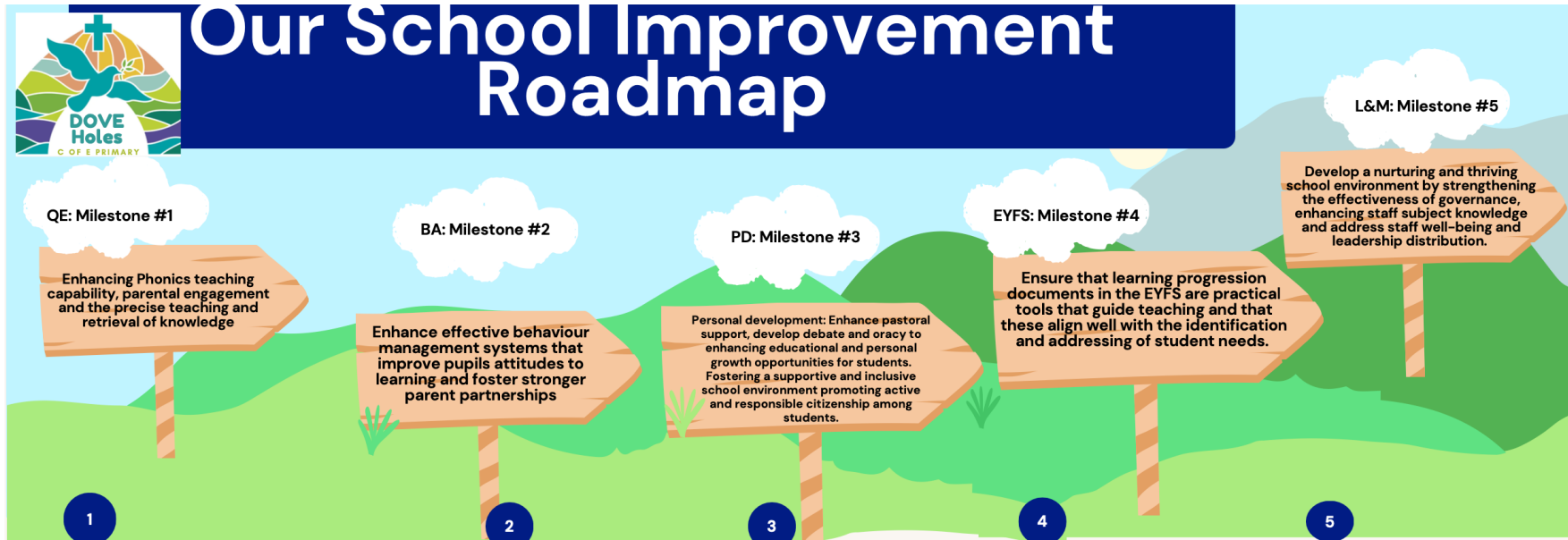


School Improvement summary

This document outlines a comprehensive plan to enhance phonics teaching, parental involvement, curriculum planning, and staff well-being in our school setting. It includes strategies to improve phonics teaching skills, clarity of progress expectations, consistency in phonics progression, and handling of tricky words and fluency. Additionally, the document addresses parental engagement in phonics, reading, and mathematics, as well as the development of medium-term plans, behaviour management systems, and pastoral support. It also emphasizes the importance of extracurricular opportunities, student leadership programs, and staff well-being initiatives.



Our School Improvement Roadmap



QE: Milestone #1

Enhancing Phonics teaching capability, parental engagement and the precise teaching and retrieval of knowledge

1

BA: Milestone #2

Enhance effective behaviour management systems that improve pupils attitudes to learning and foster stronger parent partnerships

2

PD: Milestone #3

Personal development: Enhance pastoral support, develop debate and oracy to enhancing educational and personal growth opportunities for students. Fostering a supportive and inclusive school environment promoting active and responsible citizenship among students.

3

EYFS: Milestone #4

Ensure that learning progression documents in the EYFS are practical tools that guide teaching and that these align well with the identification and addressing of student needs.

4

L&M: Milestone #5

Develop a nurturing and thriving school environment by strengthening the effectiveness of governance, enhancing staff subject knowledge and address staff well-being and leadership distribution.

5

Streamline and enhance medium term plans

Improve consistency in medium term planning across departments

Raise standards in reading and phonics across the school.

