



# Heptonstall J & I School

## SCHOOL IMPROVEMENT PLAN

### 2025-26

#### Introduction

This School Improvement Plan (SIP) responds directly to the action points identified during our Ofsted inspection in June 2023, alongside leaders' analysis of priorities and end-of-year data from 2025. It also reflects emerging trends and has been developed collaboratively with all stakeholders, incorporating the views of pupils, parents, and staff.

At Heptonstall, we believe every child matters. We are driven by a strong determination to ensure that all pupils and staff reach their full potential. Our school is committed to fostering a culture where learning is exciting, ambitious, and inclusive, enabling every child to flourish academically, socially, and personally.

We want our children to feel proud of their achievements, to embrace challenges, and to leave us with the skills, confidence, and resilience they need for the best possible start in life.

#### Our Aims

- To nurture a committed and inspirational staff team who motivate children to achieve their very best.
- To broaden pupils' horizons through a rich, creative, and engaging curriculum.
- To ensure strong progress, particularly in English and Mathematics.
- To provide a stimulating, challenging, and supportive learning environment.
- To maintain high expectations for children's performance and behaviour.
- To promote healthy lifestyles for both body and mind.
- To create a school environment in which children are proud to belong and enjoy learning.
- To develop enthusiastic, independent, and confident learners.
- To value each child as an individual and as a member of the wider school community.
- To foster respect for others, regardless of gender, race, or religion.
- To nurture children's talents in sport, the arts, and beyond.



## Our Vision and Values

At Heptonstall School, we nurture a safe, supportive community where every child can thrive. We celebrate individuality, foster creativity and embrace challenges, helping learners grow into resilient, confident and ambitious individuals. Through friendship, teamwork and respect, we build self-esteem, independence and good citizenship. With a love of learning at our heart, we are committed to 'Building for the Future'.

### Our Values

Together we are 'Building for the...'

**F**riendship

**U**nderstanding

**T**rust

**U**nity

**R**esilience

**E**xploration



## CURRICULUM,TEACHING,ACHIEVEMENT & INCLUSION

### WHAT SUCCESS WILL LOOK LIKE:

- All pupils are making at least the expected amount of progress in the core subjects
- Standards at the end of EYFS, KS1 & KS2 are at least in line with the national average for all groups
- Teaching in all areas of the curriculum is strong and pupils make progress in all areas of the curriculum
- Pupils will thrive from a broad and balanced curriculum tailored to meet their needs
- All pupils, regardless of background, ability or need, feel valued, supported and are making measurable progress academically, socially, and emotionally

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring and Evaluation (impact)
To improve the quality and impact of <b>phonics</b> teaching across EYFS and KS1 so that all pupils make strong progress in early reading and achieve age-related expectations by the end of Year 1.	<p>Audit of phonics in EYFS/KS1</p> <p>Regular monitoring of phonics from phonics lead/across the T</p> <p>Phonics training for all staff delivering sessions</p>	<p>Update previous year's action plan using English Hub audit and share priorities for this year <b>MD</b></p> <p>All staff teaching phonics to have had training and regular coaching from <b>MD</b></p> <p>Regular monitoring taking place by phonics lead with feedback given to staff. <b>MD</b></p> <p>Interventions set up <b>MD</b></p> <p>Pupils in KS2 who did not pass phonics test in previous years identified and interventions in place for them immediately in September <b>MD</b></p>	<p>Regular monitoring to continue to take place. <b>MD</b></p> <p>Y1 (and Y2 retakes) on track to pass phonics. <b>MD</b></p> <p>Interventions in place for those who need it. <b>MD</b></p>	<p>Y1 phonics results to be at least in line with national for all groups. <b>MD</b></p> <p>All actions from audit in autumn term completed. <b>MD</b></p>	<p>Y1 phonics in line with national for all groups.</p> <p>Pupils in KS2 who still need phonics support are receiving it</p>
To ensure that <b>teaching and learning</b> across all areas of the curriculum is consistently good so that all pupils are engaged, challenged and make strong progress from their starting points.	<p>Expectations for each curriculum area created and shared with staff in September</p> <p>Half termly monitoring to take place across the year to ensure expectations are being followed.</p> <p>Monitoring schedule for each half term for teaching and learning including lesson drop ins, book looks, data analysis and pupil voice.</p>	<p>Expectations documents shared in September <b>MD</b></p> <p>Curriculum LTP and MTP plans in place for all subjects <b>MD</b></p> <p>Monitoring schedule for each half term created to show monitoring and evaluation that will be carried out by SLT <b>FP/MD</b></p> <p>Access to CPD via the Trust through staff meetings and the National College <b>MD/FP</b></p> <p>ALL teachers to continue to have access to spend time at partner schools to</p>	<p>Monitoring to show that expectations are being followed and standards in books consistent with expectations <b>FP/MD</b></p> <p>Subject monitoring schedule for the year to be created and shared <b>FP</b></p> <p>Subject leader reports to show that teaching across the curriculum is in line with Trust expectations <b>FP/all staff</b></p>	<p>All expectations and actions embedded and impact visible in books and lessons <b>all teachers</b></p> <p>Data has improved as a direct result of CPD and support given. <b>all teachers</b></p> <p>External monitoring from CEO to verify EHT judgements <b>SH/FP</b></p>	<p>FP MD Leaders from across the Trust CEO</p> <p>Teaching across the curriculum is good or better</p> <p>Pupils are making expected progress</p>

