



# Barrowby Church of England Primary School

## School Development Plan 2025-2026

4<sup>th</sup> Edition: February - March 2026

*Make your light shine, so that others will see the good that you do and will praise your Father in heaven.*

*Matthew 5:16*



Year 6 Residential, London - June 2024

### Key

1<sup>st</sup> Edition  
2<sup>nd</sup> Edition

3<sup>rd</sup> Edition  
4<sup>th</sup> Edition

5<sup>th</sup> Edition  
6<sup>th</sup> Edition

Next Steps



## Table of Contents

|   |    |
|---|----|
| Introduction – Our Church School Vision ..... | 3  |
| Our School .....                              | 3  |
| Target Setting 2026 .....                     | 4  |
| Strategic Plan-3 years.....                   | 5  |
| Achievement:.....                             | 5  |
| Behaviour and Attendance: .....               | 5  |
| Curriculum and Teaching: .....                | 5  |
| Early Years.....                              | 6  |
| Inclusion .....                               | 6  |
| Leadership and Governance .....               | 6  |
| Personal Development and Wellbeing .....      | 7  |
| Safeguarding .....                            | 7  |
| Action Plans - 1 Year .....                   | 8  |
| Achievement .....                             | 8  |
| Behaviour & Attendance .....                  | 11 |
| Curriculum & Teaching.....                    | 16 |
| English: Reading .....                        | 19 |
| English: Phonics.....                         | 20 |
| English: Spelling, Punctuation & Grammar..... | 21 |
| English: Writing .....                        | 22 |
| English: Speaking & Listening .....           | 23 |
| Maths.....                                    | 24 |
| Science.....                                  | 25 |
| RE .....                                      | 26 |
| History .....                                 | 28 |
| Geography.....                                | 29 |
| Computing .....                               | 30 |
| Art & Design .....                            | 31 |
| Music.....                                    | 34 |
| Physical Education .....                      | 35 |
| Design & Technology .....                     | 41 |
| PSHE/SRE .....                                | 41 |
| MFL .....                                     | 42 |
| Early Years .....                             | 43 |
| Inclusion.....                                | 46 |
| Leadership & Governance .....                 | 48 |
| Personal Development and Wellbeing .....      | 51 |
| Safeguarding.....                             | 54 |

## Introduction – Our Church School Vision

As a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.

## Our School

Barrowby Church of England Primary School is a large, average sized co-educational school situated within a large semi-rural village, adjacent to All Saints' parish church.

The school has eight classes, two mixed age Reception/Year 1 classes, two mixed age Year 1/Year 2 classes, a Year 3 class, a Year 4 class, a Year 5 class and a Year 6 class.

It is anticipated that numbers on roll will remain stable. Governors continue to explore various options to secure the school's future.

There are eight full time teachers, including the Headteacher, and two part-time teachers. Non-teaching/support staff include: 2 HLTA's, 8 Teaching Assistants, 1 SEND TA Apprentice, 1 Sport's Apprentice, 8 Midday Supervisors, a School Business Manager, 2 x Administrators, a Caretaker, 1 part-time Cleaner and three part-time Wrap Around Care Supervisors.

The school accommodation has been significantly developed over the previous years. All other accommodation and facilities are continually refurbished and maintained to a high standard. This includes:

- An outdoor classroom including a 'Forest School' area;
- School playground with access to: playground, adventure playgrounds, outdoor gym equipment, Reading Den, Hydration Station and various playground markings and activity boxes;
- School field with access to: Wild-life areas, Craft Shack and Earth Loom, Tree House, Friendship Bench, Trim Trail, Pond, Story Circle, and Camp Fire area.
- Garden areas including: a sensory garden, the Cabbage Patch Garden, Jubilee Garden and Eco-Greenhouse;

## Target Setting 2026

### EYFS

| <b><i>EYFS</i></b> | <b><i>Reception Standard</i></b> | <b><i>Targets 2026</i></b> |
|--------------------|----------------------------------|----------------------------|
| GLD                | Expected                         | 80%                        |

### Key Stage 1

| <b><i>Key Stage 1</i></b> | <b><i>Year 2 Standard</i></b> | <b><i>Targets 2026</i></b> |
|---------------------------|-------------------------------|----------------------------|
| Reading                   | Expected                      | 80%                        |
|                           | Greater Depth                 | 20%                        |
| Writing                   | Expected                      | 80%                        |
|                           | Greater Depth                 | 20%                        |
| GAPS                      | Expected                      | 80%                        |
|                           | Greater Depth                 | 20%                        |
| Maths                     | Expected                      | 80%                        |
|                           | Greater Depth                 | 20%                        |
| Science                   | Expected                      | 80%                        |

### Key Stage 2

| <b><i>Key Stage 2</i></b> | <b><i>Year 6 Standard</i></b> | <b><i>Targets 2026</i></b> |
|---------------------------|-------------------------------|----------------------------|
| Reading                   | Expected                      | 80%                        |
|                           | Greater Depth                 | 20%                        |
| Writing                   | Expected                      | 85%                        |
|                           | Greater Depth                 | 20%                        |
| GAPS                      | Expected                      | 85%                        |
|                           | Greater Depth                 | 20%                        |
| Maths                     | Expected                      | 85%                        |
|                           | Greater Depth                 | 20%                        |
| Science                   | Expected                      | 80%                        |

## Strategic Plan-3 years

### Achievement:

- Raise attainment in Reading, Writing, and Maths so that more pupils exceed age-related expectations by the end of EYFS, Year 2, Year 4, and Year 6
- Ensure all pupils, including those with SEND, make good or better progress from their starting points across all subjects
- Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions

### Behaviour and Attendance:

- Maintain high standards of pupil behaviour, ensuring respect, self-control, and positive conduct are consistently demonstrated
- Reinforce school values across the school family to promote a culture of creativity, respect, and independence
- Celebrate positive behaviour and attitudes through consistent recognition and reward
- Monitor and evaluate the impact of extended services and enrichment activities on pupil behaviour and engagement and in promoting healthy lifestyles
- Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school
- Continue to review and refine current attendance procedures
- Monitor attendance rigorously and implement early intervention strategies to address persistent absence
- Work closely with families to promote the importance of regular attendance and punctuality
- Celebrate good attendance and provide support for pupils with barriers to attendance

### Curriculum and Teaching:

- Ensure the curriculum is broad, balanced, and ambitious
- Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school
- Embed global and international perspectives, including French as a modern foreign language
- Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills
- Ensure curriculum planning supports progression in knowledge and skills across all subjects
- Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading
- Ensure that teaching and learning opportunities:
  1. are high-quality experiences so that all pupils are motivated, cooperate well and are eager to join in
  2. promote learning strategies that encourage pupil activity/participation and develop their creativity, respect and independence

- Use monitoring strategies e.g. coaching and peer support to refine teaching practices
- Ensure teaching is adaptive and inclusive, meeting the needs of all learners
- Provide high-quality CPD to ensure teaching is consistently strong and responsive to pupil needs
- Embed effective use of AFL strategies to support pupil progress e.g.:
  1. The use of AFL strategies including use of questioning, discussion and Talking Partners to support and engage pupils in their learning
  2. Use of active feedback i.e. teachers/teaching assistants will engage with pupils at the point of learning so that they all understand how to improve their own learning
  3. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step
- Continue to sharpen the level of challenge so that at the end of EYFS, Year2, 4 and 6 more pupils attain standards in Reading, Writing & Maths which are well above age-related expectations and those found locally and nationally

### Early Years

- Raise attainment in Reading, Writing, and Maths so that more pupils exceed age-related expectations by the end of EYFS.
- Continue to sharpen the level of challenge so that at the end of EYFS more pupils attain standards in Reading, Writing & Maths which are well above age-related expectations and those found locally and nationally.
- To further enhance outdoor provision by reviewing and purchasing additional storage solutions to enable wider selection of resources to be used/stored externally.

### Inclusion

- Ensure all pupils, including those with SEND, EAL, and disadvantaged backgrounds, access a high-quality, inclusive education and make good or better progress relative to their starting points.
- Use data and pupil voice to identify and remove barriers to learning and participation.
- Provide targeted support and interventions that are regularly reviewed for impact.
- Promote a culture of belonging and high expectations for all.
- Ensure curriculum planning supports progression in knowledge and skills across all subjects for all pupils, including those with SEND, EAL, and disadvantaged backgrounds

### Leadership and Governance

- Share vision, aims, values and priorities with all stakeholders ensuring they understand the whole school Development/Improvement Plan and their own role in supporting and achieving good or better progress and achievement for all of our pupils
- Improve school leadership capacity e.g. SLT, SENCO, SLT, Subject Leaders, HLTA to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs

- Ensure all leaders share and drive a clear, ambitious vision for school improvement and pupil outcomes
- Strengthen leadership at all levels through targeted CPD, including for new staff, middle leaders, and governors
- Maintain effective governance through:
  1. strategic involvement
  2. training: enhance Governors' experience and skills to utilise these for the benefit of school improvement e.g. Health and Safety, Fire Warden Training, ICT and financial guidance/expertise
  3. regular evaluation of impact
- Ensure all health and safety procedures are robust and regularly reviewed
- Foster collaborative partnerships to enhance provision and share best practices for the benefit of pupils and staff

### Personal Development and Wellbeing

- Promote staff wellbeing and manage workload through supportive leadership and open communication.
- Ensure the school promotes the extensive personal development of all pupils through a range of wider and Extra-Curricular opportunities.
- Develop understanding of British Values, Protected Characteristics and Equal Opportunities through the curriculum and school culture to prepare pupils for life in modern Britain effectively.
- Strengthen pastoral systems to support emotional wellbeing, resilience, and mental health support available to all.
- Provide opportunities for pupil leadership and pupil voice.

### Safeguarding

1. Maintain a strong safeguarding culture where all staff are trained, vigilant, and confident in procedures.
2. Ensure all safeguarding policies and documentation are up to date and effectively implemented.
3. Conduct regular audits and reviews of safeguarding practices, including safer recruitment and online safety.
4. Engage parents and carers in safeguarding education and awareness.

### Action Plans - 1 Year

| Achievement   |       |            |   |   |         |                     |  |  |
|---|-------|------------|---|---|---------|---------------------|--|--|
| Development Priorities  | Staff | Account to | Task/Training/<br>Resources   | Timeline/<br>Milestones   | In year | Financial<br>Impact | Success Criteria<br>Impact   | Evaluation   |
| Use robust assessment tracking systems to identify gaps, inform teaching, and implement timely interventions. | TW    | LB         | Liaise with Arbor to ensure Marksheetworks are created and available for use. | <ol style="list-style-type: none"> <li>1. Cost Custom Marksheetworks</li> <li>2. Liaise with Kim and agree format-July 25</li> <li>3. Review Custom Marksheetworks-Sept 25</li> <li>4. Facilitate training for teachers-Oct 25</li> </ol> | Govs    | £1365<br>(Ongoing)  | Ensure that teachers are able to capture summative and formative assessment to inform next steps so that all pupils achieve their potential. | <p><b>September 2025</b> - TW liaised with Kim on new assessment formats and standardised scoring. Custom marksheetworks agreed. <b>Impact:</b> New assessment tracking system agreed and being created in readiness for first round of assessments.</p> <p><b>October 2025</b>- TW/LB/TL met with Kim to review progress of Marksheetworks. <b>Impact:</b> Necessary alterations made and meeting scheduled to review final copies.</p> <p><b>December 2025</b>- All marksheetworks set up and ready for inputting of Autumn Term Assessment data.</p> <ul style="list-style-type: none"> <li>• Staff have been trained in the use of Marksheetworks;</li> <li>• Assessment Pathway provided by LB;</li> <li>• TW created crib sheets to support using the new software.</li> </ul> <p><b>Impact</b>- All staff ready to use Arbor for inputting assessment data this academic year, in order to better track standards.</p> <p><b>January 2026</b> - All teaching staff have uploaded data onto the marksheet for Autumn 2.</p> <p><b>IMPACT:</b> Staff have used marksheetworks/data collected to complete pupil progress meetings.</p> |

*Barrowby Church of England Primary School-Striving for Excellence*  
*School Development Plan Sept 2025 – July 2026*

|   |           |           |   |  |             |                 |  |  |
|---|-----------|-----------|---|--|-------------|-----------------|--|--|
| <p>Introduce and embed NTS assessments in Reading, Maths, and SPaG across all year groups (Y1-Y6) to ensure consistent, reliable tracking of pupil progress and attainment by the end of the academic year.</p> | <p>TW</p> | <p>LB</p> | <p>Deliver CPD sessions on the purpose, structure, and administration of NTS assessments.<br/>Devise assessment timetables to structure assessment weeks across the school and ensure adequate adult support is available<br/>Create templates for new Pupil Progress Tracking Systems for each Year group.</p> | <p>Deliver training to staff <b>Oct/Nov 25</b></p> <p>Monitor assessment administration during assessment weeks in</p> <ul style="list-style-type: none"> <li>• <b>Autumn</b></li> <li>• <b>Spring</b></li> <li>• <b>Summer</b></li> </ul> | <p>Govs</p> | <p>£2956.80</p> | <p>New NTS assessments provide accurate progress data that can be tracked periodically throughout the year.</p>            | <p><b>October 2025-</b> TW shared examples of new NTS assessments at staff meeting and ran through new structure of assessments. <b>Impact:</b> Staff familiarisation with new assessments.</p> <p><b>13.11.24-LB</b> created Arbor Assessment Cribb Sheet for staff to be able to upload assessments to Arbor and disseminated. <b>IMPACT:</b> All teachers have a crib sheet/reference point to help familiarise themselves with Arbor.</p> <p><b>January 2026</b> - First set of NTS assessments have been administered, marked and uploaded onto marksheet. Pupil progress meetings from R - Y6 have taken place to track pupil progress and attainment. <b>IMPACT:</b> All staff have administered NTS assessments correctly and updated markbooks accurately. Data shot looks positive for Autumn 2.</p> <p><b>March 26:</b> IL liaised with HT to devise new Assessment timetable for whole school. <b>IMPACT:</b> All pupils have appropriate support to complete assessments and demonstrate positive progress since the last assessment point.</p> |
| <p>Review Whole School Assessment Timetable and evaluate the effectiveness of assessment opportunities.</p>   | <p>TW</p> | <p>LB</p> | <p>Develop and share a whole-school assessment calendar outlining when NTS tests will be administered each term.</p>  | <p>Review assessment timetable- <b>Autumn 2025</b></p> <p>Propose changes to SLT - <b>Sept 25</b></p> <p>Share assessment timetable with staff - <b>Oct 25</b></p>   | <p>Govs</p> | <p>NA</p>       | <p>Assessment weeks are structured and assessment opportunities impactful in receiving desired data on pupil progress.</p> | <p><b>October 2025-</b> SLT agreed assessment timetable weeks, KS1 assessment week and KS2 assessment week added to the calendar, <b>Impact:</b> Necessary support will be provided to children when sitting the assessments.</p> <p><b>December 2025-</b> Assessment timetables created for KS1 and KS2 inclusive of additional adult support to facilitate tests, <b>Impact-</b> All assessments were administered successfully following the timetable.</p>   |

|  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  |  |  | <p><b>January 2026</b> - The whole school assessment timetable worked well to provide support needed to all classes to administer the tests correctly, e.g. adult support. Well received by staff.</p> <p><b>IMPACT</b> - Some adjustments to be made to the timetable for Spring 2, particularly in the Y1/Y2 classrooms.</p> <p><b>March 2026:</b> Assessment Timetables reviewed and created for Spring 2 Assessments;</p> <ol style="list-style-type: none"> <li>1. communicated to teachers 12<sup>th</sup> March 26.</li> <li>2. Review of assessment guidance undertaken with teachers and updated by IL.</li> <li>3. Familiarisation session undertaken ahead of assessments-16.3.26 with Y2 teachers.</li> </ol> <p><b>IMPACT:</b> All children are appropriately supported to fulfil requirements of assessments.</p> |
|--|--|--|--|--|--|--|--|---|