Enhance Parental Understanding and Involvement in Mathematics

Strengthen Parental Engagement and Communication in Phonics and Reading

Improve Preventative Academic Support Communication

Establish consistent use of retrieval practice mechanisms

Establish Effective Behaviour Management Systems

Improve Pupils' Attitudes Toward Education and Learning

Support Improved Behaviour for Children with Additional Needs

Foster Positive Relationships Among Pupils, Staff, and Parents

Ultimate Goal

- Pupils will receive increased opportunities to extend their thinking and gain a deeper understanding of the subjects they study, ensuring that opportunities to extend and consolidate pupils' learning are not missed
- The curriculum provides children with experiences of the wider world to help them to understand their village, the world they in and their place within it, ensuring that children know more and can remember more and that children develop higher order thinking, questioning and speaking and listening skills across the phases preparing them for life in modern Britain.
- High expectations of all pupils are realised and outcomes for all children continue to improve, ensuring that staff are well-supported.

Enhance Pastoral Support

Enhance curriculum with cross-curricular projects and themed weeks that highlight 'curricular gifts' of the school

Implement Philosophy for Children and Debate Program

Develop Pupil Ambassador and Buddy System

Enhancing Coherence in Knowledge and Skill Progression

Enhance the provision, including outside learning areas.

Enhancing Coherence in Knowledge and Skill Progression

Enhance parental engagement and support for at-home learning.

Systematic professional development for EYFS staff on early childhood pedagogies

Improve reading fluency and accuracy among Reception pupils.

Improve emotional regulation and behaviour management in children.

Enhance language development and vocabulary acquisition.

Strengthen Staff Engagement and Well-being

Expand Leadership Capacity

Monitor teacher effectiveness

Align CPD to ensure a consistently implemented curriculum

Contents

The Quality of Education: Enhancing Phonics teaching capability, parental engagement and the precise teaching and retrieval of knowledge. Prioritise depth in knowledge over breadth across curriculum subjects.



Behaviour and Attitudes: Enhance effective behavior management systems that improve pupils attitudes to learning and foster stronger parent partnerships



Personal development: Enhance pastoral support, develop debate and oracy to enhancing educational and personal growth opportunities for students. Fostering a supportive and inclusive school environment promoting active and responsible citizenship among students.



EYFS: Ensure that learning progression documents are practical tools that guide teaching and that these align well with the identification and addressing of student needs. Improving the foundational skills in emotional, resilience, and language development within the Reception class, leading to a holistic improvement in the early educational experience of the children. Enhance parental engagement. Strengthen staff professional development for EYFS staff on early childhood pedagogies. Improve reading fluency and accuracy among Reception pupils



Leadership and Management: Develop a nurturing and thriving school environment by strengthening the effectiveness of governance, enhancing staff subject knowledge and address staff well-being and leadership distribution.



The Quality of Education: Enhancing Phonics teaching capability, parental engagement and the precise teaching and retrieval of knowledge.

Enhancing Phonics Teaching Capability

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
1. Enhance the phonics teaching skills of all Teachers and Teaching Assistants (TAs)	<p>Step 1: Conduct an initial assessment to understand the current skill levels of Teachers and TAs in phonics teaching.</p> <p>Step 2: Organise targeted training sessions focusing</p>	By the end of the academic year, all teachers and TAs demonstrate high confidence and competency in delivering the phonics program, as evidenced by improved student outcomes in phonics assessments.	<p>Budget: Allocation for additional training resources and possible external consultants.</p> <p>Time: Set aside regular weekly sessions (1-2 hours) for training and</p>	- SLT responsible for curriculum development

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>on areas of weakness identified in the assessment.</p> <p>Step 3: Implement regular practice sessions for TAs under the supervision of experienced teachers.</p> <p>Step 4: Arrange for ongoing coaching and mentoring by experienced staff or external experts.</p> <p>Step 5: Review progress with follow-up assessments every term to evaluate improvement and adjust training as necessary.</p>		<p>practice throughout the academic year.</p> <p>Material: Phonics teaching materials, assessment tools.</p>	<p>- SENCO</p> <p>experienced phonics teachers</p> <p>- All TAs</p> <p>- External Phonics Consultant (if required)</p>

Enhancing the clarity of progress expectations from Reception to Year 2, maintaining the pace of progression through the phonics scheme, and addressing challenges with tricky words and fluency throughout the school.