	Monitoring schedule for trust subject leads to support to be created and shared in autumn 1. <b>FP</b>	observe good practice <b>FP</b>  Monitoring schedule for trust subject leads to support to be created and shared in autumn 1. <b>FP</b>			
To ensure all pupils make <u>at least expected progress</u> from their starting points in <b>reading, writing and maths</b> .	<p><b>FP</b> to update and distribute prior attainment grids to track progress from KS1-2.</p> <p><b>FP</b> to hold thorough pupil progress meetings at the end of summer term 2025 after data analysis and at the end of each half term.</p> <p><b>Teachers</b> to complete action plan for autumn term and each half term thereafter along with provision maps to show interventions and support in place.</p> <p><b>All teachers</b> to use a mastery approach when teaching maths.</p> <p><b>MD/LR</b> to monitor progress of pupils each half term and support teachers to identify greater depth pupils.</p> <p><b>Teachers</b> to continue to use reading vipers to explicitly teach comprehension skills and do weekly reading fluency sessions.</p> <p>Termly NFER reading, SPaG and maths tests to be taken. – yrs 2 – 6 – teachers. <b>FP</b></p> <p>Continue to use Accelerated Reader</p>	<p>All teachers to have the GAP analysis from previous class teacher and plan the gaps into starters/homework. <b>MD</b></p> <p>TAF writing checklists used to identify gaps and interventions/teacher support in place. <b>ALL</b></p> <p>TA for reading, writing and maths to be submitted on Sonar in October and December. <b>ALL</b></p> <p>Pupil progress meetings at October and December to track pupils from previous year summer term data - teachers to identify pupils who are not making expected progress and plan interventions. <b>FP</b></p> <p>Majority of pupils are making expected progress by December. <b>MD/LR/FP</b></p> <p>GDS pupils to have been identified and provision in place. <b>LR/MD</b></p> <p>Maths and English typicality monitoring to have taken place and actions disseminated to teachers. <b>MD/LR</b></p> <p>KS2 classes display AR data to track pupils. <b>LR/CS</b></p> <p><b>MD</b> reading fluency, reading VIPERS monitoring each half term.</p> <p><b>MD</b> to analyse data to ensure pupils on the SEND register are making expected progress and needs are met.</p> <p><b>MD</b> to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact</p> <p><b>MD</b> to carry out half termly SEND learning walks in English and maths to ensure</p>	<p>Interventions in place for pupils not making required progress in writing. Produce case studies if necessary. <b>ALL</b></p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. <b>FP</b></p> <p>Pupils identified in Autumn term to have caught up. <b>FP/ALL</b></p> <p>Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers. <b>MD</b></p> <p>Majority of pupils are making expected progress by April. <b>FP</b></p> <p>Accelerated Reader and NFER data to show pupils ZPD range and reading ages have been maintained or improved. <b>LR/CS</b></p> <p><b>MD</b> to analyse data to ensure pupils on the SEND register are making expected progress and needs are met.</p> <p><b>MD</b> to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact</p> <p><b>MD</b> to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.</p>	<p>The majority of 'non SEND' pupils to have made expected progress across the year. <b>LR/CS/MD</b></p> <p>Trust moderation to verify writing data particularly for EYFS, year 2 and 6 (June 2026 before data submission). <b>MD</b></p> <p>Data is in line with or above national at all end points and for all groups. <b>FP</b></p> <p><b>MD</b> to analyse data to ensure pupils on the SEND register are making expected progress and needs are met.</p> <p><b>MD</b> to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact</p> <p><b>MD</b> to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages.</p>	<p>Pupil data</p> <p>Termly report to governors</p> <p>Lower and Upper School moderation.</p> <p>Trust SLT moderation.</p> <p>External end of year data from perspective.</p>

