individually to ensure that we are identifying barriers in each subject and using interventions and class time to fill these gaps.</p> <p>Participation in borough led inclusion project.</p>	<p>£832 - Insight Tracking System Subscription.</p> <p>Time 39 hours - SENCO time 6 hours Staff Meeting for CPD on T&L for groups of learners. PPA time for Rapid Achievement Plans 3 hours Appraisal time</p>	<p>Increase % of SEND being ARE+ in reading, writing and maths to be in line with national %.</p> <p>Increase % of boys being ARE+ in Reading by 15% and writing by at least 25%.</p> <p>Increase % of SEND being ARE+ in reading, writing and maths in line with national.</p> <p>Increase % of Disadvantaged being ARE+ in reading, writing and maths in line with national.</p> <p>Regular meetings with Middle leaders and Senior staff show the gap is narrowing throughout the year.</p> <p>Inclusion self-evaluation toolkit completed.</p>
<p>Ensure pupils produce high-quality work that reflects the breadth and depth of their learning (effective task design).</p>	<p>Moderation opportunities across schools introduced to share good practice.</p>		<p>Pupils, at each phase, are ready for the next stage of education.</p> <p>Presentation and handwriting reminders/expectations are embedded across the school. Handwriting plans and progression</p>



			<p>documents have been created for EYFS, KS1 and KS2.</p> <p>Two-page spreads, other assessment methods and book work shows high-quality work which pupils are proud of.</p>
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Attendance and behaviour

Priority	Action	Cost/Time Implication	Success Criteria
<p>Continue to improve good Attendance for ALL (particularly PA pupils).</p>	<p>Continue to give time (fortnightly) Attendance Champion to work with families and children and to promote attendance across our school.</p> <p>Increase awareness of attendance in school through newsletters/flyers etc.</p> <p>Ensure all staff are compliant with new government guidance. CPD for staff on school culture and attendance.</p>	<p>Cost £3,900 - Leadership time for Attendance lead.</p> <p>Time 15 mins weekly newsletter updates. 6 hours staff meeting on school culture and attendance CPD.</p>	<p>Parents will have a clear understanding of attendance laws.</p> <p>Overall attendance is broadly in line with national averages or shows an improving trend over time.</p> <p>Children’s attendance will increase to at least 96% across the year. Persistent absent will reduce to below national figures.</p> <p>SEND & disadvantaged attendance will be in line with national figures.</p> <p>Increase ALL PUPILS attendance to be 96%.</p> <p>Increase SEND and Disadvantaged attendance to be in line with at least national but aiming for 96%.</p>



<p>Embedding Good Learning Behaviours for ALL</p>	<p>CPD for all staff on behaviour and how we support children who challenge us.</p> <p>Assemblies and class PSHE/RSE time spent on behaviour with positive messages.</p> <p>Embed the behaviour curriculum across the school to ensure consistency from all adults at all times & classroom disruption is dealt with effectively.</p> <p>Track and monitor break and lunch time behaviours to develop proactive plans to support children who find unstructured time difficult to manage.</p> <p>Continue to embed the behaviour curriculum across the school through class lessons.</p> <p>Develop use of sensory circuits and movement breaks to encourage pupils to reduce time outside of learning area.</p>	<p>Cost £663 - Play Leader to lead OPAL £760 - Cover costs for peer observations 1 hour a week.</p> <p>Time 3 hours staff meeting on behaviour & support. 18 assemblies on behaviour expectations linked to values. Curriculum Lessons PSHE/RSE</p>	<p>Consistency across the school on how positive behaviour is taught to our children.</p> <p>Disruption free classrooms. Lunch and break time behaviour incidents reduced.</p> <p>Leaders and staff establish appropriate routines and explicitly teach and model the behaviour they expect from pupils.</p> <p>Approaches are adapted to meet pupils' individual needs as necessary.</p> <p>Leaders train and support teaching and non-teaching staff to challenge poor behaviour, including low-level disruption that prevents learning, and they agree on consequences for poor behaviour and apply these confidently and consistently</p> <p>Leaders ensure that the school has a culture in which staff are trained and empowered to deal with child-on-child violence</p> <p>Pupils feel confident reporting incidents of bullying, aggression, unlawful discrimination or</p>
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			<p>derogatory language when these occur.</p> <p>Leaders and staff use timely, well-chosen, targeted interventions to support those who need additional help in meeting and sustaining the school's high expectations of attendance, behaviour and attitudes to learning.</p>
<p>Continue to embed a School Culture of Kindness, Pride, Community and Diversity.</p>	<p>Assemblies on our values across the year – whole school.</p> <p>Community charity projects as part of our values work.</p> <p>School council supporting values and how we embed them into school.</p> <p>To continue to cover values in assemblies. It would also be good for every class to look at what each value means to them and in a staff meeting – what does this look like in our professional lives.</p>	<p>Cost £600 - School Council Leader time –1/2 day 6 times a year.</p> <p>Time Break times for School Council Meetings.</p> <p>As above – 18 assemblies linked to values.</p>	<p>Children will be able to talk about our four values and what they mean.</p> <p>Staff and children will be seen to demonstrate our four values. School council will feel successful in promoting our values and develop leadership skills in these.</p> <p>Improved community links.</p> <p>Improved understanding of equality and diversity for staff and pupils.</p> <p>Children will be able to talk clearly about our four values and what they mean in our school and for them individually.</p>