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
<p>1. Enhance clarity of term-by-term progress expectations from Reception to Y2.</p>	<p>Step 1: Audit current progress tracking methods and documentation.</p> <p>Step 2: Consult with key stage 1 staff to identify gaps and inconsistencies in expectations.</p> <p>Step 3: Develop a clear, detailed term-by-term progression guideline, incorporating specific milestones and success indicators.</p> <p>Step 4: Train staff on the new guidelines.</p> <p>Step 5: Implement the new</p>	<p>Clear, documented progression expectations are used consistently by all KS1 staff, leading to improved tracking of student progress across terms.</p>	<p>Time: Estimated 40-50 hours for development and training.</p> <p>Budget: Allocation for additional consultancy or staff training as needed..</p> <p>Materials: Production of guideline documents.</p>	<p>KS1 coordinators, Reception and Year 1 and 2 teachers, Assessment coordinator.</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>progression guidelines at the start of the next academic term.</p> <p>Step 6: Monitor and adjust the guidelines as needed based on feedback and student performance data.</p>			
<p>2. Maintain consistent pace in phonics progression.</p>	<p>Step 1: Review current phonics scheme and progression records.</p> <p>Step 2: Identify bottlenecks or inconsistencies in progression.</p> <p>Step 3: Organise additional training sessions or refresher courses for teachers on effective phonics teaching strategies.</p> <p>Step 4: Implement regular monitoring sessions to ensure pacing guidelines are adhered to.</p>	<p>Consistent pace of phonics acquisition as evidenced by student assessment results and teacher observations.</p>	<p>Time: Ongoing monitoring throughout the academic year.</p> <p>Budget: Funds for training and potentially new phonics materials.</p> <p>Materials: Updated training materials, phonics teaching resources.</p>	<p>Literacy coordinator, phonics specialists, class teachers.</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>Step 5: Adjust teaching methods and resources as required based on monitoring outcomes.</p> <p>Step 6: Provide targeted support for students who are falling behind in phonics progression.</p>			
<p>3. Improve handling of tricky words and fluency.</p>	<p>Step 1: Conduct an evaluation of current literacy interventions focused on tricky words and fluency.</p> <p>Step 2: Research best practices for teaching tricky words and enhancing fluency.</p> <p>Step 3: Develop or enhance literacy intervention programs that include daily practice of tricky words and reading fluency.</p> <p>Step 4: Implement structured,</p>	<p>Measurable improvement in students' ability to handle tricky words and enhanced reading fluency across all year groups.</p>	<p>Time: Continuing development and implementation through the school year.</p> <p>Budget: Additional resources for new materials and professional development.</p> <p>Materials: Literacy materials focusing on tricky words and</p>	<p>Literacy coordinator, SEN coordinator (for targeted interventions), class teachers.</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>regular assessments to measure improvements.</p> <p>Step 5: Integrate interactive reading sessions that focus on tricky words and fluency.</p> <p>Step 6: Provide continuous professional development on effective strategies for improving fluency.</p>		fluency, professional training materials.	

Enhance parental involvement and communication to improve student success in phonics, reading, and maths. Ensure that parents are not only informed but also actively participating in their children's learning journey.

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
1. Strengthen Parental	Step 1: Organize regular workshops every term to	Parents regularly attend workshops and express understanding of phonics and	Budget: £2000 for workshop	Literacy Coordinator, IT

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
Engagement and Communication in Phonics and Reading	<p>demonstrate effective phonics and reading strategies that can be used at home.</p> <p>Step 2: Develop and distribute monthly newsletters focused on reading and phonics, including tips for home practice and highlights of resources available.</p> <p>Step 3: Set up a dedicated section on the school's website where parents can access materials and instructional videos on phonics and reading practices.</p>	<p>reading strategies.</p> <p>Positive feedback on newsletters and website resources.</p> <p>Increase in children's reading fluency as reported by teachers and assessed through reading tests.</p>	<p>materials, guest speakers, and website development.</p> <p>Time: Ongoing throughout the school year.</p>	<p>Support Staff, Parent Liaison Officer, Teachers</p>
2. Enhance Parental Understanding and Involvement in Mathematics	<p>Step 1: Host bi-monthly Big Maths sessions for parents and children, focusing on key concepts and home strategies.</p> <p>Step 2: Create and share video tutorials and problem-solving tips on the school's website.</p> <p>Step 3: Invite parents to observe</p>	<p>Parents participate actively in Big Maths sessions and classroom visits.</p> <p>Increased usage of online math resources by parents and students.</p> <p>Measurement through parent surveys and student performance improvements in maths.</p>	<p>Budget: £1500 for developing materials and hosting sessions.</p> <p>Time: Bi-monthly sessions and continual</p>	<p>Maths Coordinator, Teachers, IT Support Staff</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	and participate in classroom math lessons twice a term to better understand the curriculum and methods used.		development of online resources.	
3. Improve Preventative Academic Support Communication	<p>Step 1: Develop a clear protocol for identifying students needing extra practice and communicate this to parents via meetings and written reports.</p> <p>Step 2: Offer training to parents on how to identify signs of academic issues and ways to address them at home.</p> <p>Step 3: Establish a system of regular feedback from teachers to parents about children's progress and areas needing attention.</p>	<p>Parents understand the mechanisms for extra practice and intervention.</p> <p>Regular interactions between parents and school on children's academic needs and progress. Improved student outcomes and reduced number of students needing intensive intervention.</p>	<p>Budget: £1000 for training materials and additional staff hours for feedback preparation.</p> <p>Time: Regular termly meetings and ongoing communications.</p>	<p>SENCO, Teachers, Parent Liaison Officer</p>