	<p>across KS2 and TAs to analyse its impact and ensure ALL pupils are making progress.</p> <p>Use of reading Vipers in KS1/2.</p>	<p>consistent approaches across all key stages.</p>			
<p>To ensure all pupils develop fluent, automatic <b>transcription</b> skills (handwriting and spelling) by the end of Key Stage 1, enabling them to write with confidence, accuracy and stamina across the curriculum.</p>	<p>Revisit and revise transcription training from summer term and identify further training needed. <b>MD</b></p> <p>Update progression documents for English spelling and handwriting <b>UH/MD</b></p> <p>Regular monitoring of the teaching of spelling, handwriting and English. <b>MD/FP</b></p> <p>CPD each half term on transcription including sharing good practice within the teaching team and wider trust. <b>UH/LB/MD</b></p>	<p>Baseline assessment of handwriting and spelling across EYFS and KS1 completed. <b>Teachers</b></p> <p>Staff CPD re-delivered on teaching transcription explicitly, including non-negotiables to handwriting and spelling instruction. <b>UH/LB/MD</b></p> <p>Daily transcription practice embedded in all relevant year groups, with monitoring through learning walks and book looks. <b>MD</b></p> <p>Two transcription staff meetings to have taken place including one to identify pupils who need support and share good practice. <b>UH/LB/MD</b></p>	<p>Pupil progress reviews show improvement in handwriting fluency and spelling accuracy. <b>FP/MD</b></p> <p>Targeted interventions in place for pupils not meeting transcription milestones. <b>Teachers</b></p> <p>Moderation of writing samples across year groups confirms consistency in transcription expectations. <b>FP/MD</b></p>	<p>The majority of pupils are meeting age-related expectations for transcription. <b>Teachers</b></p> <p>Pupils' writing stamina and accuracy evident in cross-curricular writing samples. <b>MD</b></p> <p>Staff evaluation and pupil voice collected to inform next year's writing priorities and provision. <b>MD</b></p>	<p>Book looks and writing moderation show progression in handwriting and spelling.</p> <p>Lesson observations confirm explicit transcription teaching.</p> <p>Staff CPD logs and feedback reflect improved confidence in teaching transcription.</p> <p>Writing outcomes in EYFS and KS1 improve.</p>
<p>To improve pupils' long-term retention and recall of <b>key knowledge across foundation subjects</b> by embedding retrieval practice and assessment for learning strategies.</p>	<p><b>LB</b> to work with trust leaders and subject leaders to embed 'sticky knowledge' and core vocabulary into subject plans and documentation.</p> <p><b>LB</b> to lead CPD for all on retrieval strategies to maximise retention of key knowledge.</p> <p><b>LB</b> to monitor teaching in foundation subjects along with subjects leads to ensure a consistent approach across all phases and</p>	<p>CPD delivered on cognitive science principles and effective retrieval practice. <b>LB</b></p> <p>Implementation of consistent retrieval strategies across all foundation subjects. <b>LB</b></p> <p>Monitoring of retrieval practise to take place <b>LB</b></p> <p>Pupil voice for science, history and geography shows an increase in retention and a consistent approach across key stages <b>LB/subject leads</b></p>	<p>Monitoring of retrieval practise to take place <b>MD/FP</b></p> <p>Monitoring of wider subjects to show improved pupil recall of prior learning through book looks, quizzes, and pupil interviews. <b>LB/FP</b></p> <p>Subject leaders monitor implementation and provide coaching or support where needed. <b>FP</b></p>	<p>End of year assessments and pupil voice show sustained improvement in long-term knowledge retention. <b>FP/MD</b></p> <p>Planning for next academic year includes refinement of curriculum sequencing and retention strategies. <b>LB/MD</b></p>	<p>Pupil voice shows that articulate and apply key concepts and vocabulary from previous units with increasing independence.</p> <p>Monitoring and book looks demonstrate consistent use of retrieval strategies.</p> <p>Assessment data reflects improved retention over time.</p>