			<p>Staff and children will demonstrate our values through the actions and words they use.</p> <p>Introduce school trips or visitors to site that celebrate diversity and increase cultural capital.</p>
<p>Improved collaboration with parents and external agencies to support improvement in behaviour and attendance.</p>	<p>AP providers used when needed to support pupil behaviour.</p> <p>Attendance policy followed and parenting meetings held when necessary.</p> <p>Meetings with parents/carers held where necessary.</p>	<p>Cost SLA for attendance Certificates and assemblies for attendance Behaviour rewards</p> <p>Time Staff time – fortnightly release of attendance lead where possible.</p>	<p>Parental meetings regarding behaviour and attendance are well managed and have impact.</p> <p>External agency support is used in a timely manner.</p>

Personal Development and wellbeing			
Priority	Action	Cost Implication	Success Criteria
<p>Improving the Well-Being and Mental Health for Children</p>	<p>Develop role of pupil wellbeing champions to be led by the pastoral team.</p> <p>CPD for staff on EBSA & mental health in children.</p> <p>Attendance Lead to support families.</p>	<p>Costs £7,985 - ELSA for 2 days a week £18,438 - Pastoral/Behaviour Lead – 5 days a week. £400 - Costs of equipment for Wellbeing Hublet. £2,687.15 – Lunch Play Leader</p> <p>Time</p>	<p>Children will feel supported in school and listened to by adults.</p> <p>Children will feel safe in school and want to attend.</p> <p>Staff will understand barriers to school attendance and mental health needs of children.</p>



	<p>Parental workshops on mental health for children and how to support.</p> <p>Pastoral team out of class to support across the school with mental health.</p> <p>Wellbeing Hublet set up in KS1 Continue to provide strong play opportunities for all pupils through OPAL at lunch time</p>	<p>Break times to meet Wellbeing Team 3 hours twilights (Inset) on EBSA Attendance Lead time during protected leadership time. 2 x 1hour workshops for parents. Pupil voice collected.</p>	<p>MyHappyMind resources used effectively. Parent workshops attended.</p> <p>Evaluation of new wellbeing spaces is positive. OPAL platinum status maintained and pupil voice about opportunities are positive.</p> <p>To provide play opportunities that are active and increase wellbeing through OPAL and access to the wellbeing hub and hublet.</p> <p>Ensure all staff are trained in effective support for children who struggle to attend school including EBSA training.</p> <p>To continue to embed our pastoral support offer to children in our school including KS1 Wellbeing Hub.</p> <p>Pupils can recognise online and offline risks to their well-being enabling pupils to recognise the dangers of using technology and social media inappropriately.</p>
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			<p>Pupils have an age-appropriate understanding of healthy relationships.</p>
<p>Broadening Opportunities for ALL children</p>	<p>Introduce more clubs for children to attend.</p> <p>Review school trips to ensure wide experiences for children. Give children a voice in what we offer through surveys.</p> <p>Target disadvantaged children to ensure clubs are attended by them and support financially where necessary.</p> <p>Improved transition opportunities for pupils in year 6. E.g. transition mentors, business events or visits from secondary feeder.</p> <p>Improved careers curriculum for years 5/6 (Including careers fair).</p> <p>Ensure use of sports premium grant is recorded and impactful.</p> <p>Create and launch a KS2 pledge for pupils to show their charity and extra-curricular participation.</p>	<p>Costs £1,640 - PP funding for clubs/music lessons.</p> <p>Time 1 hour Review time for trips in staff meeting Pupil surveys in class.</p>	<p>Children will experience different activities across the year.</p> <p>Disadvantaged children will have opportunities to experience different clubs and music lessons.</p> <p>Children will be able to develop their own talents and skills.</p> <p>Uptake in clubs will have increased.</p> <p>Increased transition events and support with Secondary feeders.</p> <p>Pupils more aware of careers and routes in education. More opportunities for business events and competitions.</p> <p>Sports premium impact statement shows effective use of resources including possible use of external coaches to improve expert provision.</p> <p>KS2 pledge allows learners to show their community contributions and charity work. Improved sense of</p>