| <b>Behaviour &amp; Attendance</b>   |       |            |  |   |         |                     |  |  |
|---|-------|------------|--|---|---------|---------------------|--|--|
| Development Priorities  | Staff | Account to | Task/Training/<br>Resources  | Timeline/<br>Milestones   | In year | Financial<br>Impact | Success Criteria<br>Impact   | Evaluation   |
| Maintain high standards of pupil behaviour, ensuring respect, self-control, and positive conduct are consistently demonstrated. | IL    | LB         | Support staff to actively involve pupils in all aspects of their learning. | <ul style="list-style-type: none"> <li>Communicate School Expectations/Refresher of Effective Teaching &amp; Learning<br/><b>INSET: September 25</b></li> <li>Review CPOMs usage and ensure reporting tools are aligned for school<br/><b>Oct 25</b></li> </ul> | Govs    | N/A                 | Pupils consistently demonstrate positive attitudes and engagement with their learning. | <p><b>September:</b> During whole school inset refreshed on expectations. <b>IMPACT:</b> All teachers understand how to support effective T&amp;L.</p> <p><b>November 25:</b> IL reviewed categories for behaviour and aligned reporting tools. <b>IMPACT:</b> All users of CPOMs have specific categories to use to help analysis be more efficient.</p> <p><b>January 26:</b> Monitoring activities linked to Lesson Visits undertaken, feedback provided to individual teachers. <b>IMPACT:</b> All teachers supported to further develop practice.</p> <p><b>4.2.26:</b> Hosted a School's Exchanging and Sharing Practice-Writing. <b>IMPACT:</b> Writing observed from R-Y6 in support of colleagues from 4 respective schools, observed high quality T&amp;L.</p> <p><b>9<sup>th</sup> March 26:</b> LB attended GRACE Schools meeting where reviewed use of Arbor Alongside CPOMs. <b>IMPACT:</b> Opportunity to align behaviour records with children's individual profiles on Arbor.</p> <p><b>26.3.26:</b> LB discussed with IL the development of Arbor for recording:</p> <ul style="list-style-type: none"> <li>SEND</li> <li>Behaviour</li> </ul> <p><b>IMPACT:</b> Separate Safeguarding and general behaviour records and use CPOMs for Safeguarding and Arbor for Behaviour records. Make it easier to track and report.</p> |

|  |   |  |   |   |             |            |  |  |
|--|---|--|---|---|-------------|------------|--|--|
| <p>Monitor and evaluate the impact of extended services and enrichment activities on pupil behaviour and engagement and in promoting healthy lifestyles.</p> | <p>IL<br/>DO<br/>NS &amp; SB<br/>SC<br/>AD<br/>AD<br/>AD<br/>AD</p> |  | <p>Continue to engage with stakeholders i.e. pupils/parents/carers to review effectiveness of school and refine as necessary.</p> | <ul style="list-style-type: none"> <li>• Further enhance Parent/School support through range of Workshops for Parents e.g.             <ol style="list-style-type: none"> <li>1. Y6 Residential <b>Sept 25</b></li> <li>2. 11+ Support Workshop <b>Sept 25</b></li> <li>3. Reception Curriculum <b>Nov 25</b></li> <li>4. E safety Workshop <b>Feb 26</b></li> </ol> </li> <li>• Ongoing throughout the year.             <ul style="list-style-type: none"> <li>• Facilitate Parental Surveys to engage with stakeholders to review and evaluate school provision e.g.                 <ol style="list-style-type: none"> <li>1. Publish Year 6: Exit Survey and Annual Report Feedback <b>Sept 25</b></li> <li>2. Reception: Entry to School <b>Nov 25</b></li> <li>3. Year 6: Exit survey <b>July 26</b></li> <li>4. Annual Reports Feedback <b>July 26</b></li> </ol> </li> </ul> </li> </ul> | <p>Govs</p> | <p>N/A</p> | <p>All stakeholders understand their part in promoting creativity, respect and independence through their conduct, behaviour and attitude.</p> | <p><b>25<sup>th</sup> September:</b> LB delivered Y6 Residential Workshop, uploaded presentation to website. <b>IMPACT:</b> All parents have signed their children up for the experience.</p> <p><b>16<sup>th</sup> October:</b> LB delivered annual workshop for Y5 parents of children who would like to sit the 11+. Very well attended, presentation uploaded to the website. <b>IMPACT:</b> All parents have been provided with a comprehensive overview of the 11+ re: support at home, in school and the process.</p> <p><b>17<sup>th</sup> November 2025:</b> NS delivered Reception Curriculum meeting. It was well attended. Newsletter article written and PowerPoint uploaded to website. <b>IMPACT -</b> Parents are engaged in the Reception curriculum and have useful ways to support reading at home.</p> <p><b>October 25:</b> Received and processed and uploaded to the Website:</p> <ol style="list-style-type: none"> <li>4. <b>End of Year Parent-Carer Survey</b></li> <li>5. <b>Year 6 Leaver's Survey</b></li> </ol> <p><b>IMPACT:</b> Both pupils and parents continually to be overwhelmingly support of the school.</p> <p><b>10.2.26:</b> All Surveys uploaded to the website and analysed:<br/>1. Reception Questionnaire<br/><b>IMPACT:</b> Stakeholder views gathered which help the school identify strengths and next steps.</p> <p><b>13.2.26:</b> Shared E Safety presentation on line. <b>IMPACT:</b> Try to reach a wider parental audience to help them to keep their children safe while working on line at home.</p> |
|--|---|--|---|---|-------------|------------|--|--|

|  |  |    |  |   |      |       |   |  |
|--|--|----|--|---|------|-------|---|--|
|  |  | LB | Continue to extend further partnerships across all aspects of school life. | <ul style="list-style-type: none"> <li>Explore all opportunities available through the Inspire+ Partnership an communicated to school family.<br/><b>Ongoing</b></li> <li>Liaise with Darren Tinkler-Roots to Food and ensure children have further opportunities to cook and develop a sense of healthy choices: <ul style="list-style-type: none"> <li>a) Y4 &amp; 5 - Autumn</li> <li>b) Y2 &amp; 3 - Spring</li> <li>c) Y6 - Summer</li> </ul> </li> <li>Liaise with the St Phillips Centre to facilitate further opportunities for pupils to interact and visit different places of worship: <ul style="list-style-type: none"> <li>a) Y3 visit a Mandir - Autumn 25</li> <li>b) Y5 visit a Mosque Spring 26</li> </ul> </li> <li>Liaise with Music for Schools Foundation to provide further opportunities for all pupils to learn to play an instrument through: <ul style="list-style-type: none"> <li>a) Peripatetic Music Lessons<br/><b>Ongoing</b></li> <li>b) Whole Class Instrumental Tuition - Y4</li> </ul> </li> </ul> | Govs | £3100 | All members of the school family continue to grow and flourish. | <p>JL liaised with DT from Roots to Food to facilitate:</p> <ul style="list-style-type: none"> <li>Y5 &amp; 6 Workshop-18<sup>th</sup> Sept 25</li> <li>Y2 &amp; 3 Workshop-15<sup>th</sup> Jan 26</li> </ul> <p>Y3 visit to the Mandir booked and organised for 8<sup>th</sup> October 2025 &amp; Y5 visit at a mosque for 21<sup>st</sup> January 2026</p> <p><b>IMPACT</b> - Children are given the opportunities to explore religious worldviews through first hand experiences.</p> <p>21.1.26: Y5 visit a Mosque and the Jani Centre to broaden out their understanding of different faiths. <b>IMPACT:</b> Pupils further enhance their understanding of a diverse culture and develop empathy and understanding for others.</p> <p>October-December 25: Y4 Whole class tuition facilitated and children performed at the Christmas Concert. <a href="#">CLICK HERE</a> to view. <b>IMPACT:</b> All children able to learn a new instrument and perform live.</p> |
|--|--|----|--|---|------|-------|---|--|

|  |            |    |   |   |      |          |  |   |
|--|------------|----|---|---|------|----------|--|---|
| Continue to review and refine current attendance procedures. | Admin Team | LB | Ensure all parents have access to the Arbor Parent Portal | <ul style="list-style-type: none"> <li>Introduce Parents to the Arbor System-<b>June 25</b></li> <li>Support Parents to access and be able to review their own child/ren's attendance-<b>Sept 25</b></li> </ul> | Govs | £1966.99 | All parents are able to track and review their children's attendance and absence data more frequently. | <p><b>September 25:</b></p> <ol style="list-style-type: none"> <li>Informed parents of the new MIS system and sent information for all to access.</li> <li>Monitored Uptake of usage.</li> </ol> <p><b>IMPACT:</b> All parents access the platform to ensure efficient communication between school and home.</p> <p><b>December 25:</b> Continued to liaise with parents to develop their understanding of the platform including how to:</p> <ol style="list-style-type: none"> <li>Access their child's absence data, calendar</li> <li>Register for extra-curricular activities</li> <li>Use the booking system for WRAC, Teacher Meetings, School Evenets</li> <li>Use the shop to purchase tickets for school events e.g. Disco</li> </ol> <p><b>IMPACT:</b> More efficient system for the parents to use and saving administrative time preparing information to be shared.</p> <p><b>January 26:</b> Introduced parents to using the 'shop' function to purchase tickets for school based events e.g. KS2 Disco, Cinema Night etc. <b>IMPACT:</b> Avoid handling cash in school, more streamlined and efficient service for parents.</p> <p><b>24<sup>th</sup> March 2026:</b> Reviewed Walking to and From School Permissions and now:</p> <ol style="list-style-type: none"> <li>Use MS Form to capture data;</li> <li>Created Club on Arbor to enable use of register function;</li> <li>Advised parents that Walking Permissions are available in their child's calendar.</li> </ol> <p><b>IMPACT:</b> Greater efficiency of time and communications for both school staff and parents.</p> |
|--|------------|----|---|---|------|----------|--|---|

|   |                  |           |  |  |             |            |   |   |
|---|------------------|-----------|--|--|-------------|------------|---|---|
|   |                  |           |  |  |             |            |   | <p>30<sup>th</sup> March: Introduced the use of the register function for managing the Walking List for Y5 and Y6. <b>IMPACT:</b> Use Arbor to manage all registers. Reduce admin workload and remove the need for creating separate registers in TEAMS.</p>  |
| <p>Monitor attendance rigorously and implement early intervention strategies to address persistent absence.</p> | <p>MH<br/>AD</p> | <p>LB</p> | <p>Continue to monitor Attendance and liaise with parents to support/resolve any issues quickly and effectively.</p> | <ul style="list-style-type: none"> <li>• Distribute personalised attendance letter, in accordance with guidance and issue to parents. <b>Sept 25</b></li> <li>• Continue to monitor attendance and follow the newly implemented attendance policy. <b>Ongoing throughout the year.</b></li> <li>• Conduct termly attendance trawls and communicate outcome to parents:             <ol style="list-style-type: none"> <li>1. <b>Nov 25</b></li> <li>2. <b>Jan 26</b></li> <li>3. <b>Mar 26</b></li> <li>4. <b>May 26</b></li> <li>5. <b>Jun 26</b></li> </ol> </li> <li>• Issue Attendance Summary with Annual Report to confirm individual attendance for year. <b>July 26</b></li> </ul> | <p>Govs</p> | <p>N/A</p> | <p>School is able to identify attendance barriers and provide support for parents so that attendance continues to be excellent.</p> | <p><b>November 25:</b> LB &amp; MH explored how to generate reports in Arbor. TL generated a report for those with &lt;95% attendance.</p> <p><b>Undertook 1<sup>st</sup> Attendance Check</b> of the year. LB reviewed use of Arbor and with support used Arbor to:</p> <p>5. <b>13.11.25</b>-send all parents a letter to remind them about attendance and introduce how Arbor can be used to report absence</p> <p>6. <b>14.11.25</b>-send all those with &lt;95% attendance a letter offering support</p> <p><b>IMPACT:</b> All parents communicated with about the importance of attendance and offered support by school.</p> <p><b>January 26:</b> Undertook 2<sup>nd</sup> Attendance Check of the year. <b>IMPACT:</b> Overall absence had decreased and attendance slightly improved: 96.57% to 96.8% (+0.23%). Continue to track and follow policy.</p> <p><b>February 2026:</b> Undertook 3<sup>rd</sup> Attendance check. <b>IMPACT:</b> Overall absence had decreased and attendance slightly improved: 96.57% to 96.8% to 96.9%. (+0.33). Continue to track and follow policy.</p> |

| <b>Curriculum &amp; Teaching</b>  |                 |            |   |   |             |                     |   |   |
|---|-----------------|------------|---|---|-------------|---------------------|---|---|
| Development Priorities  | Staff           | Account to | Task/Training/<br>Resources                                 | Timeline/<br>Milestones   | In<br>year  | Financial<br>Impact | Success<br>Criteria<br>Impact   | Evaluation  |
| <p>Ensure the curriculum is broad, balanced, and ambitious</p> <p>Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.</p> | Subject Leaders | TW<br>NS   | Continue to review, evaluate and refine school's Curriculum | <ol style="list-style-type: none"> <li>1. Review Curriculum Stepping Stone Documents <b>July 25</b></li> <li>2. Review and update school's Long-Term Planning to reflect adaptations to Curriculum <b>July 25</b></li> <li>3. Revise Curriculum Section of the School Website and ensure information uploaded is accurate <b>September 25</b></li> <li>4. Complete review of Writing Curriculum and review:               <ol style="list-style-type: none"> <li>a) Spring in Autumn 25</li> <li>b) Summer in Spring 26</li> </ol> <b>Ongoing</b> </li> </ol> | <b>Govs</b> | <b>N/A</b>          | <p>School Leaders will ensure the school's curriculum Intent, Implementation and Impact is clearly communicated and is visible to all stakeholders.</p> | <p><b>October 2025-</b> TW reviewed curriculum section of school website and updated any LTPs. <b>Impact:</b> Website is up to date with relevant curriculum documents.</p> <p><b>October 2025 - INSET -</b> Teaching staff reviewed writing curriculum for the Spring Term. <b>IMPACT:</b> English writing curriculum for each year group has been amended to reflect the National English Curriculum, units of writing taught and outcomes for pieces of writing.</p> <p><b>January 2026 - INSET -</b> Teaching staff reviewed writing curriculum for the Summer Term. <b>IMPACT:</b> English writing curriculum for each year group, Cycle A for the infants has been amended to reflect the National English Curriculum, units of writing taught and outcomes for pieces of writing.</p> <p><b>February 26:</b></p> <ul style="list-style-type: none"> <li>• NS presented RE Long Term Plan and revised Curriculum Stepping Stones for RE for the new Lincs. Agreed Syllabus to SLT. <b>IMPACT:</b> RE Plans ready to share with school staff on the next INSET: 20<sup>th</sup> April 2026.</li> <li>• R/KS1 team completed cycle B for Writing Scheme. <b>IMPACT:</b> Whole school writing Curriculum linked to the new Writing Framework.</li> </ul> <p><b>February 26:</b> NS explored relevant RSHE Schemes and presented to SLT. Identified strengths and costs of 2 of interest. Proceeded with Jigsaw to begin implementation April-July 26. <b>IMPACT:</b> Scheme supports learning of PSHE and RSE.</p> <p><b>March 26 -</b> NS has started to write the PSHCE curriculum document for the whole school, linked to JIGSAW. Years Rec, Y1, Y2&amp; Y3 have been completed, including assessment points and vocabulary. <b>IMPACT:</b> PSHCE/RSE teaching and learning will be in line with new statutory guidance.</p> |