	subjects.				
<p>To successfully implement the <b>Sonar</b> tracking system, ensuring that <b>teaching</b> is consistently informed by accurate, timely and rigorous <b>assessment data</b> to improve pupil outcomes.</p>	<p><b>FP</b> to create implementation timeline and user guide to support staff with use of Sonar.</p> <p><b>FP</b> deliver training for teachers/EYFS staff on Sonar prior to assessment week in October</p> <p><b>FP</b> to deliver training to subject leaders to identify key reports needed for pupil progress meetings, gap analysis etc</p> <p>Data is moderated each half term to ensure new system is being used accurately and consistently in core subjects <b>FP</b></p> <p>Monitor provision maps/interventions to ensure they align what Sonar data <b>FP</b></p>	<p>All teaching staff receive initial training on Sonar, including data input, analysis tools, and reporting functions. <b>FP</b></p> <p>Data inputted at October and December and pupil progress meetings to take place after analysis. <b>FP/teachers</b></p> <p>Curriculum and assessment leads monitor usage and provide support to ensure consistency and accuracy. <b>LR/MD</b></p>	<p>Staff use Sonar data routinely to inform planning, differentiation, and targeted interventions. <b>Teachers</b></p> <p>Pupil progress reviews and moderation activities validate the accuracy of Sonar data. <b>SLT</b></p> <p>SLT conducts a usage audit and gathers staff feedback to refine training and support. <b>FP</b></p>	<p>End-of-year data is analysed through Sonar to evaluate pupil progress and attainment across subjects. <b>MD/LRR</b></p> <p>Leaders use Sonar insights to inform SIP priorities, performance management, and curriculum planning for the next academic year. <b>FP/MD</b></p> <p>Impact report shared with governors, demonstrating how Sonar has improved assessment accuracy and teaching responsiveness. <b>FP</b></p>	<p>All teaching staff are trained and confident in using Sonar to input, interpret, and act on assessment data.</p> <p>Leaders use Sonar analytics/reports to monitor progress, identify trends and drive strategic decisions.</p> <p>Pupil progress meetings and performance reviews reflect Sonar data and show that assessment is accurate and informing teaching.</p> <p>Governors are updated termly on data.</p>

## BEHAVIOUR AND ATTENDANCE

### WHAT WILL SUCCESS LOOK LIKE:

- Pupils demonstrate high standards of learning behaviour as reflected in our Rights Respecting ethos
- Attendance is at least in line with national average and persistence absence continues to improve
- Pupils know how to keep themselves safe online
- Pupils show a strong understanding of British values, cultural diversity, and democratic principles, and can apply these in respectful, responsible ways both inside and outside school, as reflected in curriculum coverage, student behaviour, and community engagement activities