	<p>Research and design an enrichment passport for all Tadley learners to complete from year R to 6.</p> <p>Review the house system profiles and discuss improvement with school council/house captains.</p> <p>Increase house competition opportunities e.g. house spelling bee; singing competition; poetry competition; art competition; master chef.</p> <p>Raise profile of house points – link to reading achievement, sports achievement etc.</p>		<p>courageous advocacy with learners in designing own opportunities to support charities.</p> <p>Enrichment passport is researched and designed ready for roll out ahead of Sept 2026.</p> <p>Increased club offer by 25% across the year to broaden experiences for children focussing on disadvantaged children attending these.</p> <p>Increased trip/visitor opportunities Research into a one/two night residential to build confidence ahead of year 6 residential.</p> <p>The personal development programme is an entitlement for every pupil. Leaders track participation.</p>
<p>Improving links and events within the community and local charities.</p>	<p>Increase opportunities to visit or host local groups within the community.</p> <p>Raise awareness with pupils about community projects and companies within Tadley.</p> <p>Assemblies/PSHE/RSE to focus on community and kindness and the act of giving.</p>		<p>150th anniversary events created and well attended.</p> <p>Wellbeing hub meetings, voluntary mentors and citizens advice key worker referrals have a positive impact on families.</p> <p>Pupils become responsible, respectful and active citizens who</p>





			Choir and EYFS visits to Bethany Care Home.
Improve proactive support for families to support with the cost-of-living crisis	<p>Link with citizen's advice key worker. Support for local food bank</p> <p>Signpost discounts and support available for families in the local area.</p>	<p>Costs Funded by citizen's advice</p> <p>Time TBC</p>	<p>Take up of keyworker support and advice.</p> <p>Parent surveys positive about the support signposted.</p> <p>Review of costs of school contributions and support offered to families to ensure pupils do not miss out and continue to increase cultural capital.</p>

Early Years			
Priority	Action	Cost Implication	Success Criteria
Developing Social, Emotional and Mental Health Skills	<p>EY to introduce ZoR to teach children to label and identify their emotions.</p> <p>Model and explicitly teach strategies to support emotional regulation.</p> <p>Review children's SEMH needs in Autumn Term and target those that need extra support with ZoR intervention.</p>	<p>Costs £295 - Widgit subscription. £100 - ZoR resources purchased as required.</p> <p>Time Class time to teach ZoR. Review of children to be targeted. Creating Widgit resources.</p>	<p>Children will be able to relate their feelings and emotions to the zones and know ways to support themselves through taught strategies.</p> <p>Targeted children will have made progress in their ability to understand their emotions and accept co-regulation or independently support themselves.</p>