Enhancing curriculum planning and approaches to lesson delivery to prioritise depth over breadth and remembering.

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
<p>1. Streamline and enhance medium term plans</p>	<p>1. Conduct a review of existing medium term plans by a committee consisting of department heads and selected teachers.</p> <p>2. Arrange a professional development session to instruct on focusing plans on critical knowledge statements and effective teaching strategies.</p> <p>3. Develop a template for medium term plans that prioritizes depth over breadth, focusing on essential declarative and procedural knowledge.</p> <p>4. Implement peer review</p>	<p>Consistent use and quality of medium term plans across all departments evidencing depth in critical knowledge areas.</p> <p>Improved student understanding and retention of essential knowledge as measured by internal assessments.</p>	<p>Professional development training: budget allocation for external experts or time allocation for internal leaders.</p> <p>Materials for template creation and dissemination.</p> <p>Time allocation for review sessions and feedback analysis.</p>	<p>Department Heads, Curriculum Leaders, Teachers, Teaching Assistants</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>sessions every half term to ensure consistency and quality in medium term planning.</p> <p>5. Gather feedback from teachers and students quarterly to refine the approaches.</p>			
<p>2. Establish consistent use of retrieval practice mechanisms</p>	<p>1. Identify current best practices in retrieval practice from within the school and through literature.</p> <p>2. Create a standardized retrieval practice toolkit, including knowledge notes and retrieval grids, to be adopted across all classes.</p> <p>3. Train all teaching staff on effective use of the toolkit through workshops and in-situ demonstrations.</p> <p>4. Monitor the implementation regularly and provide support where necessary.</p> <p>5. Evaluate the impact on student</p>	<p>Regular and effective use of knowledge notes and retrieval grids in all lessons.</p> <p>Positive feedback from staff and improvement in student test scores related to knowledge retention.</p>	<p>Cost for developing and printing toolkit materials.</p> <p>Professional development sessions budget.</p> <p>Ongoing monitoring and support time.</p>	<p>Teaching staff, Learning Support, Department Heads</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	learning and retention at the end of each term.			
3. Improve consistency in medium term planning across departments	<ol style="list-style-type: none"> 1. Design cross-departmental meetings to share best practices and challenges related to medium term planning. 2. Appoint a 'Medium Term Plan Coordinator' to oversee the standardisation process. 3. Offer mentorship from experienced staff to less experienced teachers in planning. 4. Use staff meetings to regularly discuss progress and address any discrepancies in planning strategies. 5. Set up an internal review board to evaluate plans and provide constructive feedback before the start of each term. 	<p>Consistent quality and approach in medium term plans across all departments, as observed in plan reviews and teacher feedback.</p> <p>Increased collaboration and support among staff about effective planning.</p>	<p>Allocation of time for meetings and coordination.</p> <p>Possible training costs for staff unfamiliar with effective planning strategies.</p> <p>Staff time for mentorship and review processes.</p>	<p>Department Heads, Medium Term Plan Coordinator, All Teachers, Senior Leadership Team</p>

Behaviour and Attitudes: Enhance effective behavior management systems that improve pupils attitudes to learning and foster stronger parent partnerships