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring and Evaluation (impact)
To work towards achieving <b>Rights Respecting Bronze Award</b>	<p>Hold elections for a rights respecting school council <b>LR</b></p> <p>All topics to have a human right/SMSC link to them on overview grids <b>LR/class teachers</b></p> <p>All classes to have human rights posters in classrooms that children can see and refer to <b>LR</b></p> <p>All classrooms to have a human right of the week displayed and shared on Dojo for parents <b>LR</b></p> <p>Begin to embed an awareness of protected characteristics and promote equality and diversity for all <b>LR/all staff</b></p>	<p>An established rights respecting school council that meet regularly to discuss working towards achieving bronze <b>LR</b></p> <p>Some children across the school will be able to discuss human rights and give examples <b>all teachers</b></p> <p>Parents will be aware of RRSA and know we are working towards achieving bronze <b>LR</b></p> <p>The rights will be visible in all classrooms and prominent places in school <b>LR</b></p>	<p>An established rights respecting school council that meets regularly to discuss achieving bronze and activity in school linked to the RRSA <b>LR</b></p> <p>Most children across school will be able to discuss human rights and the RRSA and give examples <b>LR/all teachers</b></p> <p>Action plan in place for achieving bronze by early spring <b>LR</b></p> <p><b>FP</b> to organise a cross trust/schools (DF) rights respecting event with other school council leads</p>	<p>By end of summer term achieve RRSA bronze <b>LR</b></p> <p><b>LR</b> RAG rate school in relation to RRSA silver and create action plan for next year to achieve this</p> <p>Celebrate achievement of award by posting on Twitter, updating website and celebration event in school <b>FP/LR</b></p>	<p>School achieves RRSA bronze</p> <p>Pupil voice shows rights of a child are embedded across the school in the majority of year groups.</p>
To ensure pupils experience <b>positive, active and inclusive playtimes</b> through the effective use of trained play leaders and enhanced playground equipment, supporting wellbeing, social development, and behaviour.	<p>Audit of current provision and equipment.</p> <p>Play leader recruitment and training.</p> <p>Order new equipment. Staff training</p> <p>Regular observations and feedback.</p> <p>Monitor through cpoms logs.</p>	<p>Audit existing playtime provision and equipment; purchase and introduce new resources to enhance play. <b>MD</b></p> <p>Identify and train pupil play leaders, clarifying their roles and responsibilities. <b>MD/LR</b></p> <p>Establish baseline pupil and staff feedback on current playtime experiences. <b>MD</b></p>	<p>Observations show play leaders are confidently leading activities and games at playtimes, supported by staff and equipment is in regular use, with pupils engaging positively in a range of activities. <b>MD</b></p> <p>Pupil voice and observation evidence show improved engagement and reduced incidents of low-level behaviour. <b>MD</b></p>	<p>Positive playtime culture is embedded across the school, with play leaders acting as role models for inclusive play. <b>MD</b></p> <p>Behaviour logs demonstrate a sustained reduction in playtime-related incidents compared with the baseline. <b>MD</b></p> <p>Pupil and staff surveys reflect high levels of satisfaction with playtime provision, informing plans for the next academic year.</p>	<p>Pupil and parental surveys show a reduction in incidents at breaktimes.</p> <p>Monitoring shows children play respectfully and are engaged.</p> <p>Reduction in CPOM logs for break and lunchtimes.</p>

## PERSONAL DEVELOPMENT AND WELLBEING

### WHAT WILL SUCCESS LOOK LIKE:

- Pupils show improved resilience, self-awareness, and emotional regulation and are supported by regular wellbeing activities and access to pastoral care