Barrowby Church of England Primary School-Striving for Excellence  
School Development Plan Sept 2025 – July 2026

|  |                |    |   |   |      |       |   |  |
|--|----------------|----|---|---|------|-------|---|--|
|  |                |    |   |   |      |       |   | A live platform to support teachers and learning, thus further supporting teacher wellbeing and workload. In addition, this mindful approach to RE supports the whole approach of the school 'Calm Classroom'.   |
| Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading.   | TW<br>IL<br>NS | LB | Review the school's curricular timetable to increase the amount of discrete reading opportunities available to those children in: KS1 and KS2                                     | <ol style="list-style-type: none"> <li>1. Review School's Curriculum Timetable/allocation of subject timings-<b>July 25</b></li> <li>2. Communicate new Curricular Timetable to staff-<b>3rd Sept 25 (INSET)</b></li> <li>3. Monitor quality of discrete Reading Opportunities to develop fluency-<b>Ongoing through Lesson Drop-Ins</b></li> </ol> | Govs | N/A   | Reading will have a higher priority in school in order to ensure it is taught daily so children can embed fluency and further develop comprehension skills.   | <p><b>October 2025-</b> SLT agreed new curriculum timetable layout including Independent Reading and Handwriting practice more frequently across the school. <b>Impact:</b> School is following reading framework advice and increasing independent reading opportunities. <b>Consistent weekly structure across the school.</b></p> <p><b>November 2025-</b> Letter devised and sent to all parents to encourage frequent reading at home <b>Impact-</b> Importance of reading at home highlighted to parents.</p> <p><b>December 2025-</b> Wider reading curriculum documents created by TW for Year 2- Year 6 to support additional reading sessions in school. <b>Impact-</b> Access to a range of high-quality texts mapped out on curriculum documents</p> <p><b>9th January 26:</b> LB introduced new Reading Star Certificate to the children. Sent letter to all parents to encourage all children to read more at home. <b>IMPACT:</b> All pupils encouraged to read more at home.</p> |
| Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills. | NS/SB          | LB | Further develop the resources available within the extended outdoor learning environment, e.g. Maths resource shed, writing resource shed that children can access independently. | <ul style="list-style-type: none"> <li>• Resource the new storage sheds with high quality resources stored in clearly labelled boxes for ease-<b>Sept 25</b></li> <li>• Further develop the mud kitchen with a selection of cooking utensils and new storage shelves-<b>Sept 25</b></li> </ul>  | Govs | £2000 | <p>Children will be able to access the EYFS curriculum in an environment that fosters rich learning opportunities.</p> <p>Children will be able to access resources independently to further enhance the opportunity to develop our school's core values.</p> | <p><b>February 2026:</b> LB met with NS to discuss resources needed. LB agreed expenditure.</p> <p><b>March 2026 -</b> Resources ordered and arrived into school. The storage sheds have been resourced with high quality resources. All resources that have arrived so far have been stored in clearly labelled boxes for ease.</p> <p><b>IMPACT:</b> Pupils benefit from high-quality, well-maintained equipment, supporting richer, more engaging learning experiences. Improved organisation promotes greater independence, particularly in continuous provision areas, allowing pupils to select and return resources confidently.</p>  |

*Barrowby Church of England Primary School-Striving for Excellence*  
*School Development Plan Sept 2025 – July 2026*

|  |          |    |  |  |      |  |  |   |
|--|----------|----|--|--|------|--|--|---|
|  | T Wal    |    |  | <ul style="list-style-type: none"> <li>Create 'living roof' on each of the storage sheds e.g.               <ol style="list-style-type: none"> <li>EYFS</li> <li>Pond Area</li> <li>Reading Den</li> </ol> </li> <li>T Walton-create frames and line</li> <li>Fill with soil and sedum seeds</li> </ul>  |      |  | Children will have access to high quality resources that can be used to support purposeful play within the EYFS>                         | <p><b>March 2026</b> NS and SB discussed 'Mood board' for upper area mud kitchen in the Outdoor Classroom. This shared the vision for the area and how to further enhance the provision.</p> <p><b>IMPACT:</b> The creation and discussion of a shared mood board has provided a clear, unified vision for the development of the upper mud-kitchen area in the Outdoor Classroom. A clear direction will help ensure that future improvements are purposeful, well-matched to curriculum needs, and supportive of rich play-based learning.</p>  |
|  | KG<br>TL | LB | Refurbish school pond  | <p>Facilitate works to:</p> <ul style="list-style-type: none"> <li>establish Pond Dipping Boxes <b>Oct 25</b></li> <li>Bean bags to be purchased to provide additional seating when working in the area. <b>May 26</b></li> </ul>  | Govs | <p><b>Already purchased</b></p> <p><b>£200</b></p> | Provide pupils with the opportunity to conduct Outdoor activities without the need for leaving site, thus enhancing pupil experience.    |   |
|  | TL       | LB | Review the school's website and ensure the platform is supportive of all stakeholders needs. | <ol style="list-style-type: none"> <li>Review the website statistical usage data to identify areas of the website that are less visited and are redundant. - <b>Mar 26</b></li> <li>Liaise with HT to review and adapt website for stakeholder use-<b>May 26</b></li> <li>Update and make amendments to the website in accordance with findings.-<b>July 26</b></li> </ol> | Govs | N/A  | Ensure all stakeholders have access to a range of information about the school, so that all are informed and communication is effective. | <p><b>10<sup>th</sup> February 2026:</b> LB review:</p> <ol style="list-style-type: none"> <li>Parents-Forms</li> <li>School Life FAQ</li> <li>School Life-Admissions</li> <li>School Life-Daily Routine</li> <li>School Life-Meet the Staff</li> <li>School Life - Meet the Governors</li> </ol> <p>To ensure all are up to date and effective.</p> <p><b>IMPACT:</b> Website is compliant and offers up to date information for users.</p> <p><b>23<sup>rd</sup> March 2026:</b> Added a History of Our School section to the About Us tab, to:</p> <ol style="list-style-type: none"> <li>Reflect the rich history of the school;</li> <li>Provide chronology of school development;</li> <li>Recognise the school's Headteachers</li> </ol> <p><b>IMPACT:</b> To celebrate the school's rich history and share the successes and developments with the school family.</p> |

Barrowby Church of England Primary School-Striving for Excellence  
School Development Plan Sept 2025 – July 2026

|  |           |             |   |   |             |            |   |  |
|--|-----------|-------------|---|---|-------------|------------|---|--|
| <p>Ensure teaching is adaptive and inclusive, meeting the needs of all learners.</p> | <p>LB</p> | <p>Govs</p> | <p>Continue to enhance further staff understanding of assessment techniques and how these can be used to ensure pupils are actively involved in their learning.</p> | <p>Review with all teaching staff:</p> <ol style="list-style-type: none"> <li>1. use of active feedback i.e. teachers/teaching assistants will engage with pupils at the point of learning so that they all understand how to improve their own learning;</li> <li>2. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step.<br/><b>Ongoing through Teacher Meetings</b></li> <li>4. Through Lesson Drop-ins continue to focus on the three elements and offer support where applicable.<br/><b>Ongoing.</b></li> </ol> | <p>Govs</p> | <p>N/A</p> | <p>Pupils are actively engaged within their learning and understand/can describe their strengths and what they need to improve.</p> | <p><b>5th January:</b> LB delivered training focussed on:</p> <ol style="list-style-type: none"> <li>1. Attitudes to learning</li> <li>2. Behaviour</li> <li>3. Active Feedback</li> </ol> <p><b>IMPACT:</b> So that TAs have the opportunity to refresh understanding of expectations and best practice.</p> <p><b>January 26:</b> Feedback provided when Lesson Visits conducted in line with PM expectations and agreement. <b>IMPACT:</b> All teachers further enhance practice.</p> <p><b>26.2.26:</b> Internal Moderation: All teachers reviewed assessments of Writing and moderated judgements. <b>IMPACT:</b> Staff have opportunity to discuss and moderate opinions so that assessment is accurate.</p> |
|--|-----------|-------------|---|---|-------------|------------|---|--|

**English: Reading**

| Development Priorities   | Staff                   | Account to | Task/Training/ Resources   | Timeline/ Milestones   | In year     | Financial Impact | Success Criteria Impact  | Evaluation   |
|--|-------------------------|------------|--|--|-------------|------------------|--|--|
| <p>Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading.</p> <p>Ensure high quality texts are being used in reading lessons</p> | <p>TW<br/>IL<br/>NS</p> | <p>LB</p>  | <p>Review the school's curricular timetable to increase the amount of discrete reading opportunities available to those children in: KS1 and KS2</p> | <ol style="list-style-type: none"> <li>1. Review School's Curriculum Timetable/allocation of subject timings-<b>July 25</b></li> <li>2. Communicate new Curricular Timetable to staff-<b>23rd October (INSET)</b></li> <li>3. Monitor quality of discrete Reading Opportunities to develop fluency-<b>Ongoing through Lesson Drop-Ins</b></li> </ol> | <p>Govs</p> | <p>N/A</p>       | <p>Reading will have a higher priority in school in order to ensure it is taught daily so children can embed fluency and further develop comprehension skills.</p> | <p><b>October 2025-</b> SLT agreed new curriculum timetable layout including Independent Reading and additional reading sessions in across the school. <b>Impact:</b> School is following reading framework advice and increasing independent reading opportunities.</p> <p><b>October 25:</b> New Librarians elected. <b>IMPACT:</b> Support provided to reorganise the library;</p> <p><b>November 25:</b> Assessment timetables created for R/KS1 and KS2 so that all those that need it have support form additional adults. <b>IMPACT:</b> Pupils supported so that they can access the assessment and assessment is accurate of ability.</p> |

|   |    |    |  |   |      |  |   |   |
|---|----|----|--|---|------|--|---|---|
|   |    |    | Library Developments: Reorganise the non-fiction section of the school library to support developing a love for reading as per Reading Framework Guidance.   | 1. Elect new Pupil Leaders: Librarians to take responsibility for Library Space- <b>Autumn 25</b><br>2. Organise the non-fiction section of the library into topical and year group areas - <b>Dec 25</b><br>3. Develop new cataloguing system for the library- <b>Feb 26</b>   |      | <b>Cost of new books - use scholastic rewards where possible</b> | Children will have a range of different texts to read relating to their reading interests and topics, encouraging more reading at home. |   |
| Ensure the Reading curriculum is broad, balanced, and ambitious | TW | LB | As part of monitoring and evaluation schedule termly undertake monitoring activities to determine the impact of Reading teaching on pupil progress and outcomes:<br><br>Monitor the school's reading curriculum through a range of monitoring activities: <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Lesson drop-ins</li> <li>• Work scrutiny</li> <li>• Data Analysis</li> <li>• Coaching and Mentoring</li> </ul> | Autumn 25 <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Work scrutiny</li> </ul> Spring 26 <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Pupil Voice</li> </ul> Summer 26 <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Pupil Voice</li> </ul> | Govs | NA   | The reading curriculum will be well sequenced. Reading outcomes will reflect improvements in pupil data.                                | <b>October 2025-</b> TW beginning to create reading documents for additional 30 minute reading sessions from Y2-Y6 with focused comprehension. <b>Impact:</b> Increased opportunities for developing reading comprehension skills.<br><br><b>December 2025-</b> Wider reading curriculum documents created for Years 2-6 <b>Impact-</b> Teachers will deliver additional reading sessions to children with high quality text extracts and targeted questioning, having a positive impact on reading across the school.<br><br><b>Jan 26-</b> IL shared wider reading curriculum documents with staff at staff meeting and spoke through lesson format. <b>IMPACT</b> children are exposed to a wide range of high quality pre-selected texts. |

**English: Phonics**

| Development Priorities  | Staff | Account to | Task/Training/ Resources  | Timeline/ Milestones  | In year | Financial Impact | Success Criteria Impact   | Evaluation   |
|---|-------|------------|---|---|---------|------------------|---|--|
| Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school. | NS    | TW/LB      | To further embed and develop the use of ELS interventions to support children in 'keeping up', rather than 'catching up'.<br><br>Monitor the effectiveness of ELS interventions through: <ul style="list-style-type: none"> <li>• Phonic Drop ins</li> <li>• ELS intervention observations</li> <li>• Work Scrutiny</li> <li>• Pupil Interviews</li> <li>• Coaching and Mentoring</li> <li>• Data analysis</li> </ul> | Refresher in ELS training to all staff involved in ELS teaching and interventions ( <b>AUTUMN 2</b> )<br>As part of monitoring and evaluation schedule <b>half - termly</b> undertake monitoring activities to determine the impact of ELS intervention on pupil outcomes: <ol style="list-style-type: none"> <li>1. Observe ELS interventions, provide timely feedback, CPD where appropriate.</li> <li>2. Monitor Week 5 assessments through Phonics tracker.</li> <li>3. Collect assessments in each half term and analyse.</li> </ol> | GOVS    | N/A              | All children in Year 1 and Year 2 who did not pass the phonics screener will be in receipt of an ELS intervention and will make accelerated progress. | <b>October 2025</b> - NS monitored Week 5 assessments through collecting each child's Week 5 assessment, ensuring the phonics tracker reflects that and completing % for Autumn 1. <b>IMPACT</b> - Phonics lead knows where each child is with regards to phonics. Phonics lead created ELS intervention list for Autumn 2.<br><br><b>10th/11th November 2025</b> - NS met with newly employed TA to deliver ELS training. RH will be delivering the ELS intervention across Y1/Y2 classes. <b>IMPACT</b> - ELS interventions will continue to be of a high quality. |

|  |  |  |  |   |  |  |  |  |
|--|--|--|--|---|--|--|--|--|
|  |  |  |  | <p>4. Check each child is given access to phonics books that match their phonic ability. This includes reading with a sample of children.</p> <p>5. Regular evaluation of ELS interventions to give children access based on need.</p> <p>6. Data analysis each half term, focusing on all children, including vulnerably groups.</p> <p>7. Keep SLT abreast of phonics data.</p> |  |  |  | <p><b>January 2026</b> -- NS monitored Week 5 assessments through collecting each child's Week 5 assessment, ensuring the phonics tracker reflects that and completing % for Autumn 2.</p> <p><b>IMPACT</b> - Phonics lead knows where each child is with regards to phonics. Phonics lead created ELS intervention list for Spring 1.</p> <p><b>March 2026</b> - NS monitored Week 5 assessments through collecting each child's Week 5 assessment, ensuring the phonics tracker reflects that and completing % for Spring 1.</p> <p><b>IMPACT</b> - Phonics lead knows where each child is with regards to phonics. Phonics lead created ELS intervention list for Spring 1.</p> |
|--|--|--|--|---|--|--|--|--|

**English: Spelling, Punctuation & Grammar**

| Development Priorities  | Staff | Account to | Task/Training/ Resources  | Timeline/ Milestones   | In year | Financial Impact | Success Criteria Impact   | Evaluation   |
|---|-------|------------|---|--|---------|------------------|---|--|
| Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school. | NS    | LB/TW      | <p>To evaluate the implementation and impact of the Essential Spelling programme in Year 2 and the Essential Spelling and Word Knowledge curriculum in Years 3-6.</p> <p>Monitor and evaluate the use of the new Spelling curriculum through:</p> <ul style="list-style-type: none"> <li>• Spelling Drop ins</li> <li>• Work Scrutiny</li> <li>• Pupil Interviews</li> <li>• Coaching and Mentoring</li> <li>• Data analysis</li> </ul> | <p>As part of monitoring and evaluation schedule <b>termly</b> undertake monitoring activities to determine the impact of Essential Spelling and Word Knowledge teaching on children's progress:</p> <ol style="list-style-type: none"> <li>1: Use of Stepping Stones document for spelling progression from Y2 - Y6.</li> <li>2: Use of online resources, inline with the scheme.</li> <li>3: The consistence of spelling lessons from Y2 - Y6 and what they look like.</li> <li>4: The quality of teaching in Spelling lessons.</li> <li>5: The quality of work in Spelling books.</li> <li>6: The application of Spelling in other areas of the curriculum.</li> <li>7: Pupil voice through pupil interviews</li> <li>8: Staff voice through staff interviews.</li> <li>9: where applicable, CPD and mentoring for teachers and staff.</li> </ol> | GOVS    | N/A              | <p>Ensure pupils have access to high quality Spelling lessons.</p> <p>Ensure that pupil progress in Spelling is consistent throughout the school.</p> <p>Ensure that standards in spelling improve.</p> <p>Ensure that teaching staff report increased confidence in delivering spelling lessons in line with the new scheme.</p> | <p><b>11<sup>th</sup> November 2025</b></p> <p>NS conducted y2 &amp; Y3 spelling learning walk to ensure continuity across classes, following the Essential Spelling scheme, use of exercise books, etc.</p> <p><b>IMPACT</b> - Essential Spelling is being implemented well across the classes.</p> <p><b>January 2026 - INSET</b></p> <p>NS delivered feedback to all Teaching staff and Teaching Assistants to share feedback from spelling lessons - extremely positive. NS shared developments moving forwards, predominantly the link between joined handwriting and spelling.</p> <p><b>IMPACT</b> - New spelling scheme has been implemented well from Y2 - Y6, showing consistency across the classes.</p> <p><b>20.1.26 - Data Analysis-</b></p> <p>GAPS data analysis has been completed. In the main, data across the school is positive.</p> <p><b>IMPACT</b> - The new NTS assessments have provided accurate data across the school, matched to the curriculum.</p> |