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
1. Establish Effective Behaviour Management Systems	<ol style="list-style-type: none"> 1. Conduct a comprehensive review of the existing behaviour policy, incorporating input from a range of stakeholders including teachers, support staff, parents, and pupils. 2. Develop and facilitate detailed behaviour management training for all staff, focusing on strategies for preventing issues and dealing with challenging behaviours effectively. Training sessions to include role-play scenarios, evidence-based practices, and guest speakers from educational psychology backgrounds. 3. Set up a behaviour monitoring group to oversee the implementation of the behaviour policy, consisting of members from the SLT and behaviour specialists, with monthly reviews and adjustments based on staff feedback and behaviour incident logs. 4. Establish a clear set of rewards for positive behaviour and consistent, fair sanctions for inappropriate behaviour. Include visual charts in classrooms and common areas. 5. Appoint and train specific staff members to act as behaviour mentors, providing in-the-moment support and guidance to staff handling difficult situations. 	<p>Standardised behaviour management practices are present across all classrooms, evidenced by a decrease in behaviour-related incidents logged weekly.</p> <p>Positive affirmations from staff regarding the effectiveness of behaviour training and support.</p>	<p>Training budget: Estimated £5,000 for external trainers and materials.</p> <p>Time allocation: Five PD days spread throughout the academic year for training.</p> <p>Additional funds for visual materials and behaviour monitoring software.</p>	<p>Senior Leadership Team (SLT) Behaviour Specialist Teachers All Teaching Staff</p>
2. Improve Pupils'	<ol style="list-style-type: none"> 1. Curate a reformulated curriculum incorporating life skills, focusing on resilience, self-regulation, ethical 	<p>Improved student engagement and investment</p>	<p>Budget for speakers: £3,000.</p>	<p>Head of Pastoral Care</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
Attitudes Toward Education and Learning	<p>behaviour, and respect for self and others.</p> <p>2. Organise a series of motivational workshops and assemblies featuring speakers renowned for their inspirational impacts on young minds.</p> <p>3. Develop a sustained partnership with local businesses and community groups to provide mentoring programs that offer real-world insights and support.</p> <p>4. Enhance student engagement through the promotion of student governance models such as student council, which would involve students in the decision-making processes at school.</p> <p>5. Roll out a school-wide recognition program that regularly acknowledges the efforts in both academic and behavioural improvements, using a digital platform for nominations and rewards visible to students, staff, and parents.</p>	<p>in educational activities, as observed by teachers and reported in student surveys.</p> <p>Increase in positive disciplinary records and higher instances of peer-to-peer commendations.</p> <p>An observable uplift in school spirit during assemblies and school council sessions.</p>	<p>Partnership facilitation costs: £2,000 annually.</p> <p>Initial investment in a digital recognition platform: £1,500 for setup and training.</p> <p>Ongoing costs for student council activities and recognitions.</p>	<p>PSHE Coordinator</p> <p>External Links Coordinator</p> <p>IT Support Staff</p> <p>All Teachers</p>
3. Foster Positive Relationships Among Pupils,	<p>1. Establish a regular schedule of Parent-Teacher-Student Association (PTSA) meetings, aimed at discussing the progression of school policies and gaining feedback on current issues.</p> <p>2. Create a buddy system pairing new or younger students</p>	<p>Increased rate of parental involvement and satisfaction based on PTSA meeting turnout and feedback surveys.</p>	<p>Budget for community projects: £4,000 annually.</p> <p>Counseling services and specialist support</p>	<p>Senior Leadership Team (SLT)</p> <p>SEN Coordinator</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
Staff, and Parents	<p>with older student mentors, focusing on building respect and understanding across different age groups.</p> <p>3. Provide specialised support frameworks for pupils experiencing trauma, Special Educational Needs (SEN), or issues with emotional self-regulation, including access to counselling and tailored learning plans.</p> <p>4. Launch a series of community outreach initiatives designed to improve safety and the school's relationship with the local community, including public safety talks, student-led community service projects, and collaborative events with local law enforcement.</p> <p>5. Implement comprehensive anti-bullying campaigns and regular training sessions on diversity and inclusion, to better equip staff and students in creating a supportive school environment.</p>	<p>Decreases in bullying incidents and reports of harassment within the school.</p> <p>Enhanced safety and improved communal relationships evidenced by community feedback and reduced negative external incidents involving students.</p>	<p>provision: £6,000 annually.SEN and Pastoral Care budgets for additional resources.</p> <p>Staff hours for event planning and execution.</p>	<p>Safeguarding Officer</p> <p>Pastoral Care Team</p> <p>All Teaching Staff</p>

Personal development: Enhance pastoral support, develop debate and oracy to enhancing educational and personal growth opportunities for students. Fostering a supportive and inclusive school environment promoting active and responsible citizenship among students.

