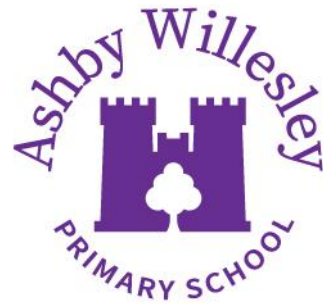




Symphony Learning Trust

Aspiration. Innovation. Excellence.

Ashby Willesley Primary School



Core Strategic Plan 2025/26

Received by LGB	22/09/2025
Received by Trustees	

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Leadership Team

Chloe Dilks Headteacher	Ashleigh Dowell Deputy Headteacher	Alison Wilder Assistant Headteacher	Alison Freeman SENDCo	Sara Riley-Lowndes Business Manager
<ul style="list-style-type: none"> • DSL • Strategic direction • Standards and Progress • Teaching and Learning • Behaviour • Attendance • Performance Management teachers • RSE Leader • MFL Leader • ITT • Senior Mental health lead • DT for LAC 	<ul style="list-style-type: none"> • DDSL • Deputise in absence of Headteacher • KS1/ EYFS Leader • Curriculum Leader • Enrichment • Performance Management – support staff • ECT mentor • Pupil Premium • History Lead 	<ul style="list-style-type: none"> • DDSL • Deputise in absence of Headteacher and Deputy Headteacher • KS2 Leader • English Leader • Assessment • Performance Management – support staff • EVC 	<ul style="list-style-type: none"> • SEN Policy and provision • Complex Medical needs for pupils on SEND register 	<ul style="list-style-type: none"> • DDSL • Finance • Premises • HR • Procurement • Health and safety • Staff member for medical needs and allergies • Designated Allergy aware staff member

Subject / area responsibilities

Subject / area	Staff name	Governor link (if applicable)
Art	Claudi Edwards	Amy Masini
Computing	Michelle Lacey	Steve Hammond
Design and Technology	Jess Mildoon-Callaway	Louise Caller
English	Alison Wilder	Ian Gisbourne
Enrichment	Ashleigh Dowell	Amy Masini
Geography	Kat Dennis	Ian Gisbourne
History	Ashleigh Dowell	Hayley Coggins
Maths	Sally Tabberer	Steve Hammond
Mental Health and Wellbeing (including staff/HT wellbeing)	Chloe Dilks	Amy Masini
MFL (French)	Chloe Dilks	Amy Parker
Music	Sarah Hender	Hayley Coggins
PE	Kate Wright and Jill Edwards	Louise Caller
Phonics	Catherine Anslow	Amy Parker
PSHE	Chloe Parsons	Amy Parker
RE	Dee Dixon Smith	Peter Jenkins
RSE	Chloe Dilks	Amy Parker
Science	Alex King	Steve Hammond

SEND	Alison Freeman	Lydia Leeson
SMSC inc British Values	Chloe Dilks and Ashleigh Dowell	Lydia Leeson
EYFS	Ashleigh Dowell	Hayley Coggins
Pupil Premium	Ashleigh Dowell	Lydia Leeson
Governor Training and Development	Sara Riley-Lowndes	N/A
Parent Forum	Chloe Dilks	Steve Hammond
Health and Safety	Sara Riley-Lowndes	Louise Caller
Safeguarding	Chloe Dilks	Louise Caller
Finance	Sara Riley-Lowndes	Peter Jenkins
Sustainability	Chloe Dilks	Ian Gisbourne

Long Term Development Plan

Focus Area	2025/2026	2026/27	2027/28
1. Leadership and management (including governance)	<ul style="list-style-type: none"> Embed SLT structure School website meets all statutory requirement School meets all data protection requirements New governors complete induction training The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas. New subject leaders are supported and provided with CPD 	<ul style="list-style-type: none"> Embed SLT structure School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas. New subject leaders are supported and provided with CPD 	<ul style="list-style-type: none"> Embed SLT structure School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Subject leaders confidently lead and talk about their subject areas. New subject leaders are supported and provided with CPD
2. Teaching and Learning	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be outstanding in the majority of areas Curriculum plans reviewed and amended as necessary Pupil voice demonstrates a good retrieval of substantive and disciplinary knowledge. Staff confident in delivering all areas of the curriculum. All subject leaders are confident in talking about their subject Enrichment activities to be well-embedded and covering the majority of the curriculum. Implementation of the curriculum meets all pupils needs beginning with our focus 5 pupils 	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be outstanding in the majority of areas Curriculum plans reviewed and amended as necessary Pupil voice demonstrates a good retrieval of substantive and disciplinary knowledge. Staff confident in delivering all areas of the curriculum. All subject leaders are confident in talking about their subject Enrichment activities to be well-embedded and covering all the curriculum. Implementation of the curriculum meets all pupils needs beginning with our focus 5 pupils 	<ul style="list-style-type: none"> The overall effectiveness of teaching and learning to be outstanding in all areas Curriculum plans reviewed and amended as necessary to reflect any DFE guidance Pupil voice demonstrates a secure retrieval of substantive and disciplinary knowledge. Staff confident in delivering all areas of the curriculum to an excellent standard. All subject leaders are experts in talking about their subject Enrichment activities to be well-embedded and covering all of the curriculum. Implementation of the curriculum meets all pupils needs beginning with our focus 5 pupils

