

Primary School 2025/26 School Evaluation Framework School Development Plan

At Shawlands

we want all our pupils to **thrive**
academically, **creatively** and
socially by providing a
broad, balanced curriculum,
engaging lessons and
stimulating experiences in a
safe, welcoming environment.



Key Outcomes 2022 to 2025									
		2021-2022		2022-2023		2023-2024		2024-2025	
Shawlands EYFS GLD		70%		67%		65%		69%	
<i>National</i>		65.2%		67%		67.7%			
Phonics Year 1		53.8%		77%		92%		95%	
<i>National</i>		75%		79%		80%			
End of KS1 Phonics								92.5%	
<i>National</i>		87%							
KS1		WA	GD	WA	GD	<i>Optional tests and no longer needs reporting</i>			
	Reading	67%	20%	63%	20%				
	<i>National</i>	67%	18%	68%	19%				
	Writing	67.5%	12.5%	55%	0%				
	<i>National</i>	58%	8%	60%	8%				
	Maths	72.5%	20%	65%	18%				
	<i>National</i>	68%	18%	70%	16%				
	Combined	65%	12.5%	55%	0%				
<i>National</i>	53%	6%	55%	6%					
Year 4	Multiplication check	43.5%		55%		63%	23.1 aps	66%	22.7 aps
	<i>National</i>	27%		29%		34%	20.6 aps		
KS2		WA	GD	WA	GD	WA	GD	WA	GD
	Reading	82%	31%	85%	20%	74%	28%	77%	24%
	<i>National</i>	74%	28%	73%	29%	74%	28%		
	Writing	64%	31%	75%	7%	74%	15%	73%	2%
	<i>National</i>	69%	13%	71%	12%	72%	13%	2%	
	Maths	72%	18%	90%	32%	74%	23%	73%	18%
	<i>National</i>	71%	22%	73%	23%	73%	24%		
	SPAG	87%	20.5%	88%	37%	85%	41%	68%	20%
	<i>National</i>	72%	28%	72%	30%	72%	32%		
	Combined	56%	10%	73%	7%	61%	12%	64%	0%
<i>National</i>	59%	7%	60%	7%	61%	8%			

Self-Evaluation Summary.

Shawlands was identified as a good school at its last inspection in 2024 and continues to be a good school. Having successfully addressed the key areas for improvement, the school has revitalised its curriculum approach and is delivering a broad and ambitious curriculum that fully addresses the needs of all groups of children. Children continue to achieve well and were noted by Ofsted to be happy and confident. By the time they leave Shawlands at the end of Year 6, children are full of confidence and self-belief with standards of attainment for them to build on to have successful futures.

Our overall effectiveness is good because:

- The quality of education is good with children experiencing a broad, relevant and challenging curriculum that addresses their needs and leads to children achieving well and making good progress.
- Progress in Early Years is a good, and the school successfully tackles the gaps in children's learning, particularly in language and communication skills.
- The majority of pupils, including disadvantaged pupils, make good progress from Key Stage 1 to the end of Key Stage 2 and this is reflected in the national assessments in reading and mathematics in Year 6 over the past three years.
- The effectiveness of the Early Years is at least good, evidenced by the progress children make.
- The personal development of pupils is at least good and children have developed the self-confidence, strength of character, resilience and determination to succeed in their future lives. As a result, children are well equipped to ensure that they can keep themselves safe, appreciate and respect the diversity in their communities and beyond and are keen to actively involve themselves in a wide range of community activities.
- Pupils behave well in school in lessons, and disruption during lessons is both very rare and well handled. Children behave well because they respond positively, understand the boundaries that are set and respect the school's 6Bs to the extent that they know why they should behave well without prompting.
- The governors and school leadership team share an aspirational vision for the school based upon the principles of strong basic skills, broadened by an enriched curriculum that extends to developing pupils' cultural capital through the wide-ranging menu of sporting and arts activities that are available and consistently used by children of all abilities and backgrounds.
- Leaders have recently focused on the professional development of subject leaders and this has had a significant impact on implementing the new curriculum, including the EYFS curriculum. As a result, all teachers are becoming increasingly confident with all subjects and are more astute in using formative assessments in planning the next steps in children's learning.
- The Teaching and Learning Leader has supported subject leaders to develop detailed medium term plans to secure the progression of knowledge and vocabulary within their subjects, with CPD opportunities and monitoring opportunities built into the SDP. This year, the main focus for subject leaders is ***to develop the accuracy of vocabulary in each subject, as well as make effective use of assessment.***
- The highly skilled safeguarding team, consisting of the Head, Assistant Head, SENDCo and Parent Support Adviser ensure that safeguarding is effective and individual children's specific needs are addressed sensitively in a timely manner that allows them to overcome the often complex circumstances that they are in.
- Shawlands is a very inclusive school, where children with SEND are identified quickly and individual programs are written to meet their needs enabling them to make progress across a wide spectrum of different measures.
- ***Progress and attainment in phonics is above the national average, school's main priority this year is to continue to ensure that children make rapid progress from their respective starting points so that the vast majority reach the required standard.***
- ***Progress and attainment in Writing has improved after CPD from the writing lead, and so a whole-school priority is to embed this CPD so that the teaching of Writing is effective in enabling all children to reach their potential and is reflected in end of year outcomes.***
- ***Whilst behaviour at playtime is generally good, some children struggle to play collaboratively and purposefully, therefore school are working on making playtimes more engaging and active to improve this.***

Quality of Education

The Quality of Education is good because:

A number of children arrive at our school with a poverty of ambition and aspiration, which we challenge by adopting an appropriate curriculum that addresses the many gaps in children's basic skill and knowledge, whilst ensuring that all of our children have the entitlement of a full curriculum, achieve well and attain good standards as result of this curriculum.