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring and Evaluation (impact)
To implement the updated 2025 <b>RSHE framework</b> across the school.	<p>Review policy and update website accordingly. <b>UH</b></p> <p>Ensure curriculum progression is updated with new content. <b>UH/LB</b></p> <p>Staff training for delivery of RSHE curriculum. <b>UH</b></p> <p>Parents awareness of RSHE curriculum through website, consultation and coffee mornings. <b>UH/learning mentor</b></p> <p>Evaluation of RSHE curriculum through monitoring schedule. <b>UH/LB</b></p>	<p>RSHE policy reviewed and updated in line with 2025 framework; shared with governors and published on school website. <b>UH</b></p> <p>Consultation held with parents and pupils to inform curriculum planning. <b>UH</b></p> <p>Audit of existing RSHE resources and purchase of updated materials to ensure compliance. <b>UH</b></p> <p>Staff training delivered on statutory changes and handling sensitive topics. <b>UH</b></p>	<p>Update where necessary the RSHE curriculum. <b>UH</b></p> <p>Carry out learning walk to see delivery of curriculum. <b>UH/LB</b></p> <p>Pupil voice shows understanding of key themes such as healthy relationships, consent, and online safety. <b>UH</b></p> <p>Governors receive update on implementation and compliance. <b>UH/FP</b></p>	<p>RSHE provision evaluated through pupil surveys, staff reflections and parental feedback and fed into next year's action plan. <b>UH</b></p> <p>Evidence including EHNA shows pupils' secure understanding of age-appropriate RSHE content, including mental wellbeing and safeguarding themes. <b>UH</b></p>	<p>Pupil voice survey.</p> <p>Parent survey.</p> <p>EHNA results for y5/6</p> <p>Learning Walk evidence.</p>
To strengthen provision for pupils with <b>social, emotional and mental health</b> needs by developing whole-school approaches, targeted interventions and early identification systems.	<p>Policies and action plans in place. <b>FP/LR</b></p> <p>Training given through national college/trust leads. <b>FP</b></p> <p>CPOM categories updated. <b>FP</b></p> <p>Vulnerable pupil registers created for each year group <b>FP</b></p> <p>EHNA survey takes place <b>LR</b></p> <p>Pupil and parental wellbeing surveys take place. <b>MD</b></p>	<p>Whole-school SEMH strategy agreed, documented, and shared with staff and governors. <b>FP/LR</b></p> <p>Staff receive training on identifying SEMH needs and using graduated responses. <b>FP</b></p> <p>Target pupils for early intervention identified and support in place. <b>FP/LR</b></p> <p>Vulnerable pupil registers created for each year group <b>FP</b></p>	<p>Targeted support running and regularly monitored for impact. <b>LR</b></p> <p>Staff receive additional CPD on de-escalation, trauma-informed practice, and promoting emotional literacy. <b>MD</b></p> <p>Pupil voice activities show pupils feel listened to and supported with their emotional wellbeing. <b>LR/MD</b></p> <p>Parents of pupils receiving SEMH support engaged through workshops, drop-ins, or regular communication. <b>LR/MD</b></p>	<p>Review of SEMH strategy shows measurable improvements in targeted pupils' attendance, behaviour, and progress. <b>LR</b></p> <p>Wellbeing survey and EHNA evidence improved resilience, self-regulation, and positive attitudes to learning across the school. <b>LR</b></p> <p>Governors updated <b>LR</b></p> <p>Priorities identified for embedding and extending SEMH support into the next</p>	<p>Pupil wellbeing surveys.</p> <p>Y5/6 EHNA</p> <p>Parental survey feedback.</p> <p>Governor reports.</p> <p>Cpom logs.</p> <p>Attendance data.</p> <p>Individual case studies.</p>

	Analysis of cpoms takes place.			SIP cycle. <b>LR/MD</b>	
To develop <b>leadership, responsibility and citizenship skills</b> in Key Stage 2 by introducing pupil roles and responsibilities, enabling pupils to contribute positively to the school and prepare for transition to secondary school.	<p>List of roles and responsibilities drawn up and shared with Oak Class. <b>LR/MD</b></p> <p>Interviews for roles to take place. <b>MD</b></p> <p>Expectations created with HoS and pupils. <b>MD</b></p> <p>Newsletters and website to showcase the roles and celebrate. <b>AR/MD</b></p> <p>Evidence collected throughout the year. <b>LR</b></p>	<p>Leadership roles and responsibilities for UKS2 pupils are designed. <b>LR/MD</b></p> <p>Application and selection process (e.g. speeches, interviews, written applications) completed. <b>MD</b></p> <p>Pupils appointed to roles such as school council, play leaders, digital leaders, librarians, and wellbeing ambassadors. <b>MD</b></p> <p>Induction/training sessions delivered so pupils understand expectations and responsibilities. <b>MD</b></p>	<p>Pupil leaders actively fulfilling their roles with visible impact across school life (e.g. supporting playtimes, leading assemblies, contributing to school council decisions). <b>LR/MD</b></p> <p>Mid-year review carried out using pupil and staff voice to evaluate effectiveness and identify improvements. <b>MD</b></p>	<p>Pupil leadership roles celebrated and showcased through assemblies, newsletters, website and displays. <b>MD</b></p> <p>Impact review evidences benefits for pupils (confidence, teamwork, responsibility) and the wider school community. <b>MD</b></p> <p>Year 5 pupils introduced to leadership opportunities in preparation for stepping up in September. <b>MD/LR</b></p>	