	<ul style="list-style-type: none"> Assessment in foundation subjects across the school is more robust and consistent 	<ul style="list-style-type: none"> Assessment in foundation subjects across the school is more robust and consistent 	<ul style="list-style-type: none"> Assessment in foundation subjects across the school is robust and consistent
3. Standards in Core subjects	<ul style="list-style-type: none"> End of KS2 above national averages in each of Reading, Writing and Maths and combined by at least 10%. GDS to be above national average at the end of KS2 KS2 progress to be positive in R,W,M Phonics screening to be above national average, in terms of pass rate and average score Increase in number of pupils achieving 100% on MTC - above 30%. Average score to increase. Maintain improved % EXS and GDS writing across the school 	<ul style="list-style-type: none"> End of KS2 above national averages in each of Reading, Writing and Maths and combined by at least 10%. GDS to be above national average at the end of KS2 KS2 progress to be positive in R,W,M Phonics screening to be above national average, in terms of pass rate and average score Increase in number of pupils achieving 100% on MTC - above 35%. Average score to increase. Maintain improved % EXS and GDS writing across the school 	<ul style="list-style-type: none"> End of KS2 above national averages in each of Reading, Writing and Maths and combined by at least 10%. GDS to be above national average at the end of KS2 KS2 progress to be positive in R,W,M Phonics screening to be above national average, in terms of pass rate and average score Increase in number of pupils achieving 100% on MTC - above 50%. Average score to increase. Maintain improved % EXS and GDS writing across the school
4. Standards in other subjects	<ul style="list-style-type: none"> More robust and consistent assessment system in place to measure standards At least 85% of pupils working at the expected standard or above in foundation subjects Subject leaders are aware of children who excel in their subject 	<ul style="list-style-type: none"> Assessment in foundation subjects across the school is robust and consistent At least 85% of pupils working at the expected standard or above in foundation subjects Subject leaders are aware of children who excel in their subject 	<ul style="list-style-type: none"> Assessment in foundation subjects across the school is robust and consistent At least 85% of pupils working at the expected standard or above in foundation subjects. Subject leaders are aware of children who excel in their subject
5. Standards in EYFS	<ul style="list-style-type: none"> Good Level of Development to be above 75%. At least 20% more pupils achieve the expected level of development in the relevant ELG's to achieve GLD from school baseline. 	<ul style="list-style-type: none"> Good Level of Development to be above 75% At least 20% more pupils achieve the expected level of development in the relevant ELG's to achieve GLD from school baseline. 	<ul style="list-style-type: none"> Good Level of Development to be above 75% .At least 20% more pupils achieve the expected level of development in the relevant ELG's to achieve GLD from school baseline.
6. Progress of different groups of learners	<ul style="list-style-type: none"> Focus five children are a focus when planning for all curriculum areas. To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing and be in line with NA Early identification and intervention of pupils who require SALT and for them to make progress from their baseline assessment. Most PP pupils to make progress in NTS SS scores in reading and maths (Y2-6) Pupils with SEND achieve at least 2 ISP targets termly To provide a narrative on non-academic progress of SEND and disadvantaged Children who are identified as having SSMH needs show progress through Bounce platform and intervention. 	<ul style="list-style-type: none"> Focus five children are a focus when planning for all curriculum areas To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing and be in line with NA Early identification and intervention of pupils who require SALT and for them to make progress from their baseline assessment. Most PP pupils to make progress in NTS SS scores in reading and maths (Y2-6) Pupils with SEND achieve at least 2 ISP targets termly To provide a narrative on non-academic progress of SEND and disadvantaged Children who are identified as having SSMH needs show progress through Bounce platform and intervention. 	<ul style="list-style-type: none"> Focus five children are a focus when planning for all curriculum areas To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing and be in line with NA Early identification and intervention of pupils who require SALT and for them to make progress from their baseline assessment. Most PP pupils to make progress in NTS SS scores in reading and maths (Y2-6) Pupils with SEND achieve at least 2 ISP targets termly To provide a narrative on non-academic progress of SEND and disadvantaged Children who are identified as having SSMH needs show progress through Bounce platform and intervention.