|  |       |            |  |   |            |                     |   | <p>March 2026 – NS has conducted KS2 spelling learning walk to ensure continuity across classes, following the Essential Spelling scheme, use of exercise books, etc.</p> <p>IMPACT - Essential Spelling is being implemented well across the classes. Handwriting is improving.</p>   |
|--|-------|------------|--|---|------------|---------------------|---|--|
| <b>English: Writing</b>  |       |            |  |   |            |                     |   |  |
| Development Priorities   | Staff | Account to | Task/Training/<br>Resources  | Timeline/<br>Milestones   | In<br>year | Financial<br>Impact | Success<br>Criteria<br>Impact                                       | Evaluation   |
| Ensure curriculum planning supports progression in knowledge and skills across all subjects. | IL    | LB         | Adapt the school's writing curriculum to ensure that there is curriculum coverage that is ambitious and challenging. | <p>5. Review Autumn stepping stones to ensure progression and coverage <b>Sept 25</b></p> <p>6. Review Spring stepping stones to ensure progression and coverage <b>Dec 25</b></p> <p>7. Update and make amendments to the website in accordance with findings.-<b>Dec 25</b></p> | LB         | N/A                 | <p>Revised curriculum map</p> <p>Writing standards will improve</p> | <p>September 25- IL checked Autumn Stepping stones updated document. <b>IMPACT:</b> Autumn Stepping stones completed and checked by IL ensuring better progression across the year and coverage of NC objectives.</p> <p>October 25- IL led INSET day to re-write Spring Writing stepping stones document. <b>IMPACT:</b> Spring Stepping stones completed and checked by IL ensuring better progression across the year and coverage of NC objectives.</p> <p>November 25- IL started to research ways to modernise our handwriting offer, in order to align with the new writing framework. <b>IMPACT</b> IL met with Nelson Handwriting to explore their new handwriting work books , which will reduce workload and ensure consistency.</p> <p><b>Jan 26-</b> IL led INSET day to re-write Summer Writing stepping stones document. <b>IMPACT:</b> Summer Stepping stones completed and checked by IL ensuring better progression across the year and coverage of NC objectives.</p> <p><b>Jan 26-</b> IL led INSET day to launch new handwriting scheme across the school in Spring Term. <b>IMPACT</b> Children will consistently correctly join their handwriting across all subjects</p> |

|  |           |           |   |  |             |           |  |  |
|--|-----------|-----------|---|--|-------------|-----------|--|--|
| <p>Continue to raise attainment in Writing so that more pupils exceed age-related expectations by the end of EYFS, Year 2, Year 4, and Year 6.</p> | <p>IL</p> | <p>LB</p> | <p>As part of monitoring and evaluation schedule termly undertake monitoring activities to determine the impact of Writing teaching on pupil progress and outcomes:<br/>Monitor the school's writing curriculum through a range of monitoring activities:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Lesson drop-ins</li> <li>• Work scrutiny</li> <li>• Data Analysis</li> <li>• Coaching and Mentoring</li> <li>• In year moderation as a staff</li> </ul> | <p>Autumn 25</p> <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Work scrutiny</li> </ul> <p>Spring 26</p> <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Pupil Voice</li> </ul> <p>Summer 26</p> <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Pupil Voice</li> </ul> | <p>Govs</p> | <p>NA</p> | <p>The writing curriculum will be well sequenced.</p> <p>Writing outcomes will reflect improvements in pupil data.</p> | <p>Nov 25- IL supported GHF Primary School with their writing assessments. <b>IMPACT</b> Professional generosity within our network cluster of schools.</p> <p>Feb 26- IL lead professional Generosity LEAD teaching hub visit for 4 different schools across Lincolnshire. <b>IMPACT</b> Professional generosity across Lincolnshire schools.</p> <p>March 26- IL led Writing moderation in staff meeting. <b>IMPACT</b> staff feel more confident in their writing judgements.</p> |
|--|-----------|-----------|---|--|-------------|-----------|--|--|

**English: Speaking & Listening**

|  |           |           |   |  |             |            |   |   |
|--|-----------|-----------|---|--|-------------|------------|---|---|
| <p>Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.</p> | <p>TW</p> | <p>LB</p> | <p>Ensure speaking and listening are integral to learning in all subjects, not just English.<br/>Audit current curriculum plans to identify opportunities for structured talk.<br/>Develop subject-specific oracy strategies (e.g., science explanations, historical debates).<br/>Provide CPD for staff on integrating oracy into lessons using strategies from the Writing Framework.</p> | <p>Review Speaking and Listening curriculum - <b>ongoing</b></p> <p>Audit of Speaking and Listening opportunities across the curriculum - <b>Autumn 2025</b></p> <p>Staff CPD- <b>Teacher Meetings Spring Term</b></p>             | <p>Govs</p> | <p>NA</p>  | <p>All pupils will have regular, purposeful opportunities to develop their speaking and listening skills across subjects, resulting in improved confidence, clarity, and engagement in classroom discussions.</p> | <p><b>November 2025</b>- Speaking and listening curriculum created to map out various opportunities across the curriculum where children have the opportunity to develop these skills. <b>Impact</b>- Plenty of opportunities for speaking and listening in all year groups.</p> <p><b>December 2025</b>- Pupil leadership assemblies booked in for developing presenting skills <b>Impact</b>- Pupil leadership groups have the opportunity to practice their skills in presenting.</p>  |
| <p>Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading.</p>              | <p>TW</p> | <p>LB</p> | <p>Help pupils adapt their spoken language for different contexts and listeners.<br/>Implement regular opportunities for formal speaking (e.g., presentations, assemblies).<br/>Use drama and role-play to explore different speaking styles.<br/>Evaluate pupil progress using peer and teacher feedback tools aligned with the Writing Framework's guidance on audience awareness.</p>    | <p>Alongside reading curriculum developments throughout the year - <b>ongoing</b></p> <p>S&amp;L lead to conduct pupil interview / reading interview to assess speaking styles and progression across the school-<b>Dec 25</b></p> | <p>Govs</p> | <p>N/A</p> | <p>Pupils will adapt their spoken language appropriately for different contexts, showing increased awareness of tone, formality, and structure when presenting to peers, staff, and wider audiences.</p>          | <p><b>October 2025</b>- TW planned in opportunities for leadership groups to present in collective worship, enhancing their speaking and listening opportunities. <b>Impact</b>: Increased opportunities for public speaking.</p> <p><b>December 2025</b>- Wider reading curriculum documents created for Years 2-6 and shared with teaching staff. <b>Impact</b>- Teachers will deliver additional reading sessions to children with high quality text extracts and targeted questioning, having a positive impact on reading across the school.</p> |

## Maths

|  |           |              |  |   |                |  |  |  |
|--|-----------|--------------|--|---|----------------|--|--|--|
| <p>Continue to raise attainment in Maths so that more pupils exceed age-related expectations by the end of EYFS, Year 2, Year 4, and Year 6.</p> | <p>DO</p> | <p>LB/TW</p> | <p>Subject leader to monitor delivery of Herts for Learning. DO to do this through:</p> <ul style="list-style-type: none"> <li>• Data analysis on each year group.</li> <li>• Lesson visits/ drop ins and learning walks.</li> <li>• Book look</li> </ul> <p>Ensure interventions are being delivered to meet specific needs (PP, SEND).<br/>Ensure teachers are familiar with long-term planning and steps.</p> | <p>As part of monitoring and evaluation schedule <b>termly</b> undertake monitoring activities to determine the impact of maths teaching on children's progress:</p> <ol style="list-style-type: none"> <li>1. Use of the teaching sequence steps</li> <li>2. Opportunities for problem solving and application</li> <li>3. Quality of work</li> <li>4. Evidence of calculation policy being followed</li> <li>5. Appropriate feedback to move learning forward</li> <li>6. Attainment targets being met and progress evidenced in work and assessments</li> <li>7. Use of concrete resources</li> </ol> <p><b>Autumn 25</b></p> <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Work scrutiny</li> </ul> <p><b>Spring 26</b></p> <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> </ul> <p><b>Summer 26</b></p> <ul style="list-style-type: none"> <li>• Lesson drop ins</li> <li>• Data analysis</li> <li>• Work scrutiny</li> </ul> | <p>2025/26</p> |  | <p>Classes will make progress in line with 80% EXS by the end of the year.<br/>Bottom 20% will make good progress throughout the year.</p> <p>Successfulness of Maths curriculum to be monitored and staff to be supported to achieve high outcomes for all.</p> | <p><b>September 2025- Targeted interventions for pupils identified as working just below age-related expectations.</b></p> <p><b>January 2026:</b> Discussions with KS2 teachers focusing on timetables and how we can raise the profile. Date agreed for a TTRS rockstar battle.<br/><b>IMPACT:</b> Raising the attainment of timetables, foundation built on to help with in class tasks/stepping stones.</p> <p><b>February 2026:</b> DO conducted drop ins into year 1.</p> <p><b>March 2026:</b> DO conducted a ks1 pupil voice interview. 6 children from year 1 and year 2 were interviewed.<br/><b>Impact:</b> The KS1 pupil voice interviews indicate that most pupils have positive attitudes towards maths, with 75% (9/12) reporting that they enjoy their lessons. 58% (7/12) stated that they know how to improve their maths learning, suggesting that over half of pupils are beginning to develop metacognitive awareness and confidence in next steps. Additionally, 92% (11/12) reported that they sometimes use maths resources in lessons, demonstrating strong engagement with manipulatives and visual supports that underpin conceptual understanding. When asked about clarity of teaching, 58% (7/12) felt their teacher explains maths concepts clearly, while 25% (3/12) were unsure and 17% (2/12) did not feel confident. This highlights a need to strengthen consistency in modelling and explanations across KS1 to ensure all pupils can access learning securely.</p> |
| <p>Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions.</p>                         | <p>DO</p> | <p>LB/TW</p> | <p>DO to evaluate the data analysis from new assessment (NTS). Ensure assessment tools (LBQ and snap maths) are embedded.</p>  | <p>Throughout the year complete data analysis for the new NTS assessments in</p> <ul style="list-style-type: none"> <li>• Autumn</li> <li>• Spring</li> <li>• Summer</li> </ul> <p>Throughout the year, collate SNAP Maths and LBQ data. Assess and Review information for children on the intervention and evaluate impact.</p>  | <p>2025/26</p> |  | <p>Assessments will identify specific barriers to maths learning and interventions will be used to support these children by closing the gap and providing targeted practice</p>   | <p><b>September 2025- KS2 classes have assigned bottom 20% onto snap maths.</b><br/><b>IMPACT:</b> Gaps are being closed and specific children are being targeted for further interventions.</p>   |

|  |    |          |   |   |         |  |  |   |
|--|----|----------|---|---|---------|--|--|---|
|  |    |          |   | <ul style="list-style-type: none"> <li>Autumn</li> <li>Spring</li> <li>Summer</li> </ul>  |         |  |  | <p><b>February 2026:</b> Data analysis has been completed. Overall data has dropped slightly, due to standardised score increased to 100. DO reminded teachers about fluency slides and focus on arithmetic.</p> <p><b>IMPACT:</b> Children to get high scores on arithmetic to help boost attainment over all 3 papers.</p>  |
| Ensure the curriculum is broad, balanced, and ambitious  | DO | LB/TW    | <p>DO to change joint year group planning into single year planning for Year 1 and 2.</p> <p>Ensure year 1 and 2 teachers are familiar with new long-term planning and steps.</p> | <p>Complete autumn term planning-<br/><b>July 2025</b></p> <p>Complete spring term planning-<br/><b>October 2025</b></p> <p>Complete summer term planning-<br/><b>February 2026</b></p> | 2025/26 |  | <p>Quality first teaching across year 1 and 2.</p> <p>Children making good progress.</p> <p>Pace of lessons will adhere to specific year groups.</p> | <p><b>October 2025-</b> DO has completed single year planning for year 1 and 2, autumn and spring.</p> <p>DO has also completed the summer year planning.</p> <p>Single year planning is now available on teams, so it is accessible.</p> <p><b>Impact:</b> Year 1 and 2 teachers can plan for a specific year group and outcomes can be age/year group appropriate.</p> <p>There is also an Increase in staff confidence in Maths delivery</p>   |
| <b>Science</b>   |    |          |   |   |         |  |  |   |
| <u>Consistency across Year One cohort</u> - evidence practice and outcomes to ensure teaching and learning of Y1 children is consistent across Rec/Y1 classes and Y1/Y2 classes. |    | LB / SLT | <p>Book scrutiny and data analysis.<br/>Lessons Observations</p>  | Termly  |         |  | <p>Teaching and learning of Y1 children is consistent across Rec/Y1 classes and Y1/Y2 classes</p>  | <p><b>7th October 25:</b> Discussions with KS1 teachers focusing on consistency over 4 classes. Supporting the understanding of stepping stones, SOW and LTP. <b>IMPACT:</b> Creating a link between classes, open conversations on planning &amp; progress of children's learning. (To play in lessons visits)</p> <p><b>February 2026:</b> KS1 Work security, focusing on development on scientific skills across all classes.</p> <p><b>IMPACT:</b> Understand where and how class teachers can further support and challenge children in year 1, across the whole school.</p> |
| <u>Differentiation</u> - ensure there is adequate differentiation between Year One and Year Two children and the relevant stepping stones are being followed.                    |    | LB / SLT | <p>Book scrutiny and data analysis.</p>   | Termly  |         |  | <p>Appropriate differentiation between Year One and Year Two children.</p>   | <p><b>6th October 25:</b> Review and refresh understanding of KS1 curriculum. <b>IMPACT:</b> To support planning of stepping stones enabling all children are challenged and supported.</p> <p><b>6th October 25:</b> Conversations with SW &amp; JL re; curriculum set up and delivery of cross year groups. <b>IMPACT:</b> A deeper understanding of challenges faced teaching mixed year groups and how children and teachers can be best supported to reach outcomes.</p>   |

|  |                    |          |  |   |      |     |  |   |
|--|--------------------|----------|--|---|------|-----|--|---|
| <p><b>Balanced Curriculum</b> - ensure there is a good balance of knowledge based learning and scientific enquiry skills. Ensure scientific enquiry skills are referenced with Assessment Foci (Afs) in books.</p> |                    | LB / SLT | Examine schemes of work and work scrutiny of books.  | Termly  |      |     | Good balance of knowledge and scientific enquiry skills evident in books.  | <p><b>February 2026:</b> Data analysis has been completed.<br/><b>IMPACT:</b> TO help understand any shortfalls in data between knowledge and enquiry.</p>  |
| <b>RE</b>  |                    |          |  |   |      |     |  |   |
| Provide high-quality CPD to ensure teaching is consistently strong and responsive to pupil needs   | NS Subject Leaders | LB/TW    | <p>To strengthen and make explicit SMSC curriculum links across all subjects to ensure that Spiritual Moral Social Cultural opportunities are explicitly identified, planned for, and embedded across the curriculum.</p> <p>Subject leaders to evaluate the Stepping Stones Documents for their subject and ensure that SMSC links are clearly and explicitly identified.</p> | <ol style="list-style-type: none"> <li>1: NS to deliver training in Staff Meeting (Autumn 1).</li> <li>2: During Subject Leader time, staff to make explicit SMSC links within their Curriculum documents, with an easily recognisable symbol.</li> <li>3: Stepping Stones documents updated and completed by December 2025.</li> <li>4: Revised Stepping Stones documents to be uploaded to the school website.</li> </ol> | GOVS | N/A | <p>Ensure that SMSC links are explicitly linked across the curriculum.</p> <p>Ensure that all stakeholders are aware of these developments.</p> <p>Ensure that children understand that SMSC opportunities are found throughout the curriculum and articulate why this is important.</p> | <p><b>March 2026</b> - NS planned RE training for Spring INSET day. Training will provide staff with information about the new RE syllabus, the key changes, the new planning documents in school (LTP, Stepping Stones Document), clear progression of progression strands, vocabulary and topic book insert covers.<br/><b>IMPACT</b> - Staff will have a clear understanding of the new RE syllabus ensuring teaching is fully aligned with the latest expectations and statutory requirements.</p>                      |
| Ensure curriculum planning supports progression in knowledge and skills across all subjects.   | NS                 | LB/TW    | <p>To review and rewrite the school's RE Long Term Plan to align with the new Locally Agreed Syllabus for 2025-2030, ensuring progression, breadth, and compliance with statutory requirements.</p> <p>Subject leader to amend and rewrite the LTP for RE, ensuring that the new Locally Agreed Syllabus has been followed.</p>  | <ol style="list-style-type: none"> <li>1: Attend the Locally Agreed Syllabus Training 14<sup>th</sup> July 2025 and September.</li> <li>2: Map out the LTP for RE in line with the Agreed Syllabus (2025 - 2030).</li> <li>3: Share the new RE LTP with SLT/ Teaching staff.</li> <li>4: To be completed by October 2025.</li> <li>5: This will be fully implemented in school in September 2026.</li> </ol>                | Govs | N/A | <p>The new LTP for RE, linked to the Agreed Syllabus will be completed.</p> <p>The school will be compliant with Locally Agreed RE Syllabus (2025 - 2030).</p>   | <p><b>11<sup>th</sup> September 2025</b> - NS has written new LTP for RE in line with new RE syllabus. NS shared draft version with SLT.<br/><b>IMPACT</b> - RE LTP will reflect the new RE syllabus for Lincolnshire and reflect a worldviews approach.<br/><b>16<sup>th</sup> September 2025</b> - NS attended LA syllabus training.<br/><b>IMPACT</b> - NS up to date with syllabus assessment recommendations. NS to incorporate into Stepping Stones Documents.<br/><b>NEXT STEPS</b> - Share with teaching staff.</p> |
| Ensure the curriculum is broad, balanced, and ambitious.   | NS                 | LB/TW    | <p>To rewrite the RE Stepping stones document in line with the Locally Agreed Syllabus (2025-2030).</p> <p>Subject Leader to amend and rewrite the RE stepping Stones document to reflect the Lincolnshire agreed syllabus.</p>  | <ol style="list-style-type: none"> <li>1: Evaluate the Intent, Implementation and Impact of RE within the Stepping Stones document to ensure it aligns with the new Agreed Syllabus.</li> <li>2: Rewrite the RE Stepping Stones Document, from R - Y6, following the newly revised LTP.</li> <li>3: Ensure all SMSC links are explicitly linked.</li> </ol>   | GOVS | N/A | <p>The RE Stepping Stones document will reflect the statutory requirements of the new Locally Agreed Syllabus for RE (2025 - 2030).</p>  | <p><b>January 2026</b> - Stepping Stones document for Y1,Y2, Y3, Y4 &amp; Y5 have been completed.<br/><b>IMPACT</b> - The Stepping Stones document will be completed by February half term, ready to share with teaching staff.<br/><b>February 2026</b> - LTP and stepping stones for RE have been shared with SLT.<br/><b>IMPACT</b> - SLT have agreed the new Stepping stones document for RE.</p>   |