Teachers at Shawlands have a good understanding of the children's needs which enables them to provide a challenging environment that focuses on pupils. They are becoming more confident of taking children into 'deep' learning and are becoming more able to recognise when children need further or additional teaching. We are developing a culture where risks can be freely taken, resulting in resilient, confident and outgoing individuals. Emphasis is placed on developing communication, reading, writing and mathematics skills within the wider curriculum. A progression of expected skills and knowledge for each subject is in place, ensuring that class teachers are aware of the expected coverage and progression for each unit in each subject.

The teaching of reading is based on the desire that children will read widely, read fluently, fully understand what they are reading and develop good reading habits, and based on a love of books. Effective leadership has ensured that approaches to teaching reading throughout the school are consistent; as a result the outcomes are good. In Key Stage One, reading books connect closely to the phonics knowledge pupils are being taught. ***The teaching of phonics in Key Stage 1 is effective, and a robust programme of training and support continues to be in place to embed the rapid improvements taking place leading to continued high outcomes.***

In Key Stage Two, staff encourage pupils to read more extensively. The provision of carefully selected texts has helped establish a reading culture across the school. In Key Stage 2 pupils read widely across many genres and the by the time they leave school they have good reading habits and skills which prepare them well for secondary school.

Effective teaching and feedback strategies, including in the teaching of reading, mean that all pupils' needs are met and they make good progress. In the EFYS, KS1 and KS2 teachers use a very effective range of teaching styles and strategies in lessons to sustain the pupils' enjoyment of and active participation in all lessons. There is a very consistent approach to the teaching of maths and reading throughout the school and this is impacting positively on the standards being reached

Extra-curricular clubs also form an important part of the school's provision, especially in sports and the arts. Learning based on the local environment and educational visits further afield make learning 'come alive' for children.

Behaviour and attitudes

Behaviour and Attitudes are good because:

All staff promote high standards of behaviour and provide a model of mutual respect to pupils. The SLT lead the consistent application of high expectations of how pupils should behave in and around the school. Good relationships exist between staff and pupils and this is reflected in the high levels of tolerance and respect that children have for each other and leads them to resolving differences sensibly, fairly and quickly.

The school's positive ethos has instilled the desire of wanting to learn, overcome difficulties and respond positively when they do not succeed in specific tasks, meaning that pupils are highly motivated to learn, and take pride in their work. Children have an enthusiasm for the wide range of opportunities they are presented with and this translates into a genuine love of learning, resulting in ambitious and aspirational children.

The school has a very clear system of rewards and sanctions to promote high expectations. Classroom rules are clearly displayed and expectations are consistently high, meaning that that school is a calm and pleasant learning environment where pupils, staff and parents respect each other. The outcome is that teachers can get on with effective teaching and pupils can get on with enjoying their learning and making good progress. Pupils generally behave well around school and at break times, ***although the school is working on making playtimes more engaging and active to reduce the small amount of incidents of poor playtime behaviour.***

The school is resolute in not tolerating any form of bullying, including online, and always tackle any such behaviour firmly and fairly. The children and parents know this and therefore are willing and open to share their experiences of any unfair behaviour. As a result, bullying incidents are rare but dealt with effectively. Likewise, the school has a clear 'it could happen here' attitude when it comes to child-on-child abuse, and has robust procedures in place to deal with this when it happens.

When behaviour falls below the expected standard, pupils are encouraged to reflect on this and when needed, pupils are given support via the inclusion and welfare team, SEND and other external services. This includes a programme of mental health and wellbeing interventions to support children in managing the emotional needs which can lead to poor behavior choices.

The school's leaders clearly communicate to parents that regular attendance is critical to children, and employ a comprehensive range of approaches to address the problems of the small number of children whose attendance is not high. Our PSA and head teacher works closely with the EWO who is able to target families quickly and efficiently. ***Whilst we do not allow children to take holidays during term time, there are a small number of families who continue take their children on holiday who we continue to work with to improve rates of PA, including setting up attendance panels with the EWO and HT on the panel.***

Personal development

Personal Development is good because:

Through our curriculum, ethos, and positive behaviour management policy pupils know that they have a voice and their opinions will be listened and responded to. They feel part of our school community and therefore want to make a positive contribution to the life of the school. PSHE lessons on developing self-awareness and interpersonal skills encourage pupils to become increasingly more mature, sensible and supportive to each other.

Through our programme of assemblies, pupils are introduced to a set of values including the 6Bs that we believe all children need in order to become effective and responsible members of society. A strength of pupils' personal development is their good understanding of issues relating to equality and diversity. Because the school clearly values difference, including disability, gender, race, religion or belief and sexual orientation, pupils learn to respect and appreciate diversity. As a result, pupils have a good understanding of tolerance and respect.