<p>7. Behaviour</p>	<ul style="list-style-type: none"> Review behaviour policy Implement recording behaviour on CPOMs (move from OTrack) More consistent recording of behaviour against the the 6 stages of behaviour policy Reduction in the number of incidents reported for children whose behaviour was assessed as 'Requires Improvement' or Cause for Concern' in end of year report Reduction in number of stage 3 and 4 incidents recorded, particularly with boys. Low numbers of lunchtime and breaktime incidents Reduction in number of suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years) 	<ul style="list-style-type: none"> Review behaviour policy Embed recording behaviour on CPOMs More consistent recording of behaviour against the the 6 stages of behaviour policy Reduction in the number of incidents reported for children whose behaviour was assessed as 'Requires Improvement' or Cause for Concern' in end of year report Reduction in number of stage 3 and 4 incidents recorded, particularly with boys. Low numbers of lunchtime and breaktime incidents Reduction in number of suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years) 	<ul style="list-style-type: none"> Review behaviour policy Reflect on recording behaviour on CPOMs (move from OTrack) More consistent recording of behaviour against the the 6 stages of behaviour policy Reduction in the number of incidents reported for children whose behaviour was assessed as 'Requires Improvement' or Cause for Concern' in end of year report Reduction in number of stage 3 and 4 incidents recorded, particularly with boys. Low numbers of lunchtime and breaktime incidents Reduction in number of suspensions over the year Zero permanent exclusions (of children who have been at the schools for more than 2 years)
<p>8. Attendance</p>	<ul style="list-style-type: none"> Review attendance policy Average attendance of all pupils at least 96% Persistent absence of all pupils is 5% or below PP, SEND and previous CP pupils' without medical conditions, attendance is almost in line with whole school attendance Persistently absent pupils from the previous year attendance is above 90% Work with families to improve punctuality of late pupils undertaken 	<ul style="list-style-type: none"> Review attendance policy Average attendance of all pupils at least 96% Persistent absence of all pupils is 5% or below PP, SEND and previous CP pupils without medical conditions, attendance is almost in line with whole school attendance Persistently absent pupils from the previous year attendance is above 90% Work with families to improve punctuality of late pupils 	<ul style="list-style-type: none"> Review attendance policy Average attendance of all pupils at least 96% Persistent absence of all pupils is 5% or below PP, SEND and previous CP pupils without medical conditions, attendance is almost in line with whole school attendance Persistently absent pupils from the previous year attendance is above 90% Work with families to improve punctuality of late pupils
<p>9. Inclusion</p>	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils SEND friendly classrooms Monitor and review the curriculum to ensure it is accessible to all, building on focus 5 Monitor and review enrichment opportunities to ensure they are accessible to all 	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils SEND friendly classrooms Monitor and review the curriculum to ensure it is accessible to all, building on focus 5 Monitor and review enrichment opportunities to ensure they are accessible to all 	<ul style="list-style-type: none"> Monitor and review accessibility to school site to enable inclusion of all pupils SEND friendly classrooms Monitor and review the curriculum to ensure it is accessible to all, building on focus 5 Monitor and review enrichment opportunities to ensure they are accessible to all
<p>10. Safeguarding</p>	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Whole school safeguarding training led by DSL DSL training AW 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Full safeguarding training, including PREVENT, for all staff delivered by the LEA DSL training SRL / CD 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Whole school safeguarding training led by DSL DSL training AD
<p>11. Health</p>	<ul style="list-style-type: none"> Implement PSHE association curriculum PHSE curriculum clearly maps health and mental health teaching and learning 2 hours per week of quality PE lessons 	<ul style="list-style-type: none"> Implement PSHE association curriculum PHSE curriculum clearly maps health and mental health teaching and learning 2 hours per week of quality PE lessons 	<ul style="list-style-type: none"> Implement PSHE association curriculum PHSE curriculum clearly maps health and mental health teaching and learning 2 hours per week of quality PE lessons

	<ul style="list-style-type: none"> Continue to participate in Active travel schemes Embed OPAL Continue to offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health The school will maintain Platinum Sports Award Early identification of pupils displaying signs of poor mental health through Bounce and intervention provided where needed and progress evident Healthy eating evident at snack time – healthy Eating Policy embedded Mental health support clearly signposted on school website for parents and staff School will investigate healthy awards available to schools Staff made aware where they can access education support 	<ul style="list-style-type: none"> Continue to participate in Active travel schemes Embed OPAL Continue to offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health The school will maintain Platinum Sports Award Early identification of pupils displaying signs of poor mental health through Bounce and intervention provided where needed and progress evident Healthy eating evident at snack time – healthy Eating Policy embedded Mental health support clearly signposted on school website for parents and staff School will investigate healthy awards available to schools Staff made aware where they can access education support 	<ul style="list-style-type: none"> Continue to participate in Active travel schemes Embed OPAL Continue to offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 In school ELSA trained to support pupil' mental health The school will maintain Platinum Sports Award Early identification of pupils displaying signs of poor mental health through Bounce and intervention provided where needed and progress evident Healthy eating evident at snack time – healthy Eating Policy embedded Mental health support clearly signposted on school website for parents and staff School will investigate healthy awards available to schools Staff made aware where they can access education support
12. Parents and the Wider Community	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least 3 x per year. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Each Year group to experience 4 enrichment opportunities – 'big' trip, in school, diversity and local community PTA to organise and run at least 6 events during the year The school takes part in at least 8 visits in the local community Increasing number of Parent/Family volunteers engaged to support learning Termly parent forum meetings Opportunities offered to parents to upskill their own learning Support local charities and community needs 	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least 3 x per year. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Each Year group to experience 4 enrichment opportunities – 'big' trip, in school, diversity and local community PTA to organise and run at least 6 events during the year The school takes part in at least 10 visits in the local community Increasing number of Parent/Family volunteers engaged to support learning Termly parent forum meetings Opportunities offered to parents to upskill their own learning Support local charities and community needs 	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event at least 3 x per year. Parents invited to a class assembly once per year Regular visitors from religious places of worship to lead assemblies Each Year group to experience 4 enrichment opportunities – 'big' trip, in school, diversity and local community PTA to organise and run at least 6 events during the year The school takes part in at least 10 visits in the local community Increasing number of Parent/Family volunteers engaged to support learning Termly parent forum meetings Opportunities offered to parents to upskill their own learning Support local charities and community needs
13. British Values	<ul style="list-style-type: none"> Each class to have a Purple Parliament representative and greeter voted for by the class. 	<ul style="list-style-type: none"> Each class to have a Purple Parliament representative and greeter voted for by the class. 	<ul style="list-style-type: none"> Each class to have a Purple Parliament representative and greeter voted for by the class.