Barrowby Church of England Primary School-Striving for Excellence  
School Development Plan Sept 2025 – July 2026

|  |    |       |   |  |      |     |   |  |
|--|----|-------|---|--|------|-----|---|--|
|  |    |       |   | <p>4: Share the Stepping Stones with SLT, teaching staff and stakeholders.</p> <p>5: This body of work needs to be completed by April 2026.</p> <p>6: To be uploaded to the school Website by September 2026/</p>  |      |     |   | <p>April INSET to focus on Lincolnshire Agreed Syllabus for RE, the LTP, and stepping stones document. There will be follow up staff meetings to provide training on planning, resourcing and assessing RE, using the renewed syllabus.</p> <p>9<sup>th</sup> February 2026 - Reception Stepping Stones document has been written and fully matched to Cycle A and Cycle B for Y1 &amp; Y2, support cross phase teaching. Reception Curriculum document has been amended accordingly to represent the new RE syllabus for Lincolnshire.</p> <p><b>IMPACT</b> - Consistent documentation across phases enhances curriculum coherence, supporting teachers in delivering well-sequenced, age-appropriate RE learning</p> |
| Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.      | NS | LB/TW | <p>To update the school website to clearly communicate that Religious Education is in a development year during 2025-2026, as the school prepares to implement the new Locally Agreed RE Syllabus, ensuring transparency for parents, governors, and Ofsted.</p> <p>Subject leader to write informative paragraph for the school website regarding the development in RE this academic year.</p>            | <p>1: NS write information for the school website regarding RE developments this academic year.</p> <p>2: NS to share with LB.</p> <p>3: TL to update relevant section on the school website.</p> <p>4: To share with stake holders through the school newsletter.</p>                               | GOVS | N/A | <p>All stakeholders will be aware that, as a school, we are in a period of transition in RE from on syllabus to another.</p>              | <p>3<sup>rd</sup> November 2025 - update has been drafted, shared with LB and added to the school website.</p> <p><b>IMPACT</b> - the school community are aware of the transition from the previous syllabus to the RE Lincolnshire Agreed Syllabus for 2025 - 2030.</p> <p><b>Completed.</b></p>   |
| Foster collaborative partnerships to enhance provision and share best practices for the benefit of pupils and staff. | NS | LB/TW | <p>To re-establish and coordinate RE cluster group meetings among GRACE schools during the 2025-2026 academic year, providing a collaborative platform for RE leaders to share best practice, develop subject knowledge, and support the implementation of the new Locally Agreed Syllabus</p> <p>.NS/LB to coordinated termly RE cluster meetings to encourage collaboration across the GRACE schools.</p> | <p>1:LB to liaise with other GRACE School HTs.</p> <p>2: LB/NS to facilitate at least three RE cluster meetings across the academic year with participation from GRACE schools and schools in the local area.</p> <p>2: NS to organise agendas, action plans, meeting minutes and share with LB.</p> | GOVS | N/A | <p>RE leaders report increased confidence and clarity in implementing the new syllabus through collaborative planning and discussion.</p> | <p>October 2025 - Subject lead has offered to lead a Hub group for RE within Lincolnshire to support the implementation of the new RE Syllabus.</p> <p><b>IMPACT</b>: The subject lead's commitment to leading a Lincolnshire RE Hub group will have a positive impact on both the school and the wider educational community.</p> <p>January 2026 - NS assigned as a hub lead for the new Lincolnshire Agreed syllabus by Wendy Harrison.</p> <p><b>IMPACT</b> - Our school continues to provide support for RE leaders in the area.</p>  |
| Provide high-quality CPD to ensure teaching is consistently strong and responsive to pupil needs                     | NS | LB/TW | <p>To provide high-quality CPD for all teaching staff/support staff to ensure confident and consistent delivery of the new Locally Agreed RE Syllabus, enabling full implementation from September 2026.</p>  | <p>1: NS to deliver training in Staff Meeting (Autumn 1) with an update about <u>new RE curriculum</u> and share timeline for the coming academic year.</p> <p>2: NS to share revise <u>RE LTP</u> with staff through staff meeting (Autumn 2).</p>  | GOVS | N/A | <p>Ensure that staff can articulate key changes in the new syllabus and how it impacts planning and delivery.</p>                         |  |

|   |    |       |   |  |      |     |  |  |
|---|----|-------|---|--|------|-----|--|--|
|   |    |       | Subject Leader to provide CPD opportunities throughout the coming academic year to enable staff to understand the key changes of the new Locally Agreed RE Syllabus.  | 3: NS to deliver training in staff meeting about new <b>RE Stepping Stones document</b> .<br>4: NS to identify further CPD needs for the implementation for the new Locally Agreed Syllabus (2025 - 2030).   |      |     | Ensure that all staff feel confident to deliver RE lessons to meet the statutory requirements of the new Locally Agreed RE Syllabus (2025 - 2030).   |  |
| Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions. | NS | LB/TW | Monitoring Standards in RE.<br><br>Monitor and evaluate the teaching and learning in RE through: <ul style="list-style-type: none"> <li>• Work Scrutiny</li> <li>• Pupil Interviews</li> <li>• Coaching and Mentoring</li> <li>• Data analysis</li> </ul> | As part of monitoring and evaluation schedule <b>termly</b> undertake monitoring activities to determine the impact teaching and learning in RE:<br>1: Use of Stepping Stones document for progression<br>2: The quality of teaching in RE lessons.<br>3: The quality of work in RE books.<br>4: Pupil voice through pupil interviews<br>5: Staff voice through staff interviews.<br>6: where applicable, CPD and mentoring for teachers and staff.<br>7: Termly data analysis, focusing on all children, including vulnerable groups. | GOVS | N/A | Ensure pupils have access to high quality RE lessons.<br><br>Ensure that standards in RE continue to be high.  | <b>January 2026 - RE Data Analysis IMPACT - Standard in RE across the school continue to be extremely positive. Continue to monitor each term.</b><br><br><b>March 2026 - RE Book Scrutiny IMPACT - Standard in RE across the school continue to be extremely positive. Continue to monitor each term.</b>   |
| <b>History</b>  |    |       |   |  |      |     |  |  |
| Ensure the curriculum is broad, balanced, and ambitious   | SW | LB/TW | Evaluating the curriculum stepping stones to make sure they are progressive   | Termly: Autumn, Spring, Summer   | Govs | N/A | The curriculum covers a wide range of historical periods, cultures, and global perspectives.<br><br>A variety of teaching methods and assessment strategies used to support different learning styles and abilities.<br><br>Encourage a child's voice to support enthusiasm. | <b>Autum 1: KS1 have been invited to bring in toys from the past (ancestors) to demonstrate an exciting curriculum. Supports a child's voice with enthusiasm.</b><br><br><b>Autumn 2: The Data Analysis has been completed and the Stepping Stones have been followed by all year groups. There is a good range of media being used in lessons including trips for Year 6 (WW2). The children said they enjoyed bringing in and exploring toys from their ancestors (KS1)</b><br><br><b>Spring: this term, the curriculum proves to be ambitious for KS1. A walk around the village discovering the types of buildings has been planned, bringing learning alive.</b><br><br><b>Spring 2: emails have been distributed to all year groups enquiring if there are any other resources we could add to the resource boxes and consider inviting any visitors into school next term to promote the learning of their relevant topics.</b> |

|  |    |        |  |  |      |     |  |   |
|--|----|--------|--|--|------|-----|--|---|
| Ensure curriculum planning supports progression in knowledge and skills across all subjects  | SW | LB/TW  | Monitoring the curriculum through data analysis, pupil interview and work scrutinise.  | Termly: Autumn, Spring, Summer   | Govs | N/A | Evidence of clear progression through the stepping stones. Ensure consistency and continuity in curriculum delivery.<br><br>Formative and summative assessments are aligned with curriculum objectives and used to inform future planning.   | <p>Autumn 1: Data Analysis complete from last term. Good progression throughout the school.</p> <p>Autumn 2: The Data Analysis has been completed and the Stepping Stones have been followed by all year groups. Good progression is apparent.</p> <p>Spring 1: The Data Analysis has been completed and shows good progression and understanding throughout the school.</p> <p>Spring 2: Stepping stones continue to be followed, showing progression. Work scrutiny reveals an assortment of media used to teach the learning objectives. Differentiation for SEND pupils is clearly supported.</p>   |
| Develop understanding of British Values, Protected Characteristics and Equal Opportunities through the curriculum and school culture to prepare pupils for life in modern Britain effectively. | SW | LB/TW  | Look at opportunities to reference British Values, Protected Characteristics and Equal Opportunities in the curriculum documents and enhanced opportunities to embed them. | Termly: Autumn, Spring, Summer   | Govs | N/A | British Values are embedded across the curriculum and reflected in school life.<br><br>Pupils understand and respect the Protected Characteristics and can apply this understanding in real life contexts.<br><br>Promotion of an inclusive culture where all pupils feel happy, valued and loved. | <p>Autumn 1: KS1 have been invited to bring in toys from the past (ancestors) to demonstrate equal opportunities etc through curriculum</p> <p>Autumn 2: The stepping stones have been reviewed, and the British Values and Protected Characteristics have been signposted against these</p> <p>Spring 1: Checking against the Stepping Stones ensuring British Values and P.C are considered in planning.</p> <p>Spring 2: Resource boxes in the Resource cupboard have been checked and emails distributed to year group teachers to see if we can add more to these, to support BV, PC and EO. Suggestions to invite visitors into school to promote their learning have been broached in the email too.</p> |
| <b>Geography</b>   |    |        |  |  |      |     |  |   |
| Ensure the curriculum is broad, balanced, and ambitious  | KG | LB/SLT | To review and monitor teaching of fieldwork skills. Book scrutiny and pupil interview.<br>Support staff where applicable to implement fieldwork opportunities as planned.  | Each term throughout the year.<br><br>Reorganise Pond Dipping equipment into the storage provided-Mar 26 | Govs | N/A | Children are carrying out a fieldwork activity as appropriate to their unit.<br>What activities work well taking in to account location/staffing constraints etc?<br>Are fieldwork activities  | <p>Data Analysis for end of 24/25 Completed. Children are attaining standards that are broadly similar year on year and good levels of attainment across identified groups. Reviewed and updated Geography Policy October 2025</p> <p>Planning adapted to include local fieldwork opportunities/suggestions in at least one unit per year group, as appropriate to topic. Progressive and achievable. February 2026</p>   |

|  |    |          |  |   |      |     |  |  |
|--|----|----------|--|---|------|-----|--|--|
|  |    |          |  |   |      |     | sufficiently progressive across the year groups?   | Data Analysis of Autumn Term 2025. Generally good levels of attainment across the school. Y3 and Y5 groups to be investigated with work scrutiny to identify barriers to further attainment. February 2026   |
| Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills. | KG | LB/SLT   | To review and monitor the implementation of Digimaps across KS2 through:<br>- Lesson drop in where possible.<br>Termly; identify objectives where Digimaps can be used and carry out work scrutiny and pupil interview to discuss.         | Each term throughout the year.  | Govs | N/A | Digimaps features in whole class input across the unit where applicable. Children can access Digimaps on their I pads and use with varying levels of independence. How is Digimaps being used? | Reviewed and updated Outdoor Learning Policy October 2025<br><br>Work Scrutiny completed to identify use of (digital) mapping at KS2. Books feature variety of maps, aerial photos and other resources February 2026.<br>Staff voice to feedback where Digimaps links/ideas being used within the units e.g. whole class/groups. February 2026 |
| Ensure curriculum planning supports progression in knowledge and skills across all subjects.   | KG | LB/SLT   | To examine the use of key vocabulary used in lessons by:<br>-Book scrutiny to identify use of key vocabulary.<br>Pupil interview to examine pupil understanding of the vocabulary taught.<br>How are children using this in their lessons? | Spring Term 2026  | Govs | N/A | Children are using the key vocabulary used in planning both verbally and in written work,. Children understand key vocabulary and can use in the correct context with examples.                | Work scrutiny of books identifies use of subject vocabulary, with greater frequency as moving through school. Feedback given to class teachers to further promote use of the key vocabulary in lessons. March 26<br>Pupils are using key vocabulary with increased accuracy, particularly in Y5 and 6 samples. March 26                        |
| <b>Computing</b>   |    |          |  |   |      |     |  |  |
| Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions.  | SC | LB / SLT | Create and disseminate examples of skills and knowledge needed for each assessment level. Giving adults a clearer understanding of children's assessments.   | Feedbacking assessment information to each teacher before the unit has started, gaining better knowledge of assessment. | Govs | N/a | The assessment reflects correct/accurate understanding and knowledge   |  |
| Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.  | SC | LB / SLT | Gain feedback on all units covered in NCCE to adapt, change or support adults in delivering high quality Computing, to cover all NC objectives.  | End of each unit feedback Via MS Form and discussions with teachers.  | Govs | N/a | Ensure that resources support and extend pupil knowledge.  | Data Analysis completed<br>IMPACT: Children are performing in line with standards achieved last year.<br><br>February 2026: Data analysis has been completed<br>IMPACT: Showing signs of good progress is continuing to be made across the school.   |
| To support Junior Online Safety Officers to support and improve the knowledge of online safety throughout the  | SC | LB / SLT | JOSO to support and manage hardware throughout the school, supporting staff when using during computing lessons.   | Ongoing throughout the year. (JOSO to be trained and support by October 25)   | Govs | N/a | Improved understanding of online safety.   | February 2026: Create and plan a collective worship for JOSO to present.<br>IMPACT: Support JOSO in delivery and knowledge of online safety.   |