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
1. Enhance Pastoral Support	<p>Step 1: Conduct an audit of current pastoral care provisions and identify gaps.</p> <p>Step 2: Train designated staff members on implementing improved pastoral care techniques, focusing on mental health support.</p> <p>Step 3: Introduce regular pastoral sessions tailored to different year groups, covering topics like stress management and emotional resilience.</p> <p>Step 4: Establish a feedback system with pupils and parents to assess the effectiveness of the new pastoral initiatives.</p>	<p>Improved pupil and parent satisfaction with pastoral support as measured by surveys.</p> <p>Reduction in reported pastoral issues.</p> <p>Improved pupil wellbeing scores.</p>	<p>Training for staff: £3,000</p> <p>Materials for sessions: £500</p> <p>Survey platform subscription: £200 annually</p>	<p>Head of Pastoral Care</p> <p>SENCO</p> <p>Form Tutors</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
2. Broaden Extracurricular Opportunities	<p>Step 1: Survey students and parents to identify interests not currently catered to.</p> <p>Step 2: Partner with local organisations and clubs to offer a broader range of activities.</p> <p>Step 3: Allocate time and space in the school calendar and premises for new activities.</p> <p>Step 4: Launch a promotional campaign to inform pupils of new opportunities and encourage participation.</p>	<p>Increased participation in extracurricular activities.</p> <p>A broader range of activities available reflecting student interests.</p> <p>Positive feedback from participant surveys.</p>	<p>Budget for new clubs and activities: £5,000</p> <p>Marketing materials: £500</p>	<p>Head of Extracurricular Activities</p> <p>PE Department</p> <p>Marketing Team</p>
3. Implement Philosophy for Children and Debate Program	<p>Step 1: Train selected teachers in facilitating philosophy and debate sessions.</p> <p>Step 2: Integrate philosophy and debate into the curriculum initially as an elective subject.</p> <p>Step 3: Organise inter-class and inter-school debate competitions.</p> <p>Step 4: Regularly assess and refine the program based on participant feedback and performance in debates.</p>	<p>Establishment of philosophy and debate in curriculum.</p> <p>Successful holding of at least three debate competitions within the school year.</p> <p>Positive feedback from students and improvements in critical thinking skills.</p>	<p>Training costs: £2,000</p> <p>Materials for curriculum and competitions: £1,000</p>	<p>Head of Humanities</p> <p>English Department</p> <p>Teachers</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
4. Develop Pupil Ambassador and Buddy System	<p>Step 1: Identify and train pupils for ambassador and buddy roles focusing on leadership and social responsibility.</p> <p>Step 2: Develop a structured program where ambassadors and buddies assist in school events, mentoring, and peer support.</p> <p>Step 3: Monitor and evaluate the impact of the program on school culture and individual development.</p> <p>Step 4: Provide recognition and rewards for active and impactful participants to sustain engagement and motivation.</p>	<p>Effective functioning of ambassador and buddy systems as reflected in school culture improvement.</p> <p>Positive feedback from participants and wider school community.</p> <p>Documented examples of positive impact.</p>	<p>Training resources: £1,000</p> <p>Rewards and recognition system: £500</p>	<p>Senior Leadership Team</p> <p>Head of Student Council</p> <p>PSHE Coordinator</p>

Leadership and Management. Develop a nurturing and thriving school environment by strengthening the effectiveness of governance, enhancing staff subject knowledge and address staff well-being and leadership distribution.

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
1. Strengthen Staff Engagement and Well-being	Start with a monthly 'Well-being Workshop' focused on stress management, work-life balance, and mental health resources. Establish a confidential 'Support Hotline' staffed by trained wellness coaches. Implement annual surveys to monitor staff satisfaction and well-being.	Increased staff satisfaction scores by 20% within the first year. Reduction in staff turnover and absenteeism by 10%. Positive feedback in 80% of staff on support systems.	Budget for professional wellness trainers and materials for workshops: £3,000 annually. Costs for setting up and maintaining a hotline: £2,000 annually.	Well-being Officer, HR Manager, Senior Leadership Team.
2. Enhance Professional Development on Subject and Pedagogical Knowledge	Develop a structured CPD programme tailored to specific needs identified through staff assessments and subject result analysis. Partner with educational institutions for expert-led sessions. Bi-annual review of programme effectiveness aligned with student performance metrics.	At least 15% improvement in student outcomes for subjects targeted under the CPD programme. 90% staff satisfaction rate with CPD offerings.	Budget for external experts and resources for CPD sessions: £5,000 bi-annually. Time allocation for staff to participate in and lead CPD sessions.	CPD Coordinator, Subject Leaders, Teaching Staff.
3. Expand Leadership Capacity	Map current and potential leadership roles and responsibilities clearly. Develop a leadership training program for upcoming leaders, incorporating insights from current leaders about challenges and skills needed. Regular	Creation of at least 3 new leadership roles within the next academic year. 95% of new leaders meeting their first-year development targets.	Budget for leadership development programmes: £4,000 annually. Time allocations for current leaders to mentor.	Headteacher, Deputy Head, Senior Leadership Team,

