



TADLEY COMMUNITY PRIMARY SCHOOL- School Improvement Plan 2026-27

School context					
Pupils on roll:	TBC	% of PP pupils:	TBC	Attendance: PA:	TBC
% pupils with SEN:	TBC	% of EHCP:	TBC	% EAL:	TBC
Ofsted key actions April 2025	Ensure activities in foundation subjects focus clearly on the specific knowledge and skills pupils are expected to learn and remember. Strengthen assessment in wider curriculum subjects so checks are clear, precise and inform teaching effectively. Use assessment to identify and address gaps and misconceptions in pupils’ learning more quickly. Design tasks that directly support learning of intended subject-specific knowledge, improving pupils’ outcomes across subjects.				
School motto	Learning for Life the Tadley Way				
School vision and values	Our Vision: We inspire every child to develop curiosity, discover their talents, and grow in confidence and a lifelong love of learning. Our Curriculum: We provide an irresistible invitation to learn through a knowledge-rich, diverse curriculum – Learning for Life the Tadley Way. Our Values & Inclusion: Guided by Pride, Kindness, Diversity and Community, we are a fully inclusive school where everyone feels safe, valued and celebrated. Our Learners: We nurture learning behaviours and life skills so children grow academically, build strong relationships, and make a positive difference in their world.				
SAFEGUARDING					
Priority	Actions		Costs	Success criteria	
Improve children’s perception of safeguarding and safety and improve safety during outdoor play	Review and reflect on our curriculum to ensure contextual safeguarding and identified areas of safeguarding relevant to our children are represented and taught. Pupil surveys to identify key areas to improve and check understanding. Launch new online medical tracking system which allows for better monitoring and reporting for parents.		Costs Staff time. Time 18 hours of assemblies as described above focusing on values. Pupil survey time in class.	Children will feel confident that they can share their worries and concerns. Surveys will demonstrate children’s voice is listened to and acted upon. The curriculum will cover contextual safeguarding support for all children. Parents will understand safeguarding and how we support children and families. Variety of methods used by the community to report safeguarding concerns to the school. 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. Our whole Tadley community are aware of safeguarding procedures and feel confident in reporting issues.	



			Staff trained on new medical system and parent surveys are positive. 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). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support. Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults
Evaluation:			
Questions for governors: What evidence do we have that children feel safer and more confident to report concerns, and how have pupil surveys and other feedback informed measurable changes to safeguarding practice and outdoor play? How has the curriculum been reviewed and adapted to reflect contextual safeguarding risks relevant to our children (including outdoor play), and how do we know that at least 50% of assemblies are effectively reinforcing safety messages? How are parents, staff, and the wider Tadley community being informed and supported to understand safeguarding procedures, and how do we know they feel confident using a range of methods to report concerns?			
INCLUSION			
Priority	Actions	Costs	Success criteria
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.	Data of disadvantaged pupils is rigorously monitored, and appropriate interventions are put in place to address barriers to learning. SEN learning walks and book looks show OAP (Ordinarily Available Provision) is in place and having an impact.	Cost Staff time External programmes/tutors where needed. PEP funding may be applied. Time Senior staff time, teacher's time to monitor and update RAP.	Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Leaders have high expectations for these pupils. SEN case studies show success of interventions and teaching methods. Leaders have high expectations for these pupils. They engage proactively and in a timely manner with them and their families to help reduce barriers to their learning and/or wellbeing. Typically, the support they provide (following engagement and any specialist advice, if needed) reduces barriers to their learning and/or wellbeing. Leaders take a



			graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.
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.	Parent engagement group, SEN coffee mornings and PEP meetings all gauge parental/carer review and help to build pupil aspirations. Parent workshops on phonics, SATS, curriculum and school issues gather parental voice. Workshops in Reading, Maths and Writing. Workshops to support mental health. Regular opportunities for parents to be involved in school activities. Surveys to gain understanding of what parents want and how we can support them more. Parental engagement group embedded (3 times a year) topics decided by surveys or trends in school.	Cost Staff time. Parent coffee morning £30 Time Senior staff time to promote and monitor. Costs £300 - Cover for workshops Time 1 hour for each Workshop time	Improved parent/carer voice about support in place. Closer partnerships and improved aspirations of pupils and parents for disadvantaged pupils. 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. Parent attendance at PEG is sustained and parents' surveys feel parent voice is considered in school improvement. Reading, maths and writing workshops for parents will increase their knowledge and understanding of how our school teaches these areas and what they can do to support at home. Mental health and wellbeing workshops will support parents in supporting their children at home in collaboration with the school. Parental engagement will be high and demonstrated in parental surveys.
Embedding The Role of the Adult (SEND)	CPD with LSAs when required CPD for teachers on supporting children when needs in their class. Peer observations for LSAs to support CPD. Staff given training on how to use LSAs well in class. Support from HCC SEN team used strategically.	Costs No costs identified – peer observation already covered. Time 10 hours SENCO time for LSA training.	SEND children feel supported but also gaining independence in class and in their learning. LSAs report confidence in their role and the support they are giving to children. CPD/staff surveys are positive regarding CPD opportunities available. LSAs feel confident leading learning when teacher works with SEN pupils.



		Staff meeting CPD already covered above.	
Evaluation:			
Questions for governors: How do leaders know that disadvantaged pupils, those with SEND, and those known to social care are making strong progress from their starting points, and how quickly are barriers to learning identified and addressed? What evidence shows that interventions (including externally funded support and PEP funding) are effective and represent good use of resources? How are high expectations consistently communicated and embedded for all pupils, including those facing the greatest barriers, and how does CPD support staff—particularly LSAs—to promote independence rather than dependency? What feedback from staff surveys and peer observations demonstrates increased confidence and effectiveness in SEND support? How do leaders ensure that parent and pupil voice genuinely influences decision-making, particularly through the parental engagement group, workshops, and surveys? What evidence shows improved parental understanding of learning, safeguarding of wellbeing (including mental health), and raised aspirations for their children? How do senior leaders monitor the sustainability of staff-time-led initiatives, such as workshops and engagement groups, and ensure they continue to deliver measurable benefits for pupils and families over time?			
TEACHING AND CURRICULUM			
Priority	Actions	Costs	Success criteria
To improve the quality of teaching and learning in core subjects so that the learning needs of all children are consistently met. (SUPPORTED SCHOOL PRIORITY 1 SET BY HCC)	HT and staff to collectively review the Teaching and learning policy · HT to create a clearly defined training plan which details what training will be delivered at all identified summer and autumn CPD staff meetings · HT to deliver training on effective teaching and learning based on EEF research · HT to lead training on effective peer coaching model to support improved teaching and learning · HT to create a monitoring and reporting schedule including pupil book sampling middle leader lesson monitoring, pupil voice sampling and any other SLT monitoring for the summer and autumn terms · Monitoring actions specifically allocated to both the HT and		There is evidence of both improvements in individual teachers' practice but also in themes across the school. For example, better pitch, raised expectations or improved teacher subject knowledge. Teachers know how they are supported to develop their practice and the culture of continuous improvement is beginning to bite – although possibly not with all staff There is evidence that the headteacher is robustly addressing underperformance, by developing them through considered CPD. Staff understand the key things that they are expected to do in terms of teaching and learning and understand established non-negotiables for teaching and learning There is growing capacity across the school, more teaching is good and there is some capacity for teachers to support each other.



	the DHT to complete which are commensurate with their responsibilities. These include a focus on specific provision for PP and SEND children · HT to review expectations around non negotiables for all lessons including operational processes, for example, ensuring that lessons start on time so that learning time is not lost · SENDCo to ensure that a clear plan for the 2 days of SEND advisor time has a direct link to improving the quality of teaching and learning · HT to maintain records of lesson observations and learning walks to be able to track any improved practice across the school		Overall, there is enough good teaching to call teaching good overall and there are clear plans to address any teaching that still needs to move to good. This judgement is made by looking at teaching but also triangulating with books and the headteacher's records of observations Teachers will be able to clearly articulate how they are supported to develop their practice The headteacher can evidence improvements in teaching and learning and articulate a strategy for continuing developments Key subject leads will be able to talk about strengths and weaknesses in practice and the areas they need to focus on to secure further improvement Lessons are adapted to explicitly meet the learning needs of pupils with SEND and teachers are aware of their PP children and can demonstrate how their learning needs are targeted Writing journeys reintroduced and monitored by Writing lead and HCC
Embedding Planning and Assessment in the Foundation Curriculum	New subject allocations given and any updates to National Curriculum are factored into planning. CPD in staff meetings on effective use of KAPOW and assessment strategies. Develop and embed Tadley's coherent framework for assessment in all foundation subjects. Review & update planning across the year. 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.	Cost £600 -Subject leadership time £1,275 – KAPOW curriculum subscription. Continued upkeep of technology. Time 6 hours Staff Meeting for Curriculum CPD.	Staff report increased confidence in planning and assessment. A coherent and clear progress and assessment framework in Geography, History, Science and RE is developed over the year. Teachers are clear on what ARE looks like in Geography, History, Science and 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.