Our broad curriculum provides opportunities throughout the year for children to learn about and develop an understanding and respect for beliefs including that of Christianity and other world religions, and to investigate moral and social issues in a safe supportive environment.

Our PSHE programme enables pupils to learn about what is needed for good health and well-being. This covers mental health issues and how to keep themselves mentally and physical healthy and to understand age-appropriate relationships and sex education in line with the updated regulations. A great emphasis on the use of social media has been developed, with children being made aware of the problems around social media and how it should be used safely. Children are aware of how to deal with cyber bullying and what to do if they are a victim of this. School works closely with parents to offer advice on what children should be accessing at home.

The school safeguarding and Well-being team work extremely closely with vulnerable children and their families; listening to their problems and providing practical solutions to these problems and building close links with a range of other agencies including Social Care, Police, CAMHS (Mental Health Team), foodbanks and the

Educational Psychologist, resulting in children and their families having the appropriate support at a time when they have major worries and concerns.

Our SENDCo ensures that teachers and teaching assistants are well informed and resourced in order to identify and meet the individual of needs of children on the different stages of SEND. Teaching Assistants are trained to deliver a range of interventions, including IDL and IXL, Lego Therapy and Musical Interaction.

In addition to our PE curriculum, pupils are encouraged to be physically active by walking a 'Daily Mile' or other daily physical exercise, and through taking part in the broad range of extra-curricular sporting and physical activities on offer including football, netball and cricket

All year groups offer a broad range of trips throughout the year, including residential visits to London and outdoor-pursuits centres. Support is made available for our disadvantaged pupils. There is also a wide range of quality extra-curricular experiences on offer to our pupils including, baking, newspaper writing, craft, sports, music and gardening clubs. As a result of the increasing wide, rich set of experiences on offer, pupils are able to develop their individual talents and interests.

We have an effective transition programme that enables a smooth transition from one class to the next. As well as children spending time with their next teacher, time is allocated for staff to meet with the next teacher to ensure all needs are able to be met at the start of a new year, and parents are invited in to meet the teacher before the start of the year. For children moving on to secondary education, schools are invited in and children are encouraged to attend open days for all local schools. Once places have been allocated teachers meet to discuss any individual needs including welfare and SEND.

Leadership and management

Leadership and Management are good because:

The governors and senior leaders provide the school with strong and effective leadership based on a clear vision for the future. All are ambitious for the school and they are committed to securing the highest standards and to continuous improvement in all areas of the school's work. This results in high expectations so that outcomes remain high for all pupils, particularly disadvantaged pupils. School leaders have high expectations for behaviour and relationships and have worked together to create and embed a culture where pupils are valued and respected. Clear policies are in place to ensure coherence and consistency and these are regularly monitored to ensure that pupils benefit from effective teaching and consistent expectations throughout the school.

Staff development is linked to the School Development Plan. Individual members of staff have professional development areas related to improving subject knowledge and the understanding of effective teaching identified through both self-evaluation and the performance management process. During the year, teachers and all staff attend courses by external providers as well as training and support that is offered on site on an individual needs basis. INSET days are used to bring the whole staff together for training related to whole school curriculum development and priorities identified through self-evaluation. Leaders are focused on improving teaching and learning and provide focused and personalised professional development for all staff, especially those who are newly or recently qualified.

Leaders engage parents and carers by inviting them into school on a regular basis such as for inspire afternoons, assemblies, sports days and parent consultation meetings and attendance at these is always high. Volunteers are encouraged into school to support children's learning and listen to readers. A newly formed fundraising team is encouraging further links with parents

Fortnightly newsletters home allow information to be shared, whilst staff are available and approachable at different times in the school day. A member of the SLT team is available at the start and end of the school day to discuss concerns and suggestions. There are clear lines of communication which ensure that parents and carers are clear about when, where and how to communicate with their child's class teacher and the school. The increased use of the dojo app has ensured that all communication is consistent and accessible to all. Teachers follow school policies and protocols regarding communication and social media and understand what is and is not appropriate

in terms of communication with parents.

Staff workload and well-being:

School leaders recognise that in order to deliver a high-quality education, staff workload and well-being need to be regularly reviewed. To this end, school leaders regularly survey the views of staff with regard to workload and well-being is seen as being a positive forum for issues to be shared and for the generation of positive and achievable ways forward.

Governance

The governing body works closely with the headteacher to ensure that the continuous improvement of the school lies at the heart of all we do. The chair meets with the head on a monthly basis – additional ad hoc meetings with staff/head and the chair and other governors take place as and when required. The governing body systematically monitors the schools’ progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared in the SLT report to governors at each full meeting. This makes a strong contribution to planning for improvement. Governors are well informed and knowledgeable because they are given high-quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats. They are able to take and support difficult decisions in the interests of pupils and to support the head teacher when staff changes are necessary.