	<p>Use visual support from Widgit Online to support strategies.</p> <p>Parent workshops run and recorded.</p>		<p>Attendance at workshops is high.</p> <p>Pupils can articulate some zone information when asked.</p> <p>Children will demonstrate confidence in their speaking and listening skills through performances and everyday interactions.</p> <p>GLD for Communication and Interaction will be a strength in our end of year assessments.</p>
<p>Improving Communication and Interaction for ALL</p>	<p>Review our Early Years environment for language rich opportunities and create a plan to enhance this – through talk, explicit modelling, books & stories and singing.</p> <p>Embed learning through play and talk opportunities where children have to collaborate and engage in communication with adults and children.</p> <p>Provide opportunities for children to perform to live audiences to practise their skills.</p>	<p>Costs No direct costs involved.</p> <p>Time Review of EY area. Creating and implementing language rich opportunities in the environment. Practise and presentation of performances to live audiences.</p>	<p>Children will talk confidently to each other and to adults.</p> <p>Children will be able to perform with confidence to live audiences.</p> <p>The environment will be noted to have extensive language opportunities during learning walks. Planning will demonstrate clear provision for rich language opportunities.</p> <p>All children have access to an ambitious curriculum ensure that staff use assessment well to make any necessary changes to teaching and/or the curriculum,</p>



	<p>Improved play area in Reception outdoor area supports collaborative play and communication.</p>		<p>including sharing information with Year 1 teachers when children move to key stage 1.</p> <p>Staff engage children in high-quality interactions to develop their knowledge and vocabulary.</p> <p>Leaders make sure that early year's teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1.</p> <p>There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.</p>
<p>Letter formation prioritised in line with new writing framework to improve writing outcomes.</p>	<p>Handwriting protocols clarified, training of staff completed, and assessments show the policy is in place.</p>	<p>Cost Staff time Handwriting resources TBC</p> <p>Time Staff time Leadership time to review and monitor.</p>	<p>Focus on letter formation given high priority (Writing framework 2025)</p>

Leadership and Management



Priority	Action	Cost Implication	Success Criteria
<p>Increase school's financial stability by effective use of funds and continual review of expenditure vs impact.</p> <p>Review use of school funds and research opportunities for revenue and use of school site.</p>	<p>Evaluate use of current SLAs. Complete appropriate tender/bid processes to ensure services are the best value.</p> <p>Research and roll out plans for use of additional space within school.</p> <p>Investigate grants and revenue potential to support school budget.</p> <p>Effective use of volunteers and funds raised by PTFA.</p> <p>Review school staffing structure with 1 form entry intake changes.</p>	<p>Cost Staff time.</p> <p>Time Leader time and PTFA time to complete grant processes.</p>	<p>Leaders have a reflective understanding of the school's strengths and areas for development and consider ways to use the site to increase revenue.</p> <p>Increased revenue generation.</p> <p>Grants successfully applied for and used to benefit pupils.</p> <p>PTFA funds are used well to improve opportunities for all pupils.</p> <p>The staffing structure is cost effective and supports improvement of budget forecasts.</p>
<p>Recruit to the governing body and develop expertise of governors in new roles</p>	<p>Continue to add expertise to the governor body by recruiting new governors and completing appropriate training.</p> <p>Use local community and governor contacts to research possible funding and grant opportunities.</p> <p>Link with The Hurst alumni to encourage ex pupil participation in governors and school events.</p>	<p>Costs None identified.</p> <p>Time Leader and governor time</p>	<p>Advertising of role allows successful recruitment of community and parent governors.</p> <p>Governor skills audit allow training to be well timed and impactful.</p> <p>Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and</p>



			<p>collaborate throughout any change process</p> <p>School gains access to grants and resources available in the community.</p>
<p>Increase staff confidence in delivering whole school initiatives</p>	<p>UPS staff given whole school responsibility areas.</p> <p>Staff feel more empowered to roll out research informed initiatives and track impact of these through baselines, pupil/parent voice etc.</p> <p>Improved appraisal processes allow staff to share successes and show impact on school development priorities.</p>	<p>Costs Leader and staff time TBC</p> <p>Time Leader and staff time</p>	<p>Positive staff surveys.</p> <p>Impact from whole school initiatives is evident.</p> <p>Leaders allocate appropriate time and other resources to a coherent programme of evidence informed professional learning for all staff leaders, including governors, forge constructive relationships beyond the school, so that they can successfully engage and work in partnership with parents and the local community</p>

Exceptional
Strong standard
Expected standard
Needs attention
Urgent improvement
 Ofsted report card grading.