	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.		The curriculum team will continue to build on their positive impact and work together to support teachers across the school through staff training. 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. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.
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Evaluation:

Questions for governors:

How does senior leadership know that improvements in teaching and learning are consistent across the school, and not limited to individual classrooms?

What evidence from lesson observations, books, and pupil voice demonstrates that teaching is now at least good overall and that any remaining underperformance is being robustly addressed?

How does the CPD programme (including EEF-informed training, peer coaching, and SEND advisor input) directly improve classroom practice, and how do leaders evaluate its impact over time?

How well can teachers articulate the support they receive, the non-negotiables for teaching and learning, and their next steps for development?

How do leaders ensure that lessons are consistently adapted to meet the needs of pupils with SEND and disadvantaged pupils, and how is this evidenced in planning, teaching, and outcomes?

How is the SENDCo's work and use of advisory time demonstrably improving classroom teaching rather than working in isolation?

How effectively has the foundation curriculum been strengthened through clear sequencing, assessment frameworks, and the use of Kapow, and how do teachers use assessment to adapt teaching?

How do leaders know that investment in resources (technology, subscriptions, and specialist provision) is improving curriculum delivery and pupil learning, particularly in KS2?

ACHIEVEMENT

Priority	Actions	Costs	Success criteria
To improve the proportion of children achieving the expected level standard in reading, writing and mathematics	HT focus on improving the teaching and learning through on-going focus on High Quality Inclusive Teaching and learning		Books will show some evidence of improvement, possibly not in every class



combined by the end of KS2. (SUPPORTED SCHOOL PRIORITY 2)	HT to review the structure of pupil progress review meetings to ensure a closer focus on identified children and achieving increased combined outcomes in all year groups Increased monitoring and quality assurance by subject leads Core subject leaders to attend core provision where finds allow and report back to the HT around key messages received and potential implications, adjusting action plans accordingly HT and SENDCo to devise and implement a detailed programme of LSA training HT to distribute job specifications for all teaching staff which detail teaching expectations and specific subject responsibilities HT to ensure that staff appraisal expectations are directly linked to career expectations profiles from the MOPP and focus on improving pupil outcomes		Teachers will understand the assessment processes in place, their role in them and how they will be supported Observations will show that most teachers understand where the pupils are and how to plan for next steps. There is some evidence from in year data, triangulated with books, that progress is accelerating Notes / observations of pupil progress meetings will show that robust actions are identified and followed through in practice The tracking system is effective in identifying areas of concern and the headteacher has developed an approach flexible enough to adapt to meet these needs The school has moved beyond responsive actions to begin to gain a whole school strategy around accelerating There is clear evidence of accelerated progress in books Data shows an improving picture and headline data is set to improve - although possibly not yet be where it will be eventually Data management systems are efficient and understood by all The headteacher will be able to give a clear (and evidenced) account of data across the school and articulate the areas of focus Pupil progress meetings are effectively targeting individuals to improve combined outcomes All groups of pupils are showing evidence of making accelerated progress Aspirations for raised standards are high There is high-quality, ambitious provision that takes account of, and ensures good outcomes for pupils with SEND. Staff are able to articulate their understanding of how insight is aligned with assessments completed Appraisal processes hold staff to account effectively On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.
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To develop the use of assessment across the school so that it is used effectively to support teachers to accurately match provision to need. (SUPPORTED SCHOOL PRIORITY 3)	HT to review the use of INSIGHT tracking system to ensure common understanding of what needs to be tracked and timescales for updating of data onto the school system · HT to follow up LLP training on assessment with monitoring focus on the use of assessment for learning during lessons · HT to update the Assessment, Recording and Reporting policy so that it reflects current expectations and practice		The assessment policy has been reviewed. The assessment schedule is in place and being followed. Staff training and moderation is planned and completed regularly. More accurate assessment leads to appropriate scaffolding and adaptation. Diagnostic assessment is beginning to impact on teaching and task design Adults use a range of effective strategies for AfL Appropriate data collection enables leaders to take effective action End of year reports have been updated (summer 2026) and include tracking in foundation subjects All key learning objectives are on INSIGHT and aligned to year group expectations. Teachers quickly identify and address misconceptions 'in the moment' Formative assessment is used effectively to ensure that all pupils' needs are met. Specific and precise feedback moves children's learning on. Summative assessment is robust and used at PPRMS to inform planning for individuals / groups/ cohorts. Moderation is well-planned both internally and with other schools. Key data trends are identified and responded to through considered school improvement planning Staff can articulate which children need to be targeted to improve combined outcomes INSIGHT records are all completed for core subjects and started in the foundation curriculum On the whole, pupils, including those with barriers to their learning and/or wellbeing, achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.
Evaluation:			