Safeguarding

The safety and welfare of learners and everyone else in our school is given the highest importance by the headteacher, leadership team, governing body and staff. We are always vigilant and quick to respond to ensure that children’s safety is paramount. Thorough and effective procedures for identification of pupils who are at risk are in place and all members of the safeguarding team are aware of current concerns via CPOMs alerts. All members of staff receive appropriate training in safeguarding and they are kept up to date with current information about vulnerable children on a need-to-know basis. Roles and responsibilities are clear and there are good links with the agencies that support our work in safeguarding including social care, the police and LA. This enables referrals to be made where appropriate and in a timely way. All statutory regulations for checking staff and volunteers are in place and appropriate records are kept. When interviewing, at least one member of the panel is trained in Safer Recruitment. Visitors must sign in and are made aware of the school’s commitment to safeguarding. Any visitors are supervised during their visit so that they do not have unsupervised access to children.

Quality of Early Years Education

The Quality of Early Years Education is good because:

Our Early Years curriculum is designed to provide all children with the opportunities and experiences that they need in order to develop positive dispositions and attitudes to be able to succeed as learners and in life. We take into account the challenging backgrounds that many of our pupils come from and, as a result, within FS1 planned learning opportunities are heavily weighted around Personal, Social and Emotional Development and upon developing pupils’ ability to communicate effectively and interact positively.

We aim to foster excellent attitudes to learning by providing effective and timely adult interactions to ensure that learning is instantly captured and enhanced. All staff have high expectations and the enhancement of skills for learning is achieved through a well-resourced, stimulating environment that allows children to repeat and consolidate their own learning. Children are encouraged to take an active part in their learning journeys and become independent learners. We foster a love of learning by ensuring that we capture and learn through the children’s interests as much as possible. The aim within FS2 is to ensure that children are ready for the next phase of school life and we focus in particular in ensuring that all children have developed a sound base of early reading skills and phonics.

High quality teaching and learning is based on a team planning approach centred around children’s individual needs and interests. Staff are skilled in the teaching of

phonics and early reading and generate an enthusiasm for reading and a love of books whilst effectively teaching new ideas, concepts and vocabulary. Parents are involved and engaged in supporting their child to learn to read through parent workshops and information leaflets.

A comprehensive mathematics curriculum is taught and then embedded through the wider curriculum. Children have access to a high-quality learning environment covering all the required areas of learning. All children, including those who are at the early stages of learning English as an additional language are able to participate equally. Staff are skilled at asking questions that encourage children to think more deeply about their learning, extend their use of language across the curriculum and make connections in order to embed new learning.

Regular opportunities are planned to reinforce new learning and for staff to check understanding. Assessments are relevant and purposeful, leading to improved outcomes for children. All pupils' basic needs are met through the provision of a safe, stimulating and secure environment and staff regularly reinforce messages about how to stay safe and healthy.

By the end of the Foundation Stage, many children read accurately. Their vocabulary and understanding of language are good, and they achieve the early learning goals, representing strong progress from low starting points. We are currently working with the new oracy framework to further improve and extend children's language and vocabulary, ensuring they are confident communicators. Children enjoy their learning and participate eagerly and enthusiastically. They are beginning to manage their own feelings and behaviour, and understand how these have an impact on others. As a result of the creative, stimulating environment we provide, children flourish and develop into confident, motivated and independent learners, well prepared for the next stage of their education.

School Development Plan 2025 – 2026

KEY PERFORMANCE INDICATORS (KPIs) By July 2026

1. Children in each class and cohort make good progress across the year in core subjects.
2. The majority of children in each class and cohort make good progress in all subject areas.
3. The % of pupils reaching GLD by the end of EYFS will remain in line with or exceed the national average.
4. The % of pupils meeting the required standard in the Y1 phonics screening check will be at least in line with the national average.
5. Attainment in Reading, Writing and Maths at the end of KS1 will meet or exceed the national averages at both Expected and Greater Depth levels.
6. Attainment at the end of KS2 will meet or exceed the national averages in reading, writing and maths at both Expected and Great Depth.
7. The progress of children in receipt of the pupil premium will match or exceed that of non-disadvantaged children

MAIN PRIORITIES FOR 2025-2026:

PRIORITY ONE: TEACHING, LEARNING and OUTCOMES

Teaching and learning across the school remain consistently strong across the curriculum, resulting in outcomes at least in line with national averages for all children with special consideration for disadvantaged children. Well established assessment systems including Pupil Progress Meetings which include a focus on disadvantaged and SEND children, ensure that planning and resourcing meets the needs of all pupils. Maths, Reading and Writing leaders have a clear picture of areas for improvement, and produce effective action plans to secure them.

- **Oracy** – to ensure we are developing children with the spoken language skills to communicate appropriately both academically and socially
- **Maths** – to ensure an increased number of pupils achieve GD at the end of KS2.(in line with average)
- **Writing** – to ensure an increased number of pupils achieve GD at the end of KS2.(in line with average)
- **Reading** – to implement strategies appropriate for school from reading training to develop fluency, vocabulary and comprehension skills

PRIORITY TWO: SEND

To strengthen inclusive practice and provision so that pupils with SEND make sustained progress through high-quality adaptive teaching, confident support staff, and effective parental engagement.