	<ul style="list-style-type: none"> Purple Parliament rep is able to explain what their role is Governors' awards voted for by pupils in each class Pupils to have responsibilities around school British and Core Values incorporated into Play assemblies Children's views sought on play in CINI assemblies - negotiate British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity monitored closely and reviewed Children can name with confidence the British Values and can explain how they link to their learning and everyday life. 	<ul style="list-style-type: none"> Purple Parliament rep is able to explain what their role is Governors' awards voted for by pupils in each class Pupils to have responsibilities around school British and Core Values incorporated into Play assemblies Children's views sought on play in CINI assemblies - negotiate British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity monitored closely and reviewed Children can name with confidence the British Values and can explain confidently how they link to their learning and everyday life. 	<ul style="list-style-type: none"> Purple Parliament rep is able to explain what their role is Governors' awards voted for by pupils in each class Pupils to have responsibilities around school British and Core Values incorporated into Play assemblies Children's views sought on play in CINI assemblies - negotiate British Values and SMSC integrated into all curriculum areas. Opportunities to celebrate diversity monitored closely and reviewed Children can name with confidence the British Values and can explain how they link to their learning and everyday life and give examples.
14. Staff CPD	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all 90% attendance at trust SDG meetings 	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all 90% attendance at trust SDG meetings 	<ul style="list-style-type: none"> Subject leaders upskilled through regular ongoing CPD All staff who teach curriculum areas offered CPD to ensure quality first teaching Each member of staff has undertaken at least 2 CPD activities during the year. Subject leaders to monitor the impact of CPD Review impact of National College online CPD for all 90% attendance at trust SDG meetings

Review of Priorities for 2024/5

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
Priority 1 - Personal development	<u>PHSE curriculum</u> <ul style="list-style-type: none"> Evaluated PHSE curriculum to identify how pupils' needs are being met and new coverage planned against PHSE Association objectives to implement in 25/26 All curriculum areas have been adapted to ensure it is accessible for all learners. CPD with staff about 'focus five' children and making lessons accessible for them meaning it is accessible for all and reduces anxiety. <u>OPAL</u> <ul style="list-style-type: none"> Set up an OPAL working group and established a curricular lead for play. 	<ul style="list-style-type: none"> Improve ELSA referral process Implement Bounce to monitor pupils' wellbeing progress Implement new PSHE Association curriculum Retrain HT and DHT as mental health first aiders Train SMHL Implement and promote Education Support EAP for all staff Continue to promote staff work life balance and wellbeing Look to implement AI to assist marking and feedback on extended writing Embed OPAL and aim to achieve the award

	<ul style="list-style-type: none"> • Play co-ordinator given protected time to organise OPAL. • School play policy written and approved. • Play action plan written and up-to-date. • Current outdoor play resources audited and new resources ordered based on areas children enjoy playing/ to suit the recognised needs of our children. • Regular play assemblies linking to British Values and schools core values led at least fortnightly. • Surveyed stakeholders and children's views on current play offer and used results to inform action planning. Survey showed positive impact at the end of the year. • Communicated regularly with parents and celebrated success on social media. • OPAL play page added to school website. • Held staff play events and allowed staff to observe play. • Regular training for the play team held half termly. • Regular meetings with play governor • All outdoor areas are accessible to all children. • Set up clothing and footwear libraries. New outdoor waterproofs purchased £500 so that children can just use schools. • All outdoor spaces accessible all year round. • Prioritised health and safety including risk benefit and trained play team. • Children have minimum 45 minutes to free play. • Re-organised lunch time to have a shared hour. The whole school now have a lunch time 12-1pm with a reorganisation of the lunch hall to create a calmer environment. • Three sheds purchased to store resources. Tyres acquired Nov 24. 2 x crates purchased. Tesco application applied for and granted. • Opportunities for children to improve upper body strength introduced Sch • School funded roll bars and monkey bars and KS1 playground improved <p><u>Diversity/Individuality</u></p> <ul style="list-style-type: none"> • Curriculum enrichment opportunities for diversity and cultural opportunities offered Diwali day very successful, Chinese New Year booked and workshops, Downs syndrome day celebrated. Eid celebrated in EYFS, and parent came into speak to children and show resources. • New pupils added to WWOW wall and opportunity to talk about it. • Assembly events held for children to show case talents and develop confidence when performing and speaking. Junior speak for Y5 Feb 25, Y2 Spring 1 2025, Junior Speak Y6. 	<ul style="list-style-type: none"> - Aim to be a beacon school for OPAL- hold open days for other schools - Continue to offer diversity days throughout the year - Establish links with school in France - Improve opportunities to teach about diver - Continue to update WWOW wall
<p>Priority 2 - Curriculum</p>	<ul style="list-style-type: none"> • All foundation subject leaders completed non-live monitoring to scrutinise books/planning against subject intents - all subject planning/ books reflected most subject fingerprints and those that could not be seen were followed up by completing pupil voice with pupils. 	<ul style="list-style-type: none"> - All ICARE retrieval quizzes to be completed and implemented by Spring 2 and timetabled into class and assembly time - Train new staff on ICARE and Focus 5