|   |           |                 |  |  |             |            |   |
|---|-----------|-----------------|--|--|-------------|------------|---|
| <p>school-Junior Online Safety Officers to support peers and staff during computing lessons</p>     |           |                 | <p>Delivering assembly<br/>Parents workshop</p>  | <p>2 x Collective worship ( Spring 1 &amp; Summer 1)<br/><br/>Parent workshop (Spring 1)</p> |             |            | <p>February 2026: Create and produce a workshop for parents. - Added to school website.<br/>IMPACT: To further support our families in making right choices and how to support children when using the internet safely.</p>   |
| <h2 style="margin: 0;">Art &amp; Design</h2>  |           |                 |  |  |             |            |   |
| <p>Ensure curriculum planning supports progression in knowledge and skills across all subjects.</p> | <p>SB</p> | <p>LB / SLT</p> | <p>To continue monitoring and strengthening the progression of drawing skills across all year groups, ensuring a clear and consistent development of techniques, confidence, and creativity from EYFS to Year 6. Conduct regular book looks and lesson observations to assess progression in drawing skills.<br/>Update and share progression maps with staff to ensure consistency and clarity of expectations across year groups.<br/>Provide CPD opportunities focused on drawing techniques and assessment.<br/>Celebrate and display high-quality drawing outcomes to raise the profile of art across the school.</p> | <p>End of each term.</p>   | <p>Govs</p> | <p>N/A</p> | <p>Evidence of clear progression in drawing skills in pupil sketchbooks and displays.<br/>Increased staff confidence in teaching and assessing drawing.<br/>Positive pupil engagement and pride in their drawing work.<br/>Drawing outcomes reflect age-appropriate skills and creativity.</p> <p>Summer 2025 Data Analysis completed<br/>IMPACT: Children are performing in line with standards achieved last year. The curriculum is ambitious, diverse, multi-cultural and progressive which the children are thriving in.<br/>Autumn 2025/26 Data Analysis completed<br/>IMPACT: Children are performing in line with standards achieved last year. A work Scrutiny will follow to confirm results.<br/>Sketch Book samples (2 EXS and 1 'first 20') taken from each year group.<br/>IMPACT: Scrutiny shows children are engaging well with curriculum and are building their skills progressively towards final pieces. There is clear evidence that staff are following the curriculum stepping stones, and many pupils are producing thoughtful and creative outcomes that reflect their learning. Across classes, children demonstrate an understanding of the themes explored, and some final pieces show real care, individuality, and artistic ambition.</p> <p>Next Step: To further strengthen outcomes, the next step is to ensure that all pupils are consistently challenged to work at the highest standard of which they are capable. Use Teacher meetings to support staff in elevating pupils' artistic expectations, encouraging deeper exploration, stronger observational drawing, and more ambitious development of ideas. Children will produce work that reflects their full potential.</p> <p>I have gathered a representative portfolio of artwork from EYFS through to Year 6. Photographing high-quality samples from each year; organising them into a structured digital collection on the school server.</p> |

|   |    |        |   |                   |  |  |  |   |
|---|----|--------|---|-------------------|--|--|--|---|
|   |    |        |   |                   |  |  |  | <p>The portfolio captures a broad range of skills, media, and curriculum coverage, providing a clear visual record of progression in Art and Design across the school. This process has also supported monitoring of curriculum implementation and has begun to establish a consistent approach to celebrating pupils' creative outcomes.</p> <p>IMPACT: The curated portfolio has strengthened subject monitoring by offering clear evidence of pupils' artistic development and the effectiveness of teaching across year groups. Staff now have a shared reference point for understanding expected standards, supporting moderation and planning. The visibility of high-quality pupil work has also raised the profile of Art and Design within the school, contributing to improved consistency, higher expectations, and greater pride in pupils' creative achievements.</p> |
| <p>Ensure that teaching and learning opportunities:</p> <p>1. Are high-quality experiences so that all pupils are motivated, cooperate well and are eager to join in;</p> <p>2. Promote learning strategies that encourage pupil activity/participation and develop their creativity, respect and independence;</p> | SB | LB/SLT | <p>To ensure timely and strategic ordering of high-quality art supplies and materials that support the delivery of a rich and engaging art curriculum across all year groups. Audit current art supplies and identify gaps in resources needed to support curriculum coverage and skill progression - paper/card for finished pieces.</p> <p>Establish a termly ordering schedule aligned with curriculum planning and project needs.</p> <p>Consult with staff to ensure resources meet teaching requirements.</p> <p>Monitor usage and storage to maintain resource quality and accessibility.</p> <p>Promote respect when using and cleaning equipment</p> | End of each term. |  |  | <p>Art lessons are consistently well-resourced, enabling high-quality outcomes.</p> <p>Staff report improved confidence and satisfaction with available materials.</p> <p>Pupils demonstrate increased engagement and creativity in their artwork.</p> <p>Resource management is efficient, with minimal waste and clear accountability.</p> | <p>Art Order placed: new watercolour brushes flat and round, new watercolour palettes, ready mixed paint for infant classrooms, clay and A4 and A3 cartridge paper for children's finished art work. Total £145.45</p> <p>IMPACT: Art lessons are consistently well-resourced, enabling high-quality outcomes.</p> <p>Teacher Meeting: discussed new resources and this year's expectations of respecting the equipment, ensuring children/staff clean resources before returning to art cupboard</p> <p>IMPACT: Staff will promote respect when using and cleaning equipment, as a result, children will have high-quality experiences.</p> <p>Art Order placed: £104.95 PVA glue, paint pots, table covers and foam printing dabbers.</p> <p>IMPACT: Art lessons are consistently well-resourced, enabling high-quality outcomes.</p>   |

|  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  |  |  | <p>March 26: Pupil Voice Questionnaire Infant classes: Pupil voice shows that children across the infants greatly enjoy Art and feel happy, confident and inspired during lessons. They value using a wide range of materials and can talk clearly about their creative choices. A small number identify specific drawing skills as tricky, providing helpful next steps for teaching.</p> <p>IMPACT: The results indicate that the Art curriculum is successfully building creativity, confidence and positive attitudes towards artistic learning. Pupils are developing strong early skills in drawing, painting and colour mixing, and can increasingly explain their ideas. Their responses show that Art provision is engaging, accessible and fostering a positive artistic identity.</p> <p>Teachers reviewed high-quality sketchbooks across the year groups and identified strong evidence of skill progression and creative development. This collaborative reflection highlighted consistent strengths and also surfaced areas where more precise feedback could further support pupils' artistic growth. To support this, vocabulary guidance was shared with staff to enhance the language used when discussing techniques, intentions and next steps.</p> <p>IMPACT: This has strengthened teacher confidence and consistency in providing high-quality feedback, helping pupils better understand how to refine and extend their artwork. The sketchbook review has reinforced expectations for progression and allowed teachers to recognise effective practice already embedded across the school. The targeted vocabulary support is already enriching classroom dialogue, raising aspiration and promoting more ambitious artistic outcomes for all children.</p> |
|--|--|--|--|--|--|--|--|---|

| Music  |    |    |  |                             |      |     |   |   |
|--|----|----|--|-----------------------------|------|-----|---|---|
| Ensure the school promotes the extensive personal development of all pupils through a range of wider and Extra-Curricular opportunities.   | JL | LB | Review performance opportunities and music club offering to ensure creativity. | December 2025 (end of term) | Govs | N/A | Collate all opportunities that the school offer to children. Ensure relevant communication is present for opportunities. Are these opportunities ensuring creativity? | <p><b>Data analysis completed</b><br/>Impact: children are performing in line with standards achieved last year.<br/>Opportunities for children during the school year collated and saved on Teams.<br/>IMPACT: children have musical opportunities to personally develop in addition to music lessons. This promotes a healthy relationship with music which lives beyond their time at Barrowby.</p> <p>January 2026 - Music data analysis. Data across the school is strong. SEND children are performing very strongly. Only 1 SEND child in school not EXS.<br/>IMPACT - Children across the school are achieving at least EXS in music. Extra-Curricular opportunities support the progress the children are making.</p>  |
| Ensure all pupils, including those with SEND, EAL, and disadvantaged backgrounds, access a high-quality, inclusive education and make good or better progress relative to their starting points. | JL | LB | Review SEND adaptations to ensure all learners can thrive.                     | December 2025 (end of term) | Govs | N/A | Review Stepping Stones document so SEND, EAL provision and adaptations to the learning reflects the needs of our children.  | <p>SEND adaptations provide support for children with additional needs and are tailored to individual children depending on the need.<br/>IMPACT: All children with additional needs are given opportunities to make good or better progress with support directly linked to their needs.</p> <p>January 2026 - Evidence from data analysis shows that adaptations are proving successful in supporting the children we currently have in school.<br/>IMPACT - Positive evidence of adaptations being successful. Continued monitoring to ensure this continues.</p> <p>March 2026 - Work scrutiny to analyse ways to capture and celebrate children's creativity. Findings: 1) How to record singing (and other practical learning) in books. 2) Record peer feedback, when used. 3) Evidence in books shows children's individuality in their response to music.<br/>Impact - Ways to evidence different learning to be reviewed by music lead and LB/SLT</p> |

| Physical Education   |    |        |   |                   |      |     |   |  |
|--|----|--------|---|-------------------|------|-----|---|--|
| Ensure curriculum planning supports progression in knowledge and skills across all subjects.   | SB | LB/SLT | To embed Royal Ballet and Royal Opera House dance training and objectives into the school's Stepping Stones curriculum document, enriching the dance provision and supporting progression in movement, expression, and performance skills.<br>Review and map Royal Ballet and Royal Opera House dance objectives against existing PE and Stepping Stones curriculum content.<br>Integrate appropriate objectives and vocabulary into planning documents for each key stage.<br>Provide staff with training and resources to deliver the new content confidently and effectively.  | End of each term. | Govs | N/A | Dance units in the curriculum reflect Royal Ballet and Opera House objectives and progression.<br>Staff report increased confidence in delivering high-quality dance lessons.<br>Pupils demonstrate improved movement, coordination, and expressive skills.<br>Positive feedback from pupils and staff on the enriched dance provision.                             | Assessed use of real PE online platform with majority of staff using skills videos during PE lessons to support progress of transferable skills, contacted low use staff to offer support in using the videos.<br><br><u>IMPACT:</u> Using the realPE Jasmine platform and skills videos, pupils can identify their current skill level, understand progression, and see clear next steps. This visual and structured approach supports skill development across the PE curriculum and enables children to transfer these skills confidently into a range of sports.   |
| Ensure that teaching and learning opportunities:<br>1. are high-quality experiences so that all pupils are motivated, cooperate well and are eager to join in;<br>2. promote learning strategies that encourage pupil activity/participation and develop their creativity, respect and independence; | SB | LB/SLT | To strengthen the school's Physical Education and Physical Activity offer by actively engaging with Inspire+ charity initiatives, ensuring all pupils benefit from a broad, inclusive, and high-quality programme that promotes lifelong health and wellbeing. Establish regular communication with Inspire+ to access training, events, and resources.<br>Integrate Inspire+ programmes into the school's PE and physical activity calendar.<br>Promote pupil participation in Inspire+ initiatives such as sports leadership and festivals<br>Monitor the impact of Inspire+ engagement on pupil activity levels and enjoyment. | End of each term. | Govs |     | Increased pupil participation in physical activity and Inspire+ programmes.<br>Staff report improved access to training and support for delivering high-quality PE.<br>Pupils demonstrate greater enthusiasm, confidence, and leadership in physical activity.<br>The school's PE and physical activity offer reflects a broad, inclusive, and enriched curriculum. | Liaised with Inspire+ regarding this years' offer. Meeting set up for 23 <sup>rd</sup> September with Chris Graves and SB.<br>Meeting attended with C. Graves - discussing this year's offer, Inspire+ folder of programs is being sent to school.<br><u>IMPACT</u> Through active engagement in the Young Ambassador and Talented Athlete programmes, alongside targeted CPD for staff, our school is fostering a culture of leadership, aspiration, and professional growth. Staff are being upskilled to better support pupil development, while children are gaining valuable leadership experience and opportunities to collaborate with peers across schools. Talented athletes are extending their abilities through enriched interactions and shared experiences, contributing to a more confident, connected, and capable school community.<br><br>Letter sent out to Young Ambassadors - twilight leadership training 13 <sup>th</sup> October 4:15-5:45<br>Email sent to teachers to select Talented Athletes for the Talented Athlete Program (TAP), Year 2, 4 and 6.<br>CPD planner completed and sent to LB for confirmation - booked on to Forums for PE lead and Head teacher to keep up to date with current government initiatives.<br>Young Ambassador training attended (SB and 3 of the 4 YA children). They explored what it means to be a successful leader and |

|  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  |  | <p>how they can make a positive impact within our school community. The session encouraged them to reflect on the qualities of strong leadership and the powerful connection between sport and our physical and emotional wellbeing. They discussed how sport can help us feel stronger, more confident, and more united values they hope to promote throughout the school year. <a href="#">Newsletter article Oct 17<sup>th</sup></a></p> <p>IMPACT: This has strengthened our school's commitment to developing confident, responsible leaders among our pupils. By equipping these children with the skills to inspire and influence others, we are fostering a culture of teamwork, resilience, and inclusion. Their focus on promoting the benefits of sport for physical and emotional wellbeing will encourage greater participation, improve confidence, and enhance relationships across year groups. This initiative supports our wider school vision of nurturing healthy, active learners who contribute positively to our community.</p> <p><a href="#">New Young Ambassador Training - letter sent out to the 4 young leaders. Training will be on 12<sup>th</sup> January. SB will also attend twilight training.</a></p> <p>IMPACT: WE are continuing to develop confident, responsible leaders among our pupils, equipping them with the skills to inspire and influence others, we are fostering a culture of teamwork, resilience, and inclusion.</p> <p><a href="#">SB attended virtual meeting 3<sup>rd</sup> Nov led by Inspire+ and Youth Sports Trust Well Schools trainer. We are signed up to complete a free well schools self-review tool and get a tailored development plan to help us on our journey to becoming a Well School. We will gain access to their bank of resources and support to help us target specific areas of our approach and make a real difference. SB to feed back to SLT. Future meeting 20<sup>th</sup> Jan</a></p> <p>IMPACT: This initiative positions our school to make a real difference in creating a culture where wellbeing is central to learning and achievement through: enhanced whole-school wellbeing strategy, improved staff and pupil wellbeing, access to expert guidance and resources to</p> |
|--|--|--|--|--|--|--|---|

|  |    |        |  |                   |  |  |   |   |
|--|----|--------|--|-------------------|--|--|---|---|
|  |    |        |  |                   |  |  |   | <p>strengthen our provision and align with national best practice and greater collaboration and shared vision.</p> <p><b>SB fed Well Schools award to LB - Well being check to be completed in first Teacher meeting in Jan.</b></p> <p>IMPACT: Completing the Well Schools check collaboratively in a Teacher meeting will ensure whole-school ownership of our wellbeing priorities. This approach promotes shared understanding, collective responsibility, and alignment across all staff, strengthening our commitment to creating a culture of wellbeing for pupils and staff.</p> <p><b>8<sup>th</sup> Jan 2026 Teacher Meeting SB lead teachers in completing our Well Schools check on our school's dashboard covering the four pillars of a Well School - Well Culture, Lead Well, Move Well, Live Well. An action plan will follow, and IL will attend the next forum on the 20<sup>th</sup> Jan for the next stage of evidence gathering.</b></p> <p>IMPACT: we have shared understanding, collective responsibility, and alignment across all staff, strengthening our commitment to creating a culture of wellbeing for pupils and staff.</p> <p><b>Jonathan Broom Edwards Ambassador Visit 5<sup>th</sup> Feb - led a whole school assembly.</b></p> <p>IMPACT: The visit inspired pupils across the school to adopt a more resilient, determined attitude to learning, strengthening our culture of perseverance and high aspiration.</p> |
| Ensure curriculum planning supports progression in knowledge and skills across all subjects. | SB | LB/SLT | <p>To maintain an organised and well-stocked PE resource area, ensuring equipment is regularly checked, replenished, and fit for purpose to support high-quality physical education and activity across all year groups. Conduct a termly audit of PE equipment and storage areas.</p> <p>Create and maintain an inventory system to track usage and identify replenishment needs.</p> <p>Involve staff in reporting damaged or missing items promptly.</p> <p>Allocate budget and ordering timelines to ensure timely replacement and acquisition of resources.</p> | End of each term. |  |  | <p>PE lessons are consistently well-resourced with minimal disruption due to equipment issues.</p> <p>Staff report improved access to and satisfaction with PE resources.</p> <p>Pupils benefit from a wider variety of activities supported by appropriate equipment.</p> <p>Resource areas remain tidy, safe,</p> | <p><b>Data Analysis completed</b></p> <p>IMPACT: Standards achieved are high with each class achieving at least 91% EXS. High standards in PE stepping Stones document and planning available to staff are showing to enable the children to extend learning and build upon skills each term/year.</p> <p><b>Data Analysis completed</b></p> <p>IMPACT: Standards achieved are high with majority of children achieving EXS level.</p> <p><b>PE Order placed: Indoor athletics equipment. Total £1055</b></p> <p><b>Reordering above indoor athletics equipment (only reverser boards ordered so far).</b></p>  |