- **Adaptive Teaching**- Embed consistent, high-quality adaptive teaching strategies across all classrooms to ensure that the needs of pupils with SEND are effectively met. Develop teachers' confidence and expertise in differentiating learning, using assessment to inform adaptation, and deploying resources effectively.
- **TA Confidence and Training**-Provide a structured programme of professional development for teaching assistants to strengthen their subject knowledge, intervention delivery, and ability to promote pupil independence. Establish regular coaching, observation, and feedback cycles to build confidence and ensure consistent, high-impact support for SEND pupils.
- **Parental Understanding and Confidence**-Enhance communication and collaboration with parents to increase understanding of SEND processes, support strategies, and available provision. Develop parent workshops and information sessions to build trust, empower families, and improve confidence in supporting their child's learning at home.

PRIORITY THREE: PASTORAL – PD and Behaviour and home-school links parental involvement and mental health and wellbeing

To strengthen pupils' personal development and wellbeing by embedding leadership opportunities through the Pupil Ambassador programme, promoting consistently positive behaviour and emotional regulation, and deepening home-school partnerships to support mental health, wellbeing, and parental engagement.

Most recent Ofsted areas for improvement:

- **FRENCH SUBJECT KNOWLEDGE** - To increase staff's subject knowledge in French - High-quality language instruction is essential to ensuring that students achieve strong outcomes in French. To support this, staff must have a deep understanding of both the French language and the best practices in teaching it. Improving staff subject knowledge will not only enhance the quality of instruction but also boost student engagement, confidence, and performance in French.

PRIORITY ONE: TEACHING & LEARNING / OUTCOMES FOR PUPILS.

OBJECTIVE	ACTIONS	TIMESCALE	Aut	Spr	Sum
To being to implement Oracy strategies throughout school	<ul style="list-style-type: none"> a) To follow the ECM Oracy implementation document b) To run CPD of the 4 areas of 'Talk for...' c) To embed strategies throughout school to encourage meaningful talk d) To teaching listening/speaking skills e) To increase speaking and listening opportunities for children throughout school – inspire days/class assemblies f) To allow more speaking and listening opportunities in class (30% teacher -70% pupil) 		<p>3 CPD sessions completed. Maths Oracy still left to do. Lesson monitoring of oracy through school.</p> <p>Inspire days/class assemblies all planned in.</p> <p>9 out of 11 classes meeting 70%- 30% rule</p>	Oracy implementation is currently underway but a full cycle not completed. Wil CPD Follow up of Maths CPD around oracy	
To continue to develop the two-year curriculum programme cycle with regards to provision, planning and enrichment opportunities for all children to ensure that they have the knowledge, skills and cultural capital required for future learning.	<ul style="list-style-type: none"> a) To continue to develop of schemes of work to ensure a high-quality offer is consistent throughout each phase and between cycle A and cycle B. b) To further embed and revisit how children are building on their prior knowledge of concepts, skills, ideas and attitudes in order to achieve year on year. c) To ensure new staff are aware of objectives/curriculum/cycle expectations 		<p>Monitoring of planning Knowledge quiz cards implemented – to be used.</p> <p>New staff planning expectations explained.</p>	Knowledge cards in place but not consistently used	
Ensure pupil voice questionnaires give subject leaders relevant feedback about their subject.	<ul style="list-style-type: none"> a) Subject leaders to carry out a whole school pupil voice questionnaire for their subject b) Review questionnaire content and alter accordingly, if required, for future use c) Review of subject overviews and SOLs based on feedback from the children d) Pupil Voice findings, and proposed amendments to curriculum planning, to be shared with the Teaching & Learning group e) To ensure development will be influenced by pupil voice. Pupils at Shawlands will feel that they contribute to changes in school in positive way. Books, trips and visits reflect the responses from pupil voice questionnaires 	<p>December 2026</p> <p>July 2026</p>	<p>Subject leaders carried out pupil voice as part of their enquiry time.</p> <p>SL to look at PV results and where changes can/ need to be made,</p>	Pupil voice survey's to be completed. 10 children per class to show overview. Ongoing through the year	

To establish formative strategies that support checking pupils' learning during the course of a lesson, term, year and school life	<ul style="list-style-type: none"> a) Introduce index cards to allow quick recaps. b) Ensure children have opportunity to recap on previous learning from previous years and terms 		Index cards introduced – next step to ensure use		
--	--	--	--	--	--