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	performance reviews linked to leadership development pathways.			Emerging Leaders.

EYFS: Ensure that learning progression documents are practical tools that guide teaching and that these align well with the identification and addressing of student needs.

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
1. Enhancing Coherence in Knowledge and Skill Progression	Step 1: Review and assess the current half-termly knowledge and skill progression documents. Step 2: Align the progression documents more closely with the lessons, activities, and experiences planned by engaging subject leaders and teachers in a series of workshops. Step 3: Establish a regular review cycle for these documents to ensure they are continually updated and remain aligned with teaching practices.	Progression documents are clearly linked with lesson plans across all subjects and year groups, as evidenced by internal audits.	Budget: Allocation for professional development workshops. Time: Workshops to take place over 2 PD days and ongoing review meetings.	Curriculum coordinators, Subject Leaders, Teaching staff

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
2. Developing a Comprehensive Gaps and Strengths Analysis Framework	Step 1: Train staff on effective techniques for assessing and documenting student progress and identifying learning gaps. Step 2: Implement a structured system for recording these gaps and strengths at the end of each term. Step 3: Use data from the assessments to tailor the teaching approaches and interventions accordingly.	A structured gaps and strengths reporting framework in place that informs teaching and learning adjustments every term.	Budget: Training resources and tools for data collection and analysis. Time: Initial training sessions and ongoing termly analysis.	SENCO, Data Manager, Teachers
3. Facilitating Smooth Transition to Year 1 Curriculum	Step 1: Establish a transition team to focus on easing the Y1 curriculum access. Step 2: Develop specific interventions that target known transition challenges based on gaps identified. Step 3: Monitor and evaluate the impact of these interventions, adjusting as necessary to ensure effectiveness.	Effective transitions with measurable improvement in student readiness for Y1, as shown by end-of-reception assessments.	Budget: Resources for intervention materials and additional support staff. Time: Planning meetings and evaluation periods.	Early Years Team, Year 1 Teachers, SENCO

EYFS; Enhance parental engagement. Strengthen staff **professional development for EYFS staff on early childhood pedagogies. Improve reading fluency and accuracy among Reception pupils**

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
<p>1. Enhance parental engagement and support for at-home learning</p>	<p>Step 1: Conduct a survey among parents to assess their understanding and satisfaction with the information provided on their child’s learning progress and methods.</p> <p>Step 2: Organise workshops every term for parents, focusing on effective strategies for supporting literacy and numeracy at home.</p> <p>Step 3: Develop digital resources, such as instructional videos and reading guides, accessible to parents via the school’s website.</p> <p>Step 4: Implement a more robust feedback system enabling parents to ask questions and seek guidance from teachers regarding home learning strategies.</p>	<p>Increased parental satisfaction in subsequent surveys by at least 20%.</p> <p>Increased parental involvement in home learning activities as reported by teachers.</p>	<p>Budget for workshop materials and for developing digital resources.</p> <p>Time allocation for staff to prepare and conduct workshops.</p> <p>IT support for website enhancement.</p>	<p>Early Years staff, Literacy Coordinator, IT Specialist, Parental Engagement Officer.</p>
<p>2. Systematic professional development for</p>	<p>Step 1: Identify current gaps in teaching practices through staff interviews and peer observations.</p>	<p>Enhanced teacher proficiency in delivering the EYFS curriculum as observed by</p>	<p>CPD session facilitators’ fees.</p> <p>Budget for</p>	<p>EYFS Coordinator, CPD Trainer, Senior Leadership Team.</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
<p>EYFS staff on early childhood pedagogies</p>	<p>Step 2: Plan and execute a series of CPD (Continued Professional Development) sessions targeting modern pedagogical approaches specifically in early years education.</p> <p>Step 3: Encourage staff to participate in external courses and workshops.</p> <p>Step 4: Establish a regular review and reflection sessions for staff to share learning and experiences.</p>	<p>the leadership team.</p> <p>Positive feedback from staff on professional growth and curriculum delivery improvement.</p>	<p>external courses.</p> <p>Time allocation for staff training and reflection sessions.</p>	
<p>3. Improve reading fluency and accuracy among Reception pupils</p>	<p>Step 1: Evaluate current phonics programme and materials.</p> <p>Step 2: Introduce additional targeted phonics sessions weekly, focusing on pupils identified through assessments as needing extra support.</p> <p>Step 3: Enhance classroom reading environments with a range of engaging, level-appropriate reading materials.</p> <p>Step 4: Pair stronger readers with emerging readers for peer-assisted</p>	<p>At least a 15% improvement in reading accuracy and fluency among Reception pupils by the end of the academic year.</p> <p>Positive feedback from pupils regarding the enjoyment and engagement in reading activities.</p>	<p>Budget for additional reading materials and phonics resources.</p> <p>Training for special phonics interventions.</p> <p>Time for additional</p>	<p>Reception Teachers, Reading Specialist, Literacy Lead, Teaching Assistants.</p>