Barrowby Church of England Primary School-Striving for Excellence  
School Development Plan Sept 2025 – July 2026

|   |    |        |   |                   |  |  |  |  |
|---|----|--------|---|-------------------|--|--|--|--|
|   |    |        |   |                   |  |  | and accessible throughout the school year.   | <p><b>IMPACT:</b> New equipment will support high-quality physical education and activity across all year groups.</p> <p><b>PE order placed: Restocking equipment: variety of balls and skipping ropes. Total £79.25</b></p> <p><b>IMPACT:</b> High quality equipment for high quality lessons</p>   |
| Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school. | SB | LB/SLT | <p>To ensure the school continues to meet the criteria for the Platinum School Games Mark by embedding high-quality physical activity, competition, and leadership opportunities across the school, and by gathering robust evidence of impact. Audit and Review current PE and sport provision against Platinum criteria.</p> <p>SB to oversee the School Games Mark process and evidence collection. Continue to update participation, leadership, and competition data via admin office</p> <p>Engage Pupils in leadership roles (e.g., Sports Committee, Playground Leaders). Increase Opportunities for all pupils to participate in intra- and inter-school competitions.</p> <p>Collaborate with Local Partners (e.g., School Games Organiser, local clubs). Celebrate Achievements through newsletters, assemblies, and social media.</p> | End of each term. |  |  | <p>All required evidence for the School Games Mark is collected and documented by the submission deadline. A broad and inclusive PE and school sport offer is maintained and enhanced. Pupil leadership in sport is evident and impactful. The school continues to engage with School Games competitions and community sport partnerships.</p> | <p><b>Signposted an out of school Sportshall Athletics event</b></p> <p><b>IMPACT:</b> promoting values such as teamwork, resilience, sportsmanship, reinforcing personal development goals and physical activity, this also supports mental health through enjoyment and social interaction.</p> <p><b>Term 1+2 competition form completed and sent off to SGO C Graves.</b></p> <p><b>Autumn Term Events:</b></p> <p><b>Bee Netball Development: Year 3 pupils.</b></p> <p><b>IMPACT:</b> teamwork, determination, positive attitudes, upskilling in netball game and interacting with the community. <b>Newsletter article Sept 26th.</b></p> <p><b>Tag Rugby Festival: Years 3 and 4</b></p> <p><b>IMPACT:</b> teamwork, determination, positive attitudes, upskilling in game of rugby and interacting with the community. <b>Newsletter article Oct 3<sup>rd</sup>.</b></p> <p><b>Mixed Football: Years 5 and 6</b></p> <p><b>IMPACT:</b> 1<sup>st</sup> out of 12 schools boosting moral, school pride, promoting teamwork, resilience and community links. <b>Newsletter article Oct 17<sup>th</sup></b></p> <p><b>Year 6 House Swim Championships: 1<sup>st</sup>: Chichester and Scott 2<sup>nd</sup>: Armstrong</b></p> <p><b>Year 5 House Swim Championships: 1<sup>st</sup>: Armstrong 2<sup>nd</sup>: Scott 3<sup>rd</sup>: Chichester</b></p> <p><b>Christmas House Tournament 16<sup>th</sup> December (led by Sports Committee).</b></p> <p><b>Results: 1<sup>st</sup>: Armstrong 2<sup>nd</sup>: Chichester 3<sup>rd</sup>: Scott</b></p> <p><b>IMPACT:</b> teamwork, determination, positive attitudes, competitive spirit.</p> <p><b>Term 3+4 competition form completed and sent off to SGO C Graves</b></p> <p><b>Spring Term Events:</b></p> <p><b>Boccia SEND event 29<sup>th</sup> Jan 8<sup>th</sup> out of 14 schools Newsletter 30<sup>th</sup> Jan</b></p> <p><b>Indoor Sportshall Athletics 3<sup>rd</sup> Feb 3<sup>rd</sup> out of 9 schools Newsletter 6<sup>th</sup> Feb</b></p> <p><b>Swimarathan 7<sup>th</sup> Feb Non-competitive.</b></p> <p><b>House Winter Paralympic Value Tournament 1<sup>st</sup> Armstrong 2<sup>nd</sup> Scott 3<sup>rd</sup> Chichester Newsletter 13<sup>th</sup> Feb</b></p> |

|  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  |  |  | <p><u>Bee Netball Tournament</u> Barrowby A 26<sup>th</sup> Feb 2<sup>nd</sup> in their league Newsletter 27<sup>th</sup> Feb</p> <p><u>Gymnastics Competition</u> 8<sup>th</sup> March 2<sup>nd</sup> overall Newsletter 13<sup>th</sup> March</p> <p><u>Swim Gala</u> 6<sup>th</sup> March 15 medals received, 5 1<sup>st</sup>, 5 2<sup>nd</sup> and 5 3<sup>rd</sup>, Relay Teams 1<sup>st</sup> overall Newsletter 6<sup>th</sup> March</p> <p><u>Bee Netball Tournament</u> Barrowby B 12<sup>th</sup> March 3<sup>rd</sup> in their league</p> <p><u>Football County Finals</u> 5<sup>th</sup> March 4<sup>th</sup> out of 6 schools Newsletter 6<sup>th</sup> March</p> <p><u>FA Girls Breaking Barriers Festival- KS2</u> 19<sup>th</sup> March Newsletter 20<sup>th</sup> March</p> <p><u>Bee Netball Tournament</u> 19<sup>th</sup> March RESULT*** Newsletter 20<sup>th</sup> March</p> <p><u>Inclusive Football Festival</u> 23<sup>rd</sup> March</p> <p><u>T20 Cricket World Cup Girl's festival</u> 23<sup>rd</sup> April</p> <p>SB training swim team across the weeks from Jan-March to prepare for upcoming event.</p> <p><b>IMPACT:</b> Focused training and trial sessions have strengthened the swim team's skills and confidence, raising pupils' readiness and competitive performance for the upcoming event.</p> <p>Sports Committee Meeting 8<sup>th</sup> Oct.<br/>Training for Young Ambassadors next week, will meet again to disseminate information. Begin to think of ideas for this year's Christmas Potted Sports.</p> <p><b>Sports Committee Meetings:</b><br/>21<sup>st</sup> Oct - feedback from training.</p> <p>4<sup>th</sup> Nov: plan Christmas House Tournament<br/>18<sup>th</sup> Nov: confirm competition games and rules + create PowerPoint<br/>12<sup>th</sup> Dec: Practise assembly PowerPoint for Monday<br/>15<sup>th</sup> Dec: lead end of assembly to promote Christmas Tournament.<br/>16<sup>th</sup> Dec: lead the tournament all day.</p> <p>Jan 12<sup>th</sup>: plan paralympic values event<br/>19<sup>th</sup> Jan: plan paralympic values event<br/>2<sup>nd</sup> Feb: finalise paralympic values tournament, create PowerPoint, results sheets and gather resources.<br/>10<sup>th</sup> Feb: Paralympic Event and point collating.</p> |
|--|--|--|--|--|--|--|--|---|

|  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  |  |  | <p>26<sup>th</sup> Feb Legacy Tour Assembly run through and script development</p> <p>27<sup>th</sup> Feb Pitch to Play idea gathering based around agility and (Inspire+ offer of £200 for equipment)</p> <p>3<sup>rd</sup> March Legacy Tour Assembly run through and script Pitch 2 Play video</p> <p>4<sup>th</sup> March Pitch 2 Play Video recording. Pitch is for agility ladder and football waist bands for hand-eye coordination. SB edit and send video to Inspire+ by 11<sup>th</sup> March. Video sent 5<sup>th</sup> March.</p> <p><u>IMPACT:</u> Pupil Voice and Leadership, Event Planning and Collaboration and Future Engagement, equipment auditing and ordering.</p> <p>Completed the Inclusive Health Check for the beginning of our Platinum Schools Games Mark application. This shows that we have a fully functional, up-to-date and fit for purpose PE/PA offer. We have high confidence based on evidence with challenges identified and actions taken and solutions that are working for our children.</p> <p><u>IMPACT:</u> Our PE and physical activity (PA) offer is current, inclusive, and effectively meets the needs of all pupils. The process has strengthened our confidence in the quality of provision through robust evidence, while also identifying areas for improvement - non-binary toilet and changing areas. Challenges have been addressed with targeted actions, and implemented solutions are already having a positive impact on pupil engagement and outcomes. This evaluation supports our Platinum School Games Mark application and demonstrates a commitment to continuous improvement and inclusive practice.</p> <p>The School Games Mark criteria have been reviewed, and initial planning is underway to align our provision with Platinum-level expectations. This reflects a proactive approach to strategic development and continuous improvement in PE and school sport. Application window runs from 29 April - 29 July 2026</p> <p><u>IMPACT:</u> The anticipated impact is a more active, healthier school environment where pupils experience improved physical literacy, resilience, and teamwork. Achieving Platinum-level standards will</p> |
|--|--|--|--|--|--|--|--|---|

|  |    |          |  |   |      |     |  |   |
|--|----|----------|--|---|------|-----|--|---|
|  |    |          |  |   |      |     |  | position our school as a leader in PE and sport provision, supporting whole-school priorities for wellbeing, inclusion, and achievement.  |
| <b>Design &amp; Technology</b>   |    |          |  |   |      |     |  |   |
| Ensure all pupils, including those with SEND, make good or better progress from their starting points across all subjects.   | JL | LB       | Portfolio work scrutiny of KS1 and KS2   | KS1 work scrutiny - Autumn term<br>KS2 work scrutiny - Spring term                | Govs | N/A | All pupils will have opportunities and show evidence of making at least good progress.   | Pupils in KS1 follow the stepping stones to produce meaningful and high-quality final produces and show good progress from previous years.<br>IMPACT: Anticipated impact is evidence of children making good or better progress in DT.<br><br>January 2026 - DT data analysis. Data across the school is strong. SEND children are performing well and the support in DT lessons is enabling almost all to achieve EXS.<br>IMPACT - children are performing well and progression is evident from Rec to Y6. |
| Ensure that teaching and learning opportunities promote learning strategies that encourage pupil activity/participation and develop their creativity, respect and independence.  | JL | LB       | Carry out work scrutinies and analyse ways of capturing and celebrating children's creativity.   | Lesson drop ins - Spring and summer term. Liaise with teachers and LB to arrange. | Govs | N/A | All pupils will have opportunities to be activity involved and develop creativity. Will ensure Stepping Stones are being followed. | Spring and summer term lesson drop ins to be confirmed with LB and teachers. Drops ins to coincide with the making process, if possible, to see how pupil's research and design have influenced their final product.<br>IMPACT: Anticipated impact is children are provided with opportunities to participate creativity in lessons.  |
| <b>PSHE/SRE</b>  |    |          |  |   |      |     |  |   |
| <b>Consistency across Year One cohort</b> - evidence practice and outcomes to ensure teaching and learning of Y1 children is consistent across Rec/Y1 classes and Y1/Y2 classes. |    | LB / SLT | Book scrutiny and data analysis.   | Termly  |      |     | Teaching and learning of Y1 children is consistent across Rec/Y1 classes and Y1/Y2 classes   | January 2026 - Data analysis - PSHCE data across the school continues to be strong.<br>IMPACT - Curriculum matches the NC and ensures progression from Rec - Y6<br><br>March 2026 - PSHCE Book Scrutiny<br>IMPACT - Standard in RE across the school continue to be extremely positive. Consistency in Y1 across all four classes is evident - extremely good practise.   |
| <b>RSE workshop evening</b> - offer parental workshop - currently provided on the school website but due another 'face to face' presentation.                                    |    | LB / SLT | Time allocation needed<br><br>(Open to all parents but particularly Y5 parents as RSE curriculum is quite heavy in Spring / Summer term) | Spring Term 2026  |      |     | Parents aware of RSE curriculum and feel reassured about teaching and learning.  | March 2026 - New PSHCE scheme has been purchased (JIGSAW). IMPACT: We will ensure that legal requirements are met, through our new onlind platform.   |

| MFL  |    |            |  |   |      |     |  |  |
|--|----|------------|--|---|------|-----|--|--|
| <p>Promote a culture of belonging and high expectations for all.</p> <p>Ensure the curriculum is broad, balanced, and ambitious</p> <p>Embed global and international perspectives, including French as a modern foreign language.</p> | DO | LB and SLT | <p>Language/culture days</p> <p>Worships to broaden peoples' ideas of different cultures.</p> <p>Encourage the wider community feel a part of the school family. .</p> | <p>- Planning and date in place by Dec 25</p> <p>- Language day to happen before May 25</p>   | Govs | N/A | <p>Pupils will have a growing sense of MFL and the French culture.</p>   | <p>October 2025- DO and LB have discussed culture day and what this might look like. DO doing some research how it will be structured.</p> <p>IMPACT: A culture day that enriches students understanding of different cultures will be planned.</p>  |
| <p>Embed global and international perspectives, including French as a modern foreign language.</p> <p>•Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.</p>             | DO | TW         | <p>Monitor the implementation and impact of the school's Modern Foreign Language Curriculum.</p>   | <ul style="list-style-type: none"> <li>• Lesson Drop Ins <b>Autumn 25</b></li> <li>• Work Scrutiny <b>Spring 26</b></li> <li>• Pupil Interviews <b>Summer 26</b></li> </ul> | Govs | N/A | <p>Ensure pupils have access to good quality Modern Foreign Language: French.</p> <p>Teachers to be well equipped and confident to deliver a well-constructed set of lessons</p> | <p>SC: Data Analysis completed</p> <p>IMPACT: Children are performing in line with standards achieved last year.</p> <p>Data analysis completed</p> <p>Impact:Overall, the results show a positive and upward progression in French across KS2, with the vast majority of pupils meeting expectations. The data identifies Year 5 as the key focus point, helping leaders target support strategically. This ensures that attainment remains high and that all pupils continue to develop strong foundational language skills as they move through the school.</p> <p>March 2026: DO conducted a book look in KS2.</p> <p>Impact: The MFL-French book look demonstrates strong evidence of progression across Key Stage 2, with pupils work showing clear development in language acquisition and written accuracy from Year 3 through Year 6. Books in Upper Key Stage 2 reveal that pupils in Years 5 and 6 are consistently writing the date in French, indicating secure understanding of core vocabulary and routines. This reflects growing confidence in applying learnt language structures independently.</p> |

| Early Years  |       |            |   |  |         |                  |  |   |
|--|-------|------------|---|--|---------|------------------|--|---|
| Development Priorities   | Staff | Account to | Task/Training/Resources   | Timeline/Milestones  | In year | Financial Impact | Success Criteria Impact  | Evaluation  |
| Ensure all health and safety procedures are robust and regularly reviewed  | LB    | Govs       | A PFA-trained staff member must be present during meal and snack times.   | All members of staff have completed Paediatric training  | Govs    | N/A              | Ensure all Reception have recommended levels of supervision.   | 11.9.25: All members of staff completed Paediatric Training 2024-2025. <b>IMPACT:</b> All Reception pupils supported.<br>8.10.25 - EYFS led attended Autumn North Kesteven, South Kesteven EY partnership meeting. <b>IMPACT</b> - We are up to date with all shared updates.   |
|  | NS    | LB         | Children must be supervised while eating, facing adults to reduce choking risks.  | Review Playground Rota to:<br>6. ensure there is a Paediatric First Aid training able to watch the children eat their snacks: Autumn 25, Spring 26 and Summer 26;<br>7. Provide update for all staff regarding the legislation- <b>Sept 25</b><br>8. Purchase an outdoor blanket box to store the picnic blankets- <b>Dec 25</b> | Govs    | N/A              |  | 4.9.25: Lunchtime rota/playground rota amended to provide supervision to all children whilst eating. There is a designated paediatric first aider allocated to support snack time and lunchtimes. <b>IMPACT</b> - EYFS framework is being adhered to.<br>9.9.25 - EYFS policy updated to reflect the revised EYFS Framework, including supervision during lunchtime and snack time. Awaiting ratification at the next governor meeting. <b>IMPACT</b> - EYFS policy reflects statutory guidance and current practise in school reflects policy.     |
| To further enhance outdoor provision by reviewing and purchasing additional storage solutions to enable wider selection of resources to be used/stored externally. | NS    | LB         | Further develop the resources available within the extended outdoor learning environment, e.g. Maths resource shed, writing resource shed that children can access independently. | Resource the new storage sheds with high quality resources stored in clearly labelled boxes for ease- <b>Dec 25</b><br><br>Further develop the mud kitchen with a selection of cooking utensils and new storage shelves- <b>Mar 26</b><br><br>Review and prepare a Mood Board/Design for the Sensory garden - <b>Apr 26</b>      |         |                  | Children will be able to access the EYFS curriculum in an environment that fosters rich learning opportunities. Children will be able to access resources independently to further enhance the opportunity to develop our school's core values. Children will have access to high quality resources that can be used to support purposeful play within the EYFS. | February 2026: LB met with NS to discuss resources needed. LB agreed expenditure.<br><br>March 2026 - Resources ordered and arrived into school. The storage sheds have been resourced with high quality resources. All resources that have arrived so far have been stored in clearly labelled boxes for ease. <b>IMPACT:</b> Pupils benefit from high-quality, well-maintained equipment, supporting richer, more engaging learning experiences. Improved organisation promotes greater independence, particularly in continuous provision areas. |