	<ul style="list-style-type: none"> • Focus 5 CPD for all staff to ensure accessibility for all and extension when needed • Reflected and evaluated existing pedagogy and how this could be adapted to suit our learners needs. • Invested in improved, higher quality resources to ensure the curriculum can be accessed by all children, thinking about our focus 5. • ICARE assessment developed, alongside subject leaders. Clear definitions agreed on by staff. ICARE completed and shared with all staff and some support staff. Songs banks have started to be created to support retrieval in assemblies. ICARE implemented to support assessment of most foundation subjects • Provided CPD on the assessment system. • Chinese New Year and Diwali Day celebrated in school. Peer review reflected positive attitude from children about diversity and religion. Year 6 pupils chose to do class assemblies on British Values. During assemblies, children have opted to take part in a 'junior speak' style presentation around topics that are important to them which has included different disabilities. • Consistent trips planned now across all year groups- local, big trip and visitor and cultural. <p>Communication</p> <ul style="list-style-type: none"> • Website launched and positive feedback from parents' forum and governors. Updated with new curriculum. • New Planning overview sheets shared with parents on a half term basis and positive views shared around these at parent forum • Timetables and overviews consistently displayed on classroom doors for all to access 	<ul style="list-style-type: none"> - Share ICARE definitions with KS2 pupils to ensure they understand how we are making our judgements - Share ICARE with parents to ensure they understand how we are making our judgement - Children to have a better understanding and vocabulary to be able to explain how they are challenged at school (Stock phrase to be used across school and subjects of how we challenge pupils?) - Subject leaders to have all planning documents completed by Spring 1 - Subject leaders to have consistent clear and concise folders to enable them to talk confidently about their subject and how it progresses. - Further diversity days planned and delivered
<p>Priority 3 - English</p>	<ul style="list-style-type: none"> • Teachers provided with reading expectations overview. Data analysis sheets from RWM and phonics Y1 – more focused. Discussions around combined data. Clear targets set 80%, 75% combined. Daily readers are now on data sheets. • Provided CPD to support staff around high-quality reading with children. AW/AD videos of reading for support staff. • Continued to maintain the high quality of phonics provision across the school. Phonics monitoring took place and staff given feedback. CPD provided for new staff. Phonics lead attended the intervention training and shared with staff. Phonics lead attended training for Effective Subject Lead of Phonics • Quickly identified pupils in EYFS and Y1 who required phonics intervention and offered intervention with trained member of staff. Year 1 completed a baseline phonics screening and a December phonics screening. Pupils of concern flagged and recorded on data analysis sheets. Phonics lead monitored phonics intervention. • Continued to provide intervention for pupils who did not pass phonics at Y2 – spreadsheet shared with all staff showing children across the school 	<ul style="list-style-type: none"> • Ensure all staff who read with children have received some form of phonics training by phonics lead. • WelComm – follow up Trust quote • To investigate writing resource used by another trust school to support guided and modelled writing (The Hall) • CPD on guided and modelled writing with the view of supporting WTS and closing the gap as well as increasing % of GDS, particularly disadvantaged pupils.

	<p>who did not pass phonics. Phonics lead researched what intervention works for those who can't retain through soundwrite</p> <ul style="list-style-type: none"> • Quickly identified pupils in EYFS and Y1 who required speech and language intervention. Provided and funded quality intervention with external SALT. Additional children received Speech and language intervention as well as some existing pupils from previous year. Investigated WelComm- Language and Communication toolkit to support EYFS. • Identified pupils WTS in Year 6 and provide weekly, targeted intervention – guided reading, data analysis. CPD provided on writing exemplification and moderation for all year groups • Identified pupils GDS in Year 6 and provide weekly, targeted intervention. • Ensured clarity for teaching staff on assessment in writing – of achieving aspects and applying, they are on track to be EXS? Staff meeting moderation and CPD. Restructured the mid-term plans to ensure clarity of progression and expectations across the whole school. • English Lead to checked existing check lists against SLT assessment grids. Y1 reading SOT didn't match NC so new check list provided. • English Lead to work with Year groups to ensure key skills eg sentences, full stops, knowledge of age-related grammar are embedded before moving on too quickly and monitor. Skills progression clearly mapped out. Y2 identified as a target year group. English lead planned and guided planning during PPA to support and model. Year 1 English is strong with clear progress being made. More opportunity for sentence structure practice in Y1 and Y2 planned in. • All English planning documents now show clear progression and expectations. Skills progression clearly mapped out – reading, spoken lang, GAPs, writing, handwriting – TWINKL. All are centrally stored. • Twinkl Handwriting scheme implemented and resources provided. 	
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Headline Results July 2025

Key	Below NA	Approx at NA	Above NA
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GLD (see cohort details for reasons for below % GLD)	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	77 %	-2.2%	68.3%	8.7%

Phonics screening y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	92%	+7 %	79.9%	12.1 %

KS2

KS2 SATs Reading		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 108.6	Difference from previous year (+/-) +0.7
	EXP and ab	90%	+5 %	75 %	+15 %		
	Greater depth	45%	+2 %	33.4 %	+11.6 %		

KS2 SATs Writing		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score NA	Difference from previous year (+/-) NA
	EXP and ab	88%	+9.7	72%	+16 %		
	Greater depth	13.3 %	0%	12.8%	+0.5 %		