Questions for governors:

What evidence shows that pupils across KS2 are making accelerated progress in reading, writing and mathematics combined, and which groups (including SEND and disadvantaged pupils) are benefitting most from current strategies?

How confident is the headteacher that headline combined outcomes will continue to improve, and what evidence supports this view?

How have changes to the structure of pupil progress review meetings improved the focus on identified pupils, and how do leaders know that agreed actions are followed effectively in classrooms?

What triangulated evidence (data, books, observations) shows that teachers understand pupils' next steps and plan effectively to secure combined outcomes?

How effective is the current tracking system in identifying pupils at risk of not achieving the combined expected standard, and how well do staff understand and use this information?

How do appraisal processes hold staff to account for improving outcomes while also supporting development through high-quality inclusive teaching?

How has the review of the Assessment, Recording and Reporting policy improved consistency in assessment practice, and how is leaders' monitoring ensuring the agreed assessment schedule is followed?

How do leaders know that INSIGHT is being used accurately and consistently by all staff for core subjects and increasingly for foundation subjects?

What evidence shows that teachers are using formative and diagnostic assessment effectively to address misconceptions 'in the moment' and adapt teaching to meet pupils' needs?

How does feedback observed in books and lessons demonstrate precision and impact on pupils' progress?

How are leaders using assessment trends from INSIGHT, moderation outcomes and pupil progress meetings to inform wider school improvement planning and accelerate combined outcomes?

To what extent can staff clearly articulate which pupils need targeted support and how assessment insight directly informs their planning?

ATTENDANCE AND BEHAVIOUR

Priority	Actions	Costs	Success criteria
High expectations of behaviour and work completion/quality	CPD for all staff on behaviour and how we support children who challenge us. Assemblies and class PSHE/RSE time spent on behaviour with positive messages. Embed the behaviour curriculum across the school to ensure consistency from all adults at all times & classroom disruption is dealt with effectively. Track and monitor break and lunch time behaviours to develop proactive plans to support children who find unstructured time difficult to manage.	Cost £663 - Play Leader to lead OPAL £760 - Cover costs for peer observations/time with PBS Time 3 hours staff meeting on behaviour & support. Multiple assemblies on behaviour	Consistency across the school on how positive behaviour is taught to our children. Disruption free classrooms. Lunch and break time behaviour incidents reduced. Leaders and staff establish appropriate routines and explicitly teach and model the behaviour they expect from pupils. Approaches are adapted to meet pupils' individual needs as necessary. 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 Leaders ensure that the school has a culture in which staff are trained and empowered to deal with child-on-child violence



	Continue to embed the behaviour curriculum across the school through class lessons. Develop use of sensory circuits and movement breaks to encourage pupils to reduce time outside of learning area.	expectations linked to values. Curriculum Lessons PSHE/RSE	Pupils feel confident reporting incidents of bullying, aggression, unlawful discrimination or derogatory language when these occur. 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. Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.
Evaluation:			
Questions for governors: How do leaders know that the behaviour curriculum is being applied consistently by all adults, and what evidence shows that classrooms are calm, disruption-free, and focused on learning? How effectively are behaviour strategies (including sensory circuits, movement breaks, and targeted interventions) supporting pupils who find unstructured times or routines challenging, and how is their time spent out of learning reducing? How has CPD and peer observation strengthened staff confidence in managing low-level disruption and more serious behaviour, including child-on-child abuse, and how do leaders monitor and reinforce consistent use of agreed consequences? What evidence shows that pupils feel safe, understand behaviour expectations, and are confident reporting bullying, aggression or discriminatory language—and how do leaders respond swiftly and effectively when incidents occur?			