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	reading sessions. Step 5: Regularly assess pupil progress and adjust strategies as necessary.		reading sessions and assessments.	

EYFS : Improving the foundational skills in emotional, resilience, and language development within the Reception class, leading to a holistic improvement in the early educational experience of the children.

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
Objective 1: Improve emotional regulation and behaviour management in children.	<p>1. Training for staff: Arrange professional development sessions focused on emotional intelligence and behaviour management techniques.</p> <p>2. Curriculum Development: Integrate specific daily activities that teach emotions and</p>	Children can independently manage their emotions better by the end of the Reception year with fewer instances of conflicts or inappropriate behaviour.	<ul style="list-style-type: none"> - Professional development facilitator fees. - Resources for activities (books, videos, games about emotions). - Time allocation for staff training and workshops. 	<ul style="list-style-type: none"> - Reception Teachers - SENCO (Special Educational Needs Coordinator)

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	<p>appropriate expressions of feelings.</p> <p>3. Parent Workshops: Organize termly workshops to guide parents on supporting emotional regulation at home.</p> <p>4. Monitoring and Evaluation: Implement a system to regularly assess and document improvements in children's behaviour management.</p>		<ul style="list-style-type: none"> - Budget for parental workshop logistics. 	<ul style="list-style-type: none"> - School Psychologist - Early Years Coordinator
<p>Objective 2: Further develop children's resilience and coping strategies for setbacks.</p>	<p>1. Resilience Curriculum Integration: Embed activities that promote resilience, like problem-solving tasks and role-plays, into daily routines.</p> <p>2. Peer Mentoring: Establish a buddy system pairing new Reception children with older pupils.</p>	<p>Improved ability in children to cope with challenges and setbacks, evident through observational assessments and reduced instances of giving up on tasks.</p>	<ul style="list-style-type: none"> - Training materials and facilitators. - Time for training and mentoring programme development.- Materials for resilience-building activities. - Administrative time for 	<ul style="list-style-type: none"> - Reception Teachers - Year 1 Teachers - SENCO - Teaching Assistants

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	<p>3. Staff Training: Provide specific training on fostering resilience in young children.</p> <p>4. Feedback Mechanism: Create a system where children receive constructive feedback that focuses on effort and improvement.</p>		tracking and documentation.	
<p>Objective 3: Enhance language development and vocabulary acquisition.</p>	<p>1. Enhanced Reading Program: Introduce a diverse range of books tailored to different needs and interests.</p> <p>2. Language-rich Environment: Label classroom items with words and pictures; use daily storytelling sessions.</p> <p>3. Staff Development: Train staff on advanced techniques in early years language acquisition.</p> <p>4. Parental Engagement: Offer</p>	Broader vocabulary and improved language skills as measured by end-of-year assessments.	<ul style="list-style-type: none"> - Library resources and new books. - Training for staff on language development. - Visual aids and materials for classroom. - Budget and time for parent sessions. 	<ul style="list-style-type: none"> - Reception Teachers - Librarian - Language Specialist - Early Years Coordinator

Objective	Implementation Plan	Success Criteria	Resources Required	School Staff Involved
	regular sessions for parents on how to encourage language development at home.			