KS2 SATs Maths		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 108	Difference from previous year (+/-) -0.6
	EXP and ab	92%	+0.3	74 %	+18 %		
	Greater depth	42%	2 %	26.3 %	+15.7 %		

KS2 SATs GAPS		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 110.4	Difference from previous year (+/-) +2.4
	EXP and ab	90%	5%	73 %	+17 %		
	Greater depth	57%	+13%	29.6 %	+27.4 %		

KS2 SATs		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
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Combined	EXP and ab	85%	+11.7%	62 %	+23 %
	Greater depth	8.3%	+1.6%	8.4%	-0.1 %

Key Priorities for 2025/6



Implementation Plan / Logic Model



Priority 1	Personal Development and Mental Health (pupils and staff)	Leader(s)	Chloe Dilks Ashleigh Dowell
Start Date:	August 2025	Mid-Review:	February 2026
		Evaluation Date:	July 2026

What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> Teachers are concerned about increasing anxiety amongst pupils and families which is impacting attendance and learning Increased safeguarding concerns including parental conflict impacting pupil well-being and ability to focus on learning. Concerns that there is a lack of resilience impacting children's attitudes. Cultural and diversity experiences and knowledge need to be embedded further in the curriculum. Increasing workload and demands on teachers from centralised government and parents. 	<ul style="list-style-type: none"> Pupils still not confident in talking about other cultures and religions. Pupils are taking more risk, but parents views are impacting willingness and ability to do this. Pupils masking anxiety at school which needs to be identified and support further. Increasing number of pupils presenting EBSA. Pupils reflecting parents' views. 	<ul style="list-style-type: none"> Few behaviour incidents, particularly at free times. Bounce identifies early, pupils who have mental well-being concerns and shows progress More robust ELSA referrals. Pupils can talk confidently and respectfully about other religions and diversity.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
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Priority 1	Personal Development and Mental Health (pupils and staff)	Leader(s)	Chloe Dilks Ashleigh Dowell
Start Date:	August 2025	Mid-Review:	February 2026
Evaluation Date:	July 2026		
<p>Continue to improve SEMH provision and support in school to promote personal development and wellbeing (including staff) through an embedded strategic approach</p> <p>Improve early identification of SEMH issues and improve support/signposting and appropriate intervention</p> <p>Improve ELSA/wellbeing referrals and appropriate intervention/signposting</p> <p>Improve support for pupils displaying EBSA</p> <p>Identify times of the day where wellbeing could be enhanced</p> <p>To provide opportunities for pupils to develop core values across school</p> <p>Implement the new PSHE Association curriculum to cover friendship and behaviour issues and teach SEL skills explicitly</p> <p>Provide Opportunities for children to work with other groups and other areas of the school to improve wellbeing</p> <p>Improve website signposting within school and on the school website</p> <p>Continue to improve parents/stakeholders understanding of how they can support pupils and staff mental well-being.</p> <p>To consolidate and grow OPAL and complete action plan</p>	<p>EEF – Improve social and emotional learning in primary schools</p> <p>Supporting staff wellbeing in schools and colleges – Anna Freud</p> <p>Using measurement tools to understand pupils’ mental health needs</p> <p>THRIVE – the AFC Tavistock model for CAMHS OPAL staffroom and CPD</p> <p>Promoting children and young people’s mental health and wellbeing – a whole school approach – children and young person’s mental health coalition (HM Gov)</p> <p>DFE – Mental health and behaviour in schools – Nov 18</p> <p>Creating Excellent in Primary School Playtimes</p>	<p>SEMH</p> <ul style="list-style-type: none"> Clarity on the different stages of our school offer and communicate with all stakeholders in Implement ‘Bounce’ mental health and wellbeing survey platform to track and monitor wellbeing. Build into assessment cycle Invest in Education Support EAP - introduce to all staff and clearly outline benefits and how to access support. Retrain HT and DHT in mental health first aider training. HT to train as senior mental health first aider. Continue to add relevant signposting links and keep it up to date Research providers that can support and offer online training and information for parents on wellbeing. Contact Young Minds. Offer to Trust schools to join online sessions Introduce new online ELSA referral form to be completed and uploaded to CPOMs by teachers. Improve communication of how parents make a referral, including completing SDQ. Train new ELSA and provide opportunity to shadow existing ELSA Offer Lego therapy, art therapy, nurture groups, social stories as relevant. Access LCH and partners that they offer. CPD in EBSA. Add EBSA to the attendance policy, action plan, early identification, ensure staff know their roles and what support is within her remit. Look to offer Thrive breakfast club and ways to support pupils struggling to come in to school, including trusted adults. Plan units in line with PSHE Association objectives covering friendship issues relevant to school. Ensure they explicitly teach social and emotional literacy and model behaviour Introduce more activities for pupils to engage in with each other across year groups, particularly in key transition years in the summer term eg Y6 read with 	<ul style="list-style-type: none"> Progress in pupil wellbeing, measurable via Bounce Education Support EAP shows good staff uptake Improved attendance and wellbeing of pupils exhibiting EBSA Children report being happy at school Reduced friendship issues un upper KS2 Children are able to talk competently and respectfully about religion and diversity. <ul style="list-style-type: none"> Children enjoy lunchtimes and engage in play of their choice, using a range of equipment. Fewer behaviour incidents reported on CPOMs