|   |    |    |  |   |      |     |  |   |
|---|----|----|--|---|------|-----|--|---|
|   |    |    |  |   |      |     |  | <p>allowing pupils to select and return resources confidently.</p> <p><b>March 2026 -</b> NS and SB discussed 'Mood board' for upper area mud kitchen in the Outdoor Classroom. This shared the vision for the area and how to further enhance the provision.</p> <p><b>IMPACT:</b> The creation and discussion of a shared mood board has provided a clear</p> |
| <p>To provide high quality CPD opportunities for EYFS TAs, focusing on high quality interactions to further support language development and foster environments that encourage exploration, independence and creativity.</p> | NS | LB | <p>To provide targeted professional development that equips staff with the skills, strategies, and confidence to:</p> <ul style="list-style-type: none"> <li>Recognise and respond to learning opportunities within child-initiated play.</li> <li>Use observation and assessment to inform next steps both play contexts.</li> <li>Foster environments that encourage exploration, independence, and creativity.</li> </ul> | <p>NS audit current practise;</p> <ul style="list-style-type: none"> <li>Conduct observations of EYFS TA staff interactions with children.</li> <li>-Gather practitioner feedback on confidence and understanding of language development - <b>Dec 2026</b></li> </ul> <p>NS Develop CPD schedule focusing on:</p> <ul style="list-style-type: none"> <li>High quality adult-child interactions - what does this look like in our setting?</li> <li>Strategies for extending vocabulary and creating a language-rich environment - sharing our EYFS curriculum.</li> <li>Setting up open-ended exploration opportunities that enable language rich vocabulary, independence, critical thinking and PSE opportunities. - <b>July 2026</b></li> </ul> <p>Assistant Head for EYFS and Personal Development to <b>termly learning walks</b> and environment reviews.</p> <p>NS to collect pupil voice - (EYFS children) - <b>each term</b>.</p> | Govs | N/A | <p><b>Environment:</b> EYFS spaces visibly promote exploration, creativity, and independence.</p> <p><b>Practitioner Practice:</b> EYFS TAs confidently set up and facilitate open-ended learning experiences that create a language rich environment. They will demonstrate increased confidence and competence in: Using open-ended questions and sustained shared thinking. Supporting children's vocabulary and language development. Facilitating child-led exploration and creative play.</p> <p><b>Child Engagement:</b> Increased child-led play, sustained attention, and creative expression.</p> <p><b>Feedback:</b> Positive feedback from staff, children, and parents on the learning environment.</p> |   |

|  |  |  |   |  |  |  |  |  |
|--|--|--|---|--|--|--|--|--|
|  |  |  | To celebrate diversity and promote equality through inclusive resources and experience. | Further develop the range of inclusive books, visuals, and role-play materials to reflect different cultures, languages, family structures, abilities, and identities. |  |  |  |  |
|--|--|--|---|--|--|--|--|--|

| Inclusion  |                       |            |  |  |         |                           |   |   |
|--|-----------------------|------------|--|--|---------|---------------------------|---|---|
| Development Priorities   | Staff                 | Account to | Task/Training/<br>Resources  | Timeline/<br>Milestones  | In year | Financial<br>Impact       | Success Criteria<br>Impact  | Evaluation  |
| Ensure all pupils, including those with SEND, EAL, and disadvantaged backgrounds, access a high-quality, inclusive education and make good or better progress relative to their starting points. | IL<br><br>Key workers | LB         | To introduce structured sensory circuits across key stages to enhance pupils' focus, emotional regulation, and readiness for learning, particularly benefiting those with sensory processing needs.        | <ul style="list-style-type: none"> <li>Attend Training- <b>October 25</b></li> <li><b>Review and timetabled</b> and schedule- <b>December 2025</b></li> <li>Disseminate to Key Workers-<b>Ongoing</b></li> </ul> | Govs    | £75 + potential resources | <p>Sensory circuits used at least 3 times per week with identified children.</p> <p>Improved pupil focus and reduced behavioral incidents logged on Cpoms.</p>  | <p><b>Oct 25-</b> IL attended virtual training to explore sensory circuits. Drafting timetable to accommodate the identified children</p> <p><b>IMPACT</b> when timetable is solidified, IL to disseminate to key workers.</p> <p><b>Jan 26:</b> IL liaised with LB to select pupils for Sensory Circuit.</p> <ol style="list-style-type: none"> <li>Agree to focus on KS1 and 5 pupils selected.</li> <li>Pupils invited and parents give permission.</li> <li>Sensory Circuit organised for 8.30-9.00am each morning.</li> <li>AR plan and deliver circuit along with identified TAs to support.</li> <li>Additional resources purchased to facilitate.</li> <li>Sessions introduced.</li> </ol> <p><b>IMPACT:</b> Pupils have the opportunity to burn off energy, making them more focussed and less likely to be distracted in lessons.</p> |
|  | IL                    | LB         | To continue with a robust system for tracking academic and personal development progress of pupils with EHCPs and pupils on SEND, ensuring timely interventions and high expectations across all subjects. | <ul style="list-style-type: none"> <li>Monitor and analyse data</li> <li>7. <b>Autumn 25,</b></li> <li>8. <b>Spring 26</b></li> <li>9. <b>Summer 26</b></li> </ul>   | Govs    | N/A                       | <p>Teachers report increased confidence in tracking and supporting EHCP pupils.</p> <p>Improved academic and personal development outcomes for EHCP pupils.</p> <p>Evidence of EHCP targets being embedded in classroom practice.</p>                   |   |
| Use data and pupil voice to identify and remove barriers to learning and participation.  | MH                    | IL         | Transition all SEND-related documentation (e.g. EHCPs, provision maps, support plans, reviews) to CPOMs, improving accessibility, collaboration, and compliance with statutory requirements.               | <ul style="list-style-type: none"> <li>Liaise with SLT to agree documents to be stored- <b>Sept 25</b></li> <li>Agree categories to be used and update CPOMs- <b>Oct 25</b></li> </ul>                           | Govs    | N/A                       | <p>All SEND documentation stored digitally and securely.</p> <p>Staff confident in accessing and updating SEND records.</p> <p>Improved timeliness and quality of SEND reviews and reporting.</p> <p>Positive feedback from staff on accessibility.</p> | <p><b>Sep 25-</b> IL agreed with SLT which documents are to be stored on Cpoms and which are to be stored on server. <b>IMPACT</b> reduced workload and central document store.</p>   |

|   |    |      |   |   |      |     |   |   |
|---|----|------|---|---|------|-----|---|---|
|   |    |      |   | <ul style="list-style-type: none"> <li>• Liaise with Administrative Team and provide training on new storage system-<b>Oct 25</b></li> <li>• Update teachers at Teacher Meeting before SEND Meeting-<b>Oct 25</b></li> </ul>  |      |     |   |   |
| Strengthen pastoral systems to support emotional wellbeing, resilience, and mental health support available to all. | IL | LB   | To develop a more inclusive, proactive, and pupil-centred Pastoral Support Plan that aligns with current best practices and supports early intervention for pupils at risk of exclusion or disengagement.                         | <ul style="list-style-type: none"> <li>• IL to liaise with SLT to discuss options-<b>Autumn 25</b></li> <li>• Develop a new PSP template with BOSS collaboration-<b>Spring 2026</b></li> <li>• Liaise with relevant members of staff to ensure all understand the new system</li> </ul>   | Govs | N/A | New PSP template in use across all key stages. Improved consistency and quality of PSPs. Positive feedback from staff, pupils, and families. Reduction in behaviour incidents and exclusions for pupils with PSPs   | Oct 25- IL created and disseminated new PSP template to be used from after October Half Term. <b>IMPACT ELSA feels more confident with what the aim of the pastoral support sessions should be,</b> |
|   | IL | TW   | To ensure all ELSA session notes and strategies are recorded on CPOMS in a timely, accessible, and secure manner, enabling class teachers and key staff to better understand and apply emotional support strategies consistently. | Provide CPD training for: DK and LW to ensure they are able to categorise sessions properly.<br><b>Spring term 2026</b>   | IL   | N/A | ELSA sessions recorded on CPOMS within 24 hours. Teachers report increased understanding of ELSA strategies (via staff survey). Improved consistency in emotional support across settings. Positive feedback from pupils and staff on emotional wellbeing support |   |
|   | LB | Govs | Review and explore option to recruit a Family Liaison Officer to support with delivery of TAC and support families at home.   | <ol style="list-style-type: none"> <li>1. Liaise with SBL to explore possible JDs that may be applicable-<b>Autumn 25</b></li> <li>2. Review Budget and propose costings in Budget 2026/2027 for Governors-<b>Spring 2026</b></li> <li>3. If agreed, advertise and recruit a Family Liaison Officer for Sept 26-<b>July 26</b></li> </ol> | Govs | TBA | Ensure families that are in need of support receive appropriate and effective support from school to reduce areas of concern.   |   |

| <b>Leadership &amp; Governance</b>  |       |            |  |  |         |                     |  |  |
|---|-------|------------|--|--|---------|---------------------|--|--|
| Development Priorities  | Staff | Account to | Task/Training/<br>Resources  | Timeline/<br>Milestones  | In year | Financial<br>Impact | Success Criteria<br>Impact   | Evaluation   |
| Improve school leadership capacity e.g. SLT, SENCO, SLT, Subject Leaders, HLTA to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs. | SLT   | LB         | Embed reviewed roles to SLT: <ul style="list-style-type: none"> <li>• Deputy Headteacher</li> <li>• Assistant Headteacher - Behaviour &amp; Inclusion (SENDCo)</li> <li>• Assistant Headteacher Early Years &amp; PD or Reception/Key Stage 1 Team Leader and ensure all understand how role supports development of school.</li> </ul> Monitor Senior responsibilities of the Senior Leadership Team e.g. <ol style="list-style-type: none"> <li>1. Monitoring &amp; Evaluating</li> <li>2. Coaching</li> <li>3. Leadership e.g.                             <ul style="list-style-type: none"> <li>• Arts Summary</li> <li>• Pupil Premium</li> <li>• SIAMs</li> </ul> </li> </ol> | Through PM Agree areas of focus review role descriptors<br><b>October 25</b> | Govs    | None                | To maximise capacity of SLT to ensure coherent Leadership structure to better manage the school. | <b>September 25:</b> All Senior Leadership roles implemented and agreed at PM alongside new role descriptors. <b>IMPACT:</b> SLT more capacity to support and building opportunity for succession planning.<br><br><b>December 2025-</b> Pupil Premium report reviewed, updated and uploaded to school website using government document. <b>Impact-</b> Pupil premium report in line with requirements and provision planned for disadvantaged pupils to promote progress.<br><br><b>December 2025-</b> DHT and AHT- Behaviour and Inclusion meetings regarding hand over of roles and responsibilities during maternity leave for DHT <b>Impact-</b> AHT equipped with necessary training for smooth running of school in DHT absence.<br><br><b>January 26:</b> Both AHT share workload of DHT on maternity: <b>AHT Behaviour &amp; Inclusion</b> <ol style="list-style-type: none"> <li>10. Deputise in HT absence</li> <li>11. Assessment</li> <li>12. Monitoring &amp; Evaluation Schedule</li> <li>13. Pupil Premium Lead</li> </ol> <b>AHT EYFS &amp; PD</b> <ol style="list-style-type: none"> <li>1. Deputise in absence of AHT and HT</li> <li>2. Arts Summary</li> <li>3. EVC</li> <li>4. WRAC Line Manager</li> </ol> <b>IMPACT:</b> AHT able to support Ht to ensure smooth running of the school. |
|   | TW    |            |  | <b>Arts Summary</b><br>1) Create Arts Summary 2024 - 2025<br><b>July 25</b>  |         |                     |  |  |
|   | TW    |            |  | <b>Pupil Premium</b><br>1) Create Pupil Premium 2024- 2025<br><b>Dec 24</b>  |         |                     |  |  |
|   | NS    |            |  | <b>SIAMs</b><br>1) Create SIAMs 2024-2025<br><b>Jan 26</b>                   |         |                     |  |  |

|  |                        |    |   |   |      |     |  |   |
|--|------------------------|----|---|---|------|-----|--|---|
|  | TW<br><br>IL<br><br>TL | LB | SLT undertake National Qualifications to further develop understanding e.g. NPQH, NPQSL   | <ul style="list-style-type: none"> <li>Assistant Headteacher-B&amp;I (SENDCo) complete NPQSL<br/><b>Ongoing throughout the year</b></li> <li>SBM to complete Qualification <b>Ongoing</b></li> </ul>  | Govs | N/A |  | <b>August 2025- TW completed and Passed the National Professional Qualification in Headship.</b>  |
|  | TW                     | LB | Facilitate non-contact time so that all leaders continue to monitor, evaluate and measure the intent, implementation and impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc | Devise termly Monitoring & Evaluation Schedule <ul style="list-style-type: none"> <li><b>Autumn</b></li> <li><b>Spring</b></li> <li><b>Summer</b></li> </ul> <ul style="list-style-type: none"> <li>Engage in Coaching/Mentoring Activities as and when applicable. <b>Ongoing</b></li> </ul> | Govs | N/A | Ensure that all teachers have the time they need to fulfil their leadership responsibilities outside of their teaching commitment within Directed Hours. | <b>September 2025- Monitoring and evaluation schedule completed with relevant hyperlinks to streamline leadership jobs during non-contact time.</b><br><b>Impact- All teachers receive additional time out of class to complete leadership tasks and continue to monitor and refine their subject areas of responsibility.</b><br><br><b>December 2025- Monitoring and evaluation schedule created for Spring Term</b><br><b>Impact- All teachers receive additional time out of class to complete leadership tasks and continue to monitor and refine their subject areas of responsibility.</b><br><br><b>January 2026: AHT completed Monitoring &amp; Evaluation Schedule for Spring and liaised with middle leaders. IMPACT: All leaders continue to drive standards forwards.</b><br><br><b>March 2026: AHT completed Monitoring &amp; Evaluation Schedule for Summer and liaised with middle leaders. IMPACT: All leaders continue to drive standards forwards.</b> |



| Personal Development and Wellbeing   |           |            |   |   |         |                     |   |  |
|--|-----------|------------|---|---|---------|---------------------|---|--|
| Development Priorities   | Staff     | Account to | Task/Training/<br>Resources   | Timeline/<br>Milestones   | In year | Financial<br>Impact | Success Criteria<br>Impact  | Evaluation   |
| Develop understanding of British Values, Protected Characteristics and Equal Opportunities through the curriculum and school culture to prepare pupils for life in modern Britain effectively. | NS        | LB         | Continue to support all to identify and value differences e.g. <ul style="list-style-type: none"> <li>Protected Characteristics</li> <li>British Values</li> <li>Equal Opportunities</li> <li>SMSC</li> </ul> | <ul style="list-style-type: none"> <li>Embed differences and refresh understanding of Protected Characteristics and British Values and how these can be