WRITING

OBJECTIVE	ACTIONS	Timescale	Aut	Spr	Sum
Increase GD (Greater Depth) in Writing	<ul style="list-style-type: none"> a) Identify target pupils for GD writing and track progress with specific writing rubrics. b) Plan extended writing opportunities across the curriculum. c) Use model texts to explicitly teach ambitious vocabulary, sentence structures, and cohesion. d) Implement structured editing and improvement sessions in lessons. e) Share best practice among staff through moderation and peer observations. 	December 2026	New assessment system tracking GD children		
Improve Writing Outcomes for Boys	<ul style="list-style-type: none"> a) Analyse current data to identify gaps in boys' writing attainment and progress. b) Introduce writing tasks that tap into boys' interests (e.g., adventure, sports, technology, comics). c) Use shorter, high-engagement writing activities to build confidence and stamina. d) Provide male role models through author visits, guest speakers, or examples of male writers. e) Encourage collaborative and competitive writing activities, such as writing challenges or story competitions. f) Offer targeted interventions and 1:1 support for boys falling behind, with regular monitoring of progress. g) Celebrate successes in boys' writing visibly (displays, newsletters, awards, Dojo) 				
Writing and SEND	<ul style="list-style-type: none"> a) Audit current provision for SEND pupils in writing. b) Provide staff with CPD on scaffolding, sentence starters, graphic organisers, and assistive technology. c) Implement targeted interventions (e.g., fine motor skills, spelling support, guided writing). d) Use assessment data to plan and evaluate support for SEND writers. Share examples of successful strategies to improve confidence and independence in writing 				
Parental Engagement	<ul style="list-style-type: none"> a) Offer workshops or guides for parents on supporting writing at home. b) Share strategies, prompts, and "writing challenges" in newsletters or online platforms. c) Encourage parents to engage in creative writing projects with children (journals, story prompts, family storytelling). d) Use Dojo so parents can share progress and challenges. e) Celebrate pupil writing achievements with parents through displays, exhibitions, or online showcases. f) Collect feedback from parents about strategies/support they would like 				

READING

OBJECTIVE	ACTIONS	TIMESCALE	Aut	Spr	Sum
Increase GD (Greater Depth) in Reading	<ul style="list-style-type: none"> a) Identify pupils with potential for GD and track progress using comprehension and reading fluency assessments. b) Provide challenging texts that encourage inference, deduction, and analysis. c) Use structured questioning and discussion to deepen understanding. d) Plan opportunities for extended reading across the curriculum. e) Share best practice in teaching higher-order reading skills through staff moderation and peer observations. 			AM modelled reading comprehension lesson	
Reading and SEND	<ul style="list-style-type: none"> a) Audit current reading provision for SEND pupils. b) Provide staff with CPD on phonics, decoding strategies, and comprehension scaffolds. c) Implement targeted interventions (e.g., precision reading, 1:1 support, guided reading). d) Use assessment data to plan and evaluate support for SEND readers. e) Share successful strategies to build confidence and independence in reading f) Set up buddy reading system with the reading ambassadors to support children with SEND 		AM modelled reading comprehension lesson		
Parents are engaging with reading and are aware of opportunities to support their child's reading further.	<ul style="list-style-type: none"> a) Offer workshops or guides for parents to support reading at home. b) Share recommended reading lists, strategies, and resources in newsletters or online. c) Encourage parents to read with children regularly and discuss texts. d) Provide feedback channels for parents to share progress or challenges. e) Celebrate reading achievements visibly (certificates, displays, book challenges). f) Introduce a reading breakfast club/afterschool club g) Allow more opportunities for parents to access the library. 			AM trialling use of padlet to share recommended reads	
Improve Reading Outcomes for Boys	<ul style="list-style-type: none"> a) Analyse data to identify gaps in boys' reading attainment and engagement. b) Provide texts that reflect boys' interests (e.g., adventure, sports, comics, graphic novels). c) Use high-interest, shorter texts and interactive reading tasks to maintain engagement. d) Encourage male role models through author visits, guest speakers, or reading mentors. e) Offer 1:1 or small-group targeted support for boys falling behind, with 			Male role model reading ambassadors linking with KS1	

	regular progress checks. f) Celebrate successes in boys' reading through displays, awards, and newsletters.				
--	--	--	--	--	--

MATHS

OBJECTIVE	ACTIONS	Timescale	Aut	Spr	Sum
GD in Maths	<ul style="list-style-type: none"> a) Identify target pupils for potential GD and track their progress closely. b) Plan opportunities for reasoning and problem-solving in every unit. c) Use pre-teaching and mastery challenges to deepen understanding. d) Share good practice from teachers already achieving strong GD outcomes. e) Monitor book looks/lesson visits to ensure GD provision is consistent. 				
Re-engage with the Maths Hub training	<ul style="list-style-type: none"> a) Reconnect with local Maths Hub and attend key training sessions. b) Share training with staff in CPD meetings. c) Implement recommended mastery strategies from the Maths Hub across year groups – alongside current teaching methods. d) Engage in collaborative planning/research groups through the Hub. e) Evaluate impact through pupil outcomes and teacher confidence surveys. 		Completing Maths Hub CPD	~Maths Staff meeting sessions to disseminate learning. Visits to other school to collaborate.	
*Maths and SEND	<ul style="list-style-type: none"> a) Audit current provision for SEND pupils in maths. b) Provide staff CPD on scaffolding, manipulatives, and adaptive teaching. c) Develop intervention programmes tailored to SEND needs (precision teaching, overlearning, small-step progression). d) Ensure assessments are used diagnostically to plan support. e) Share case studies of successful SEND strategies in maths. 				
*Parental engagement	<ul style="list-style-type: none"> a) Hold maths workshops or open lessons for parents. b) Share regular maths strategies and calculation policies via newsletters/videos. c) Create "maths at home" packs/games to encourage practice. d) Provide targeted support sessions for parents of SEND/GD pupils. e) Collect feedback from parents to refine engagement approaches. 		Maths packs created	Maths packs sent out to parents and prizes given. TTRS Workshop	

PRIORITY TWO: SEND

OBJECTIVE	ACTIONS	TIMESCALE	Aut	Spr	Sum
Adaptive Teaching	<ul style="list-style-type: none"> a) Provide CPD on differentiation strategies, scaffolding, and questioning techniques. b) Model adaptive teaching in lessons through coaching or observations. c) Encourage teachers to plan flexible lesson structures to meet a range of abilities. d) Share resources and strategies for in-class adjustments (e.g., visual aids, manipulatives). e) Monitor through lesson observations, learning walks, and book scrutiny to ensure adaptive approaches are embedded. 				