Priority 1	Personal Development and Mental Health (pupils and staff)	Leader(s)	Chloe Dilks Ashleigh Dowell
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
To continue to ensure and build on more consistent cultural and diverse experiences being offered across the school.		<p>Y2, round robin style diversity days, Y6 talk to Y5 about residential, Y5 talk to Y4, Y2 shared reading/ activities with Y3 to ease transition, FS and Year 1 activities to ease transition</p> <p><u>Staff wellbeing</u></p> <ul style="list-style-type: none"> Continue to promote and share the message of pupil and staff well-being in new starter meetings, parent forum, governors and how others can help. Continue to share statistics with parents on staff wellbeing and how they can support Signpost staff and their families to Education Support – monitor usage through EAP and Bounce Identify stressful times of the year for different staff and look to alleviate/ support Encourage staff to maintain a healthy work life balance – regular newsletters. Promote social activities for staff Plan in meetings for support staff <p><u>OPAL</u></p> <ul style="list-style-type: none"> Continue OPAL assemblies discussing how to keep everybody safe and happy. Consolidate the whole school message of everybody being safe and happy. To work through the audit and action plan to be on track to achieve the award. Offer parent build and play days. Factor in time for staff to observe play e.g. extended lunch times. 		<ul style="list-style-type: none"> Children assess risks independently during play and are more resilient resulting in fewer first aid incidents. Pupils are more regulated when they return after lunchtime 	

Activity	OPAL	Time out of classroom for staff	Monitoring	CPD
Cost	£3000 £1000 EAP - £9 pp SMHL training – gov funded MHFA – free through union Bounce – 3 year contract £1500 approx	OPAL 2 x hours a week LSA 6 x 1 hours meetings over the year for play team 6 x half day meetings with OPAL mentor core group team	OPAL team and OPAL mentor SLT and SENDco	OPAL Play training day for all staff 6 x 1 hours meetings over the year for play team 6 x half day meetings with OPAL mentor core group team

Priority 2	Curriculum – improve retrieval and assessment across the curriculum	Leader(s)	CD AD
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> Not all subject plans are completed and stored centrally in the teaching staff shared drive ICARE quizzes need to be completed and stored centrally and used consistently Subject leaders need to know how groups of children perform in their subject area so that next steps and support can be planned All subject leaders need to be able to talk confidently about their subject, having a consistent approach and vocabulary 	<ul style="list-style-type: none"> Some pupils find it difficult to retrieve previous learning and talk confidently about it Some pupils find it difficult to use correct and respectful vocabulary when talking about their learning Some pupils are unable to explain how they are challenged 	<ul style="list-style-type: none"> Pupils can talk confidently and respectfully about previous learning Pupils achieve well in end of year retrieval quizzes Pupils can give further information and detail when retrieving

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
To embed the ICARE assessment system and ensure it is used consistently across school.		<ul style="list-style-type: none"> Release staff to ensure subject documents are up to date by spring 1 All retrieval quizzes to be completed by Autumn 1 and being introduced to children in Autumn 2. Retrieval and British Values and diversity planned into weekly assemblies. Subject monitoring should include analysing data and identifying any groups of children who are not on track and suggest support Subject monitoring should include analysing data and identifying any groups of children who are working at greater depth and suggest additional activities they could be involved in Subject leaders identify who talks confidently and knowledgeably about their subject 	<p>All pupils will be able to speak confidently about subjects, with respect, including disadvantaged and SEND.</p> <p>Pupils can retrieve previous learning, and most can give further detail.</p> <p>Pupils achieve well in foundation subjects.</p>
Ensure all retrieval quizzes are completed and used consistently across school	EEF – Why bother with retrieval? The Evidence behind retrieval Practice: unpacking research Dr Niki Kaiser		
Subject leaders to be aware of how pupils and groups of pupils are achieving in their subject.	Emma Turner-Simplicios		
Subject leaders have clear, concise and consistent subject leader folders, with up-to-date information	Emma Turner-Simplicios		

Priority 2	Curriculum – improve retrieval and assessment across the curriculum	Leader(s)	CD AD
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
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To plan in opportunities for children to speak confidently and respectfully about all subjects and their learning journey through them.		<ul style="list-style-type: none"> • Support Focus 5 pupils and SEND pupils being able to talk about different subjects • CPD for Subject leaders to improve confidence in talking about how pupils are achieving in their subject, including groups of pupils and know their next steps. • SLT to decide what goes into subject leader folders to ensure progression, attainment and outstanding elements are outlined. • Monitoring to include pupils voice to measure how well pupils retrieve prior knowledge and enjoyment of subjects. • CPD on monitoring for subject leaders. • CPD for new staff on ICARE and expectations • Research ways in which children can be involved in different ways to talk about their learning journey 	
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Activity		Time out of classroom for staff	Monitoring	CPD
Cost		As needed	Staff Meeting time	Staff Meeting time



Implementation Plan / Logic Model



Priority 3	English – Improve outcomes in writing	Leader(s)	CD/AW
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:

Priority 3	English – Improve outcomes in writing	Leader(s)	CD/AW
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
<ul style="list-style-type: none"> Clarification on expectations for each year group in writing Clarification on how the key skills in writing progress across the school Inconsistency in how guided and shared writing is done across the school 		<ul style="list-style-type: none"> Less able pupils need a more accessible curriculum WTS pupils need more reading opportunities Pupils to have high quality examples of texts, particularly for GDS 		Writing attainment needs to increase in all year groups, including GDS.	