## LEADERSHIP AND GOVERNANCE

### WHAT WILL SUCCESS LOOK LIKE:

- The school is supported by the wider Trust team and Executive Headteacher
- Parents are well engaged with the school and support their child's learning
- Governors continue to challenge school leaders and hold them to account
- Staff have a healthy work life balance
- The school has robust safeguarding procedures in place

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring (impact)
To strengthen the quality of education by effectively utilising <b>subject leaders'</b> expertise <b>from across the trust</b> .	<p>Audit current subject leader strengths and expertise across the trust to identify opportunities for collaboration and capacity building. <b>LB</b></p> <p>Liaise with Trust colleagues to establish more subject networks with scheduled meetings to share best practice, review curriculum plans, and moderate standards. <b>LB/FP</b></p> <p>Liaise with Trust colleagues to organise joint CPD and training led by expert subject leaders from all schools, tailored to identified areas for development across schools. <b>LB/FP</b></p> <p>Monitor and evaluate the impact of cross-trust subject leadership through feedback, curriculum reviews, and pupil performance data. <b>LB</b></p>	<p>Audit/overview of expertise within schools to begin. <b>LB/FP</b></p> <p>Core subject cross-trust subject networks established with scheduled meeting dates and agreed objectives/desired outcomes. <b>LB/FP</b></p> <p>Overview of foundation subjects to focus on in the first half of the year completed and how this will be achieved. <b>LB</b></p>	<p>First round of joint moderation, resource sharing, or CPD sessions delivered with positive feedback from participants and early evidence of curriculum alignment.</p> <p><b>LB</b></p>	<p>Evaluation report completed showing impact of shared subject leadership on curriculum quality, staff development, and pupil outcomes, informing next year's improvement planning.</p> <p><b>LB</b></p> <p>Established networks to outline dates and key learning activities for the next academic year.</p> <p><b>FP</b></p>	<p>Subject leaders work collaboratively across the trust, with regular opportunities to share resources, moderate work, and align curriculum intent and implementation.</p> <p>Quality of teaching, learning, and assessment improves as a result of shared subject leadership, as evidenced through monitoring, lesson visits, and pupil outcomes</p>
To ensure <b>Governors</b> are equipped with the skills and knowledge of the school to provide rigorous challenge to the leadership team.	<p>Audit and training needs at the AGM.</p> <p>Governors access regular training and updates on key areas (curriculum, safeguarding, data, finance).</p> <p>National College access for training.</p> <p>Schedule governor visits across the</p>	<p>Audit governors' current skills and training needs. <b>AR</b></p> <p>Provide initial training/update on school priorities, safeguarding, and interpreting data. <b>FP</b></p> <p>Governors agree link roles aligned to SIP priorities and set a</p>	<p>Governor visits take place with reports shared at full governing body meetings.</p> <p><b>FP/MD</b></p> <p>Governing body minutes evidence purposeful questioning and increased confidence in holding</p>	<p>Governors complete self-evaluation of their effectiveness, identifying progress made and next steps. <b>FP</b></p> <p>Evidence from monitoring visits and minutes shows consistent challenge and support to leadership. <b>FP</b></p>	<p>Ofsted or external reviews recognise governance as a strength in driving improvement.</p> <p>Governing body minutes show appropriate level of challenge to school leaders balanced with support.</p>

	<p>year.</p> <p>Link governors report back on focused monitoring visits, demonstrating understanding of school priorities.</p>	monitoring schedule. <b>AR/FP</b>	leaders to account. <b>AR</b>		Governors have a greater understanding of their role and how to support school leaders.
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## EYFS