To increase TA confidence with SEND	<ul style="list-style-type: none"> a) Offer targeted CPD on supporting SEND pupils, including practical strategies and case studies. b) Provide mentoring and peer support for TAs working with SEND pupils. c) Give opportunities for TAs to lead small interventions with supervision. d) Create a shared resource bank with strategies for different SEND needs. e) Monitor progress through TA self-efficacy surveys, pupil outcomes, and feedback sessions. f) 				
Parental understanding of how to support their child with behavioural needs – not necessarily linked to SEND need	<ul style="list-style-type: none"> a) Run workshops or information sessions for parents on positive behaviour strategies at home and school. b) Share guides, newsletters, or short videos on consistent behaviour approaches. c) Offer 1:1 support or consultations for parents with specific concerns. d) Provide opportunities for parents to observe or discuss classroom routines and expectations. e) Collect feedback from parents to evaluate understanding and adjust support accordingly 				

PRIORITY THREE: STAFF DEVELOPMENT

OBJECTIVE	ACTIONS	TIMESCALE	Aut	Spr	Sum
Improve TA support in the classroom:	<ul style="list-style-type: none"> • Identify training needs for TAs in specific subjects (Maths, Writing, Reading). • Provide CPD sessions on scaffolding learning, questioning techniques, and supporting SEND pupils. • Offer mentoring or buddying with experienced staff for on-the-job guidance. • Observe TAs in class and give constructive feedback. <p style="text-align: center;">Encourage TAs to lead small-group interventions and track progress.</p>				
Enhance TA understanding of classroom practice	<ul style="list-style-type: none"> • Include TAs in planning meetings where appropriate. • Provide short briefings on lesson objectives and expectations. • Offer opportunities for TAs to lead short sessions under supervision. <p style="text-align: center;">Share best practice and strategies across year groups.</p>				
Develop dinner staff skills in supervision and pupil engagement	<ul style="list-style-type: none"> • Provide training on positive play, conflict resolution, and managing difficult situations. • Offer basic safeguarding refresher sessions. • Introduce structured lunchtime activities to engage pupils. 				

	Encourage feedback sessions to discuss challenges and improvements.				
Promote teamwork and communication between staff roles	<ul style="list-style-type: none"> a) Schedule joint briefings or meetings including TAs, dinner staff, and teachers. b) Encourage shared problem-solving and collaboration on pupil needs. c) Recognise contributions of TAs and dinner staff in newsletters or staff meetings. d) Implement a buddy system across roles for peer support and guidance. 				
Monitor and evaluate impact of staff development	<ul style="list-style-type: none"> a) Collect feedback from TAs and dinner staff after training sessions. b) Conduct observations to assess implementation of skills learned. c) Track pupil engagement and outcomes linked to staff support. d) Adjust CPD or guidance based on feedback and observed impact 				

PRIORITY THREE: PASTORAL – PD and Behaviour, home-school links & parental involvement and mental health and wellbeing

OBJECTIVE	ACTIONS	TIMESCALE	Aut	Spr	Sum
To strengthen pupils' understanding of the school values	<ul style="list-style-type: none"> a) Weekly assemblies to highlight links to values b) Homework tasks set linked to values. c) House points/tree points given linked to values d) Staff put in houses to encourage whole school feel around values. School Council to create video to share with classes 		Value based assemblies happening weekly Homework linked to tasks House points aligned with values Staff also inhouses		
To promote extra-curricular choices through activities offered after school	<ul style="list-style-type: none"> a) Embed opportunities for pupils to develop life skills - financial, cooking, gardening b) Embed a culture that pupils actively / passionately engage with current affairs c) Further develop the range and frequency of extra-curricular opportunities d) Develop links with outside providers for extra- curricular activities Impact/Cost Pupils and adults alike to continually learn and improv 		Range of after school clubs established. Larger range offering in Spring – parent feedback Outside agencies - HeppDT & Bruce Dyer	Outside agencies - HeppDT Romanian Club Lego Club STEM Club	
To strengthen home school links further	<ul style="list-style-type: none"> a) Knowledge organisers continue to be use but with more specific focus/challenges b) Homework to be sent out linked to the School Values c) Inspire days – where parents come in and learn alongside their children d) Class assemblies – where children share their learning. 		School values homework complete Inspire days ticked off for KS1 and Y5/6 and Y6 Some class	Inspire Days Assemblies all booked in.	