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
To improve the quality and consistency of the teaching of modelled and shared writing.	Rosenshine's principles EEF	<ul style="list-style-type: none"> CPD for all staff on Roesnshine's principles Share Rosenhsine's principles with parents Liaise with trust schools regarding approaches that work/ have been successful in modelled and shared writing To investigate Primary English (Rachel Clark) and possible CPD for all staff – similar to Emma T training Share the key findings from the DFE writing framework. For English Lead to continue monitor books and lessons throughout the year. Continue Focus 5 approach to planning and teaching Early identification of pupils requiring intervention Introduce consistent three words 'Think, Say, Write' to promote oracy and rehearsal of writing. To improve consistency of editing skills. Clear understanding of disadvantaged and children working below the expected standard's barriers to writing and plan intervention. Consider using P levels to monitor progress of WTS standard Introduce performance of a piece of writing of their choice in assembly times (KS2). 	Pupils outcomes improved and increased in GDS at the end of KS2.
To continue to ensure the writing curriculum is streamlined and essential skills and knowledge are embedded.			
To improve outcomes for disadvantaged pupils in writing.	EEF blog: Improving Literacy in Key Stage 2		
To increase the % of pupils achieving GDS in writing at the end of KS2.	EEF Course explicit teaching of vocabulary		

Activity	Rachel Clark-Primary English CPD	Time out of classroom for staff	Monitoring	CPD
Cost	£2000	Subject leader 1 afternoon per week		Ongoing CPD

Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its <u>impact</u> ?	<u>Cost (if applicable)</u>	<u>Who</u> will monitor its impact and to <u>whom</u> will this be reported to?
Priority 1	Bounce Training for teachers Mental Health First Aider Training OPAL training for all staff	Staff meeting by staff from Bounce platform CD/ AD- Course of Mental Health First Aider AD, BJ, Play team, OPAL mentor	<ul style="list-style-type: none"> Children's mental health and well being will be tracked more accurately and concerns recognised easier OPAL continue to be successful at lunchtimes Play team are confident managing it Less behaviour and first aid incident 	£200	AD/CD Play team Governors
Priority 2	CPD for subject leaders to talk confidently about their subject and relevant data for all pupils as well as groups of pupils.	Staff meetings with CD and AD	<ul style="list-style-type: none"> Subject leaders to be confident when talking about their subject across the school and know how pupils are achieving in their subject. 		CD, AD
Priority 3	Training for all staff on shared and scaffolded writing model. Training on Rosenshines's principles for teachers	Rachel Clark- Primary English Staff meeting ran by SLT	<ul style="list-style-type: none"> All staff will be knowledgeable on how to teach shared writing and scaffold pupils writing. A consistent approach will be used across the school. Structure to lessons and instruction 	£2000	CD, AW, AD

Governance Review, Development and Monitoring Plans

<u>What</u> do we want to improve?	<u>How</u> will we go about it?	<u>When</u> will it happen and be completed?	<u>What</u> will <u>success</u> look like / what is the <u>impact</u> ?
Intention Annual Governor visits to monitor and evaluate an agreed list of subjects including the school's core priority, writing as set out and agreed in the Academic year 25/26 Governor Meeting number 1. Visits will also be made to monitor Safeguarding, Health and Safety, SEND, EYFS,	Arrange with the subject/topic leaders an agreed annual governor visit date, with the purpose of gaining knowledge and understanding of curriculum subjects and other associated aspects of the school. The arrangement of these visits will follow an introductory email from Chloe Dilks that	June 2026	<p>Increased governor knowledge of curriculum subjects and aspects of the school.</p> <p>Build relationships and trust with pupils and staff and understand challenges.</p> <p>Increased knowledge of strengths and areas of challenge</p>

<p>Mental Health and Wellbeing awareness as part of this process.</p>	<p>will explain to the teaching staff the purpose of the visits as well as the introduction of the relevant link governor.</p> <p>Look at evidence of progress, year on year.</p> <p>Who: This will be led by Louise Caller in conjunction with Chloe Dilks</p>		<p>Reports from visits including discussions with appropriate teacher leaders. Reports to be saved in the Governors One Drive folder and communicated during Governor Meeting.</p>
<p>Intention Increase governor knowledge and understanding of school finances. Ensure we are informed and comfortable with budget decisions. Ensure we are able to question and challenge as and when appropriate.</p>	<p>One or two governors, where possible, to meet yearly with the Business Manager to review the budget and school finance. The Governors and school would like to explore the potential of the repurposing of the existing Caretakers Bungalow to accommodate additional hall space and the future possible expansion of the breakfast and after school club offering.</p> <p>Who: This will be led by Louise Caller supported by Hayley Coggins and Stephen Hammond</p>	<p>June 2026</p>	<p>Increased knowledge of governors of the finances of the school.</p> <p>Discussions in full Governors meetings re school finance.</p>
<p>Intention To help prepare and familiarise the Governing body with the new Ofsted format and the expectations/requirements of the Governing body in the event of an inspection.</p>	<p>Chloe Dilks to request a Governor workshop with Sylvie Newman on this topic, to help educate the Governing body.</p> <p>Who: Chloe Dilks</p>	<p>June 2026</p>	<p>Help prepare the Governing body for the upcoming expected Ofsted Visit. Discussion in governor meetings.</p>