### WHAT WILL SUCCESS LOOK LIKE:

- The school has a fully compliant EYFS where pupils thrive and achieve and are well prepared for KS1
- The school has a relentless focus on ensuring all pupils are supported with early writing and ready to access the KS1 curriculum

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2025	Milestone 2 April 2026	Milestone 3 July 2026	Monitoring (impact)
To ensure EYFS provision is fully compliant with the revised <b>2025 EYFS framework</b> .	<p>Audit current EYFS provision against the 2025 framework requirements <b>MD/EW</b></p> <p>Provide CPD and staff training on statutory updates <b>LB/MD</b></p> <p>Update EYFS policies, planning formats, and assessment systems to align with new framework <b>LB/MD</b></p> <p>Adapt provision areas and resources to meet curriculum and safeguarding requirements <b>EW</b></p> <p>Monitoring visits from School Improvement Partners / Governors/ Trust Schools <b>FP</b></p>	<p>Audit completed and key gaps identified. <b>EW</b></p> <p>Staff aware of key changes in statutory framework by first week back. <b>MD</b></p> <p>All staff first aid trained by second week back <b>MD</b></p> <p>All EYFS policies revised to reflect changes. <b>LB/MD</b></p> <p>Monitoring visit from Trust to check compliance – <b>MD</b></p>	<p>Planning, and assessment systems in use. <b>EW</b></p> <p>Provision areas adapted to meet new requirements. <b>EW</b></p> <p>Meet with EYFS Lead at Trust school to check compliance -<b>MD</b></p>	<p>EYFS provision fully compliant with revised 2025 framework. Any changes to policy / practice to be made before summer . <b>EW/MD</b></p> <p>Staff practice embedded in line with statutory requirements. . <b>EW/MD</b></p> <p>Positive external validation (governor monitoring, LA visit, Ofsted readiness). <b>FP</b></p>	<p>External monitoring feedback.</p> <p>EYFS end of year data.</p> <p>Internal learning walk feedback.</p> <p>EYFS fully compliant and reflects framework changes.</p>
To implement a coherent, research-informed approach to the teaching of <b>writing</b> , ensuring that all children engage in daily, structured practice in handwriting, spelling and sentence composition, with oral rehearsal used to	<p>Review the Writing Framework 2025 and audit current practice against requirements <b>UH / LB</b></p> <p>Provide CPD for staff on handwriting, spelling, sentence composition, and oral rehearsal strategies <b>UH / LB</b></p> <p>Embed daily practice in handwriting and spelling using the RWI schemes. <b>MD/EW</b></p>	<p>Baseline writing assessments completed <b>EW</b></p> <p>Staff trained in Writing Framework 2025 and expectations understood. <b>UH / LB</b></p> <p>Daily writing structures (handwriting, spelling, sentence practice) established. <b>EW</b></p> <p>Target children identified and</p>	<p>Daily writing structures (handwriting, spelling, sentence practice Oral rehearsal) embedded.<b>EW</b></p> <p>Target children identified and support put in place <b>EW</b></p> <p>Ongoing letter formation assessment <b>EW</b></p> <p>Observation and monitoring</p>	<p>Data report to show progress and children at ARE for writing-<b>MD</b>.</p> <p>Handwriting, spelling and composition skills embedded as secure daily routines. <b>MD</b></p> <p>Writing provision validated as fully aligned with Writing Framework 2025 <b>MD</b></p> <p>Cross trust moderation within</p>	<p>External monitoring feedback.</p> <p>EYFS end of year data for writing.</p> <p>Internal learning walk feedback.</p> <p>.</p>

support writing fluency.	<p>Embed oral rehearsal (dictation) strategies into writing <b>MD/EW</b></p> <p>Provide targeted support/intervention for pupils with gaps in writing skills <b>EW</b></p>	<p>support put in place <b>EW</b></p> <p>Ongoing letter formation assessment <b>EW</b></p>	<p>completed <b>MD</b></p> <p>Target pupils show progress in writing. <b>MD/EW</b></p>	<p>Trust Schools- <b>MD</b></p> <p>Robust assessment handover Nursery – Reception / Reception – Year 1 to share targets, gaps and strengths for writing <b>EW/MD</b></p>	
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