			assemblies taken place		
Mental Health and Wellbeing	<ul style="list-style-type: none"> a) Develop initiatives that enhance, protect, promote and care for mental health and wellbeing across school. b) Appoint the new role as Mental Health and Wellbeing Leads in school. c) Develop a programme that is embedded in our curriculum for supporting mental health and wellbeing. Including: • PSHE curriculum • Fun with Friends • Friends Resilience • Outdoor Learning • Buddy system • Pupil Voice • Nurture groups • Art Therapy • Parent workshops • Staff workshops • d) Deadlines and overviews shared with as much advance notice as possible 		<p>Phase leaders to create links between phases and SLT</p> <p>Parent Workshops for SEND</p>		

<p>PRIORITY ONE: TEACHING, LEARNING & OUTCOMES Goal: High-quality teaching leads to outcomes at least in line with or above national averages.</p> <p>KPIs: Attainment & Progress</p> <ol style="list-style-type: none"> 1. % of pupils (including disadvantaged/SEND) achieving expected standard and greater depth (GD) in Reading, Writing, Maths (RWM combined too). 2. % of pupils making at least expected progress from KS1 to KS2 (with breakdown for disadvantaged/SEND). <p>Assessment & Monitoring</p> <ol style="list-style-type: none"> 1. Evidence from Pupil Progress Meetings showing targeted actions for disadvantaged and SEND pupils (qualitative + quantitative). 2. Frequency and completion of teacher assessments moderated for accuracy. <p>Subject-specific Oracy: % of pupils meeting age-related expectations in speaking and listening strands; teacher judgements on confidence in spoken language; pupil voice surveys on confidence in communication. Maths: Increase year-on-year % of pupils achieving GD at KS2; termly internal data showing reduction in gaps for disadvantaged pupils. Writing: % of pupils at GD in writing by end of KS2; improvement in teacher assessment moderation outcomes. Reading: Increase in fluency scores (e.g., words per minute for targeted groups); improved comprehension assessment outcomes; library loans/reading engagement indicators; impact of strategies from reading training tracked.</p>	<p>PRIORITY TWO: SEND Goal: Adaptive teaching, confident staff, and informed parents.</p> <p>KPIs:</p> <p>Adaptive Teaching</p> <ol style="list-style-type: none"> 1. Lesson observations show consistent use of adaptive teaching strategies (monitored through learning walks). 2. % of SEND pupils meeting or exceeding personalised targets on Individual Education Plans (IEPs). <p>TA Confidence & Training</p> <ol style="list-style-type: none"> 1. % of TAs completing scheduled training sessions. 2. TA confidence scores from surveys (baseline vs end of year). 3. TA contribution evidenced in lesson observations and intervention impact reviews. <p>Parental Understanding & Confidence</p> <ol style="list-style-type: none"> 1. Attendance rates at SEND parent workshops/meetings. 2. Parent surveys indicate increased confidence in supporting their child's needs (baseline vs end of year). 3. Reduction in repeated parental queries about SEND processes due to improved communication. 	<p>PRIORITY THREE: PASTORAL (PD, Behaviour, Home-School Links, Mental Health) Goal: Pupils are happy, safe, polite, engaged, and resilient.</p> <p>KPIs:</p> <p>Personal Development (PD/Ambassadors)</p> <ol style="list-style-type: none"> 1. % of pupils engaging in ambassador roles or wider opportunities outside the curriculum. 2. Pupil voice surveys show increased confidence and leadership skills. 3. Log of enrichment/PD activities demonstrates breadth and uptake. <p>Behaviour</p> <ol style="list-style-type: none"> 1. Reduction in logged incidents of poor behaviour compared to previous year. 2. % of lessons judged "good" or "outstanding" for behaviour during monitoring. 3. Attendance and punctuality data (with disadvantaged breakdown). <p>Mental Health & Wellbeing</p> <ol style="list-style-type: none"> 1. Pupil surveys (e.g., "I feel safe/happy at school") show improvement year-on-year. 2. Staff wellbeing survey results. 3. Number of children accessing internal wellbeing support/interventions tracked and outcomes monitored. <p>Parental Engagement</p> <ol style="list-style-type: none"> 1. Parent workshop/event attendance rates. 2. Increase in parent survey scores around feeling informed and involved. 3. Reduction in parental complaints linked to communication/home-school links.
---	--	--

Autumn Term Subject Development Targets after Subject Leader Time

<u>Art</u> To create/research appropriate	<u>Science</u> The use of vocabulary and STEM sentences	<u>History</u> Presence around school and ensuring adapted planning matches MTP
<u>French</u> The use of ' accurately	<u>Music</u> To support staff with improvisation	<u>Geography</u> Presence around school
<u>Computing</u> The use of vocabulary and STEM sentences	<u>PE</u> To teach the importance of warm ups/cool downs	<u>PSHE</u>
	<u>DT</u>	<u>RE</u>

Spring Term Subject Development Targets

<u>Art</u>	<u>Science</u>	<u>History</u>
<u>French</u>	<u>Music</u>	<u>Geography</u>
<u>Computing</u>	<u>PE</u>	<u>PSHE</u>
	<u>DT</u>	<u>RE</u>

Summer Term Subject Development Targets

<u>Art</u>	<u>Science</u>	<u>History</u>
<u>French</u>	<u>Music</u>	<u>Geography</u>
<u>Computing</u>	<u>PE</u>	<u>PSHE</u>
	<u>DT</u>	<u>RE</u>