PERSONAL DEVELOPMENT AND WELLBEING			
Priority	Actions	Costs	Success criteria
Broadening Opportunities for ALL children within the school community, local community and with local charities.	Introduce more clubs for children to attend. Review school trips to ensure wide experiences for children. Give children a voice in what we offer through surveys. Target disadvantaged children to ensure clubs are attended by them and support financially where necessary.	Costs £1,640 - PP funding for clubs/music lessons. Time 1 hour Review time for trips in staff meeting Pupil surveys in class.	Children will experience different activities across the year. Disadvantaged children will have opportunities to experience different clubs and music lessons. Children will be able to develop their own talents and skills. Uptake in clubs will have increased. Increased transition events and support with Secondary feeders. Pupils more aware of careers and routes in education. More opportunities for business events and competitions.



	Improved transition opportunities for pupils in year 6. E.g. transition mentors, business events or visits from secondary feeder. Improved careers curriculum for years 5/6 (Including careers fair). Ensure use of sports premium grant is recorded and impactful. Create and launch a KS1 passport and KS2 pledge for pupils to show their enrichment opportunities e.g. charity and extra-curricular participation. Research and design an enrichment passport for all Tadley learners to complete from year R to 6. Review the house system profiles and discuss improvement with school council/house captains. Increase house competition opportunities e.g. house spelling bee; singing competition; poetry competition; art competition; master chef. Booked for summer term Raise profile of house points – link to reading achievement, sports achievement etc.		Sports premium impact statement shows effective use of resources including possible use of external coaches to improve expert provision. Enrichment opportunities allow learners to show their community contributions and charity work. Improved sense of courageous advocacy with learners in designing own opportunities to support charities. Enrichment passport is researched and designed ready for roll out ahead of Sept 2026. Increased club offer by 25% across the year to broaden experiences for children focusing on disadvantaged children attending these. Increased trip/visitor opportunities Research into a one/two night residential to build confidence ahead of year 6 residential. The personal development programme is an entitlement for every pupil. Leaders track participation. Embed heads of houses and use house system to run competitions. Evaluate trips and clubs to ensure they are in line with curriculum requirements and good value for money. Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that 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 wellbeing.
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Evaluation:

Questions for governors:

How do leaders ensure that enrichment opportunities (clubs, trips, visitors, competitions and sports provision) are an entitlement for every pupil, and how is participation tracked—particularly for disadvantaged pupils?

What evidence shows that PP funding and sports premium funding are being used effectively to remove barriers and widen access, and what impact is this having?



How has pupil voice (through surveys, school council, and house captains) shaped the enrichment offer, and what evidence shows increased engagement, uptake in clubs, and development of pupils' talents and interests?

How do initiatives such as house competitions, the KS2 pledge and charity involvement contribute to pupils' confidence, character and sense of courageous advocacy?

How effectively do transition activities, careers education, and planned enrichment (including careers fairs, business links and secondary feeder involvement) prepare pupils—particularly those in Years 5 and 6—for next steps in education?

How do leaders evaluate the impact of these opportunities on pupils' aspirations, confidence and understanding of future pathways?

How well are leaders planning for longer-term enrichment developments—such as the enrichment passport, residential experiences and increased club provision—and how do governors know these plans are sustainable and impactful?

EYFS			
Priority	Actions	Costs	Success criteria
Developing Social, Emotional and Mental Health Skills	EY to introduce ZoR to teach children to label and identify their emotions. Model and explicitly teach strategies to support emotional regulation. Review children's SEMH needs in Autumn Term and target those that need extra support with ZoR intervention. Use visual support from Widgit Online to support strategies. Parent workshops run and recorded. Ensure GLD activities are appropriately matched to children's needs.	Costs £295 - Widgit subscription. £100 - ZoR resources purchased as required. Time Class time to teach ZoR. Review of children to be targeted. Creating Widgit resources.	Children will be able to relate their feelings and emotions to the zones and know ways to support themselves through taught strategies. Targeted children will have made progress in their ability to understand their emotions and accept co-regulation or independently support themselves. Attendance at workshops is high. Pupils can articulate some zone information when asked. Children will demonstrate confidence in their speaking and listening skills through performances and everyday interactions. GLD for Communication and Interaction will be a strength in our end of year assessments. Myhappy mind silver accreditation Improved attendance at parent workshops provided.
Letter formation prioritised in line with new writing framework to improve writing outcomes. To embed writing progression which supports students with S & L need.	Handwriting protocols clarified, training of staff completed, and assessments show the policy is in place.	Cost Staff time Handwriting resources TBC Time Staff time Leadership time to review and monitor.	Focus on letter formation given high priority (Writing framework 2025) Borough visits show improvement in letter formation. All children can communicate in written form within the context of a sentence.
To maintain levels of attainment at or above National average for all groups of pupils including those eligible for PP.	Attend RISE reception network briefings and school visits.	Cost Staff time	EYFS parent workshops are successful and met the objectives set.



	EYFS OAP is evident in activities provided. Analyse and improve attendance in EYFS. Create awe and wonder through engaging play. Improve cultural capital of children in opportunities provided.	Cover time for RISE visits Time Staff time Leadership time to review and monitor.	Subject leads and EYFS specialists work together to produce a developmentally appropriate curriculum which lays the foundation for their next stage of their curriculum. Improved transition with year 1 team. Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary. Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1. There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.
Evaluation:			
Questions for governors: What evidence shows that children, particularly in EYFS, can identify their emotions using Zones of Regulation and apply taught strategies to regulate themselves, both independently and with support? How do leaders know that targeted ZoR interventions are improving outcomes for pupils with identified SEMH needs? How consistently are emotional regulation strategies, Widgit visual supports, and co-regulation approaches used across classes, and how is this monitored by leaders? How do staff ensure that SEMH provision supports learning rather than removing pupils unnecessarily from the learning environment? How effective are parent workshops (live and recorded) in helping parents support emotional regulation at home, and what evidence is there of strong attendance, engagement, and follow-up impact? How does SEMH provision support improvements in communication, speaking and listening, and confidence—particularly for pupils working towards GLD? How do leaders ensure that the prioritisation of letter formation, handwriting protocols and staff training is improving writing outcomes, and what evidence from assessments and borough visits confirms this?			
LEADERSHIP AND MANAGEMENT			
Priority	Actions	Costs	Success criteria
Increase school's financial stability by effective use of funds and continual review of expenditure vs impact. Review use of school funds and research opportunities for revenue and use of school site.	Evaluate use of current SLAs. Complete appropriate tender/bid processes to ensure services are the best value. Research and roll out plans for use of additional space within school. Investigate grants and revenue potential to support school budget.	Cost Staff time. Time Leader time and PTFA time to	Leaders have a reflective understanding of the school's strengths and areas for development and consider ways to use the site to increase revenue. Increased revenue generation. Grants successfully applied for and used to benefit pupils. PTFA funds are used well to improve opportunities for all pupils.



	Effective use of volunteers and funds raised by PTFA. Review school staffing structure with 1 form entry intake changes. Review school systems and ensure in line with climate action plan.	complete grant processes.	The staffing structure is cost effective and supports improvement of budget forecasts. More cost effective systems in place. Appraisal system holds all staff to account.
Subject champions are introduced to support with workload of curriculum changes.	Training provided by HCC on subject leadership. Continued oversight by middle leadership team to ensure QA is in place. Staff given meeting time and assembly time to work on subject areas Audits on resources managed and new equipment fundraising put in place where necessary.	Cost Staff time and attendance at some network meetings. Time: Staff meeting time and assembly time	Curriculum insight objectives are accurate. QA of all subjects has taken place. Subjects are audited and action plans created for improvement. Major curriculum updates reviewed and communicated well to staff team. Pupil and staff survey show improvement in the quality of foundation subject oversight.
Evaluation:			
Questions for governors: How effective is the coaching, CPD and induction programme for middle leaders, particularly for new or developing leaders, and how do leaders evaluate its impact over time? How does the reviewed staffing structure support both financial sustainability and school improvement priorities, particularly in light of changes to pupil numbers and intake patterns? How have the new subject allocations benefitted the school structure and improved the foundation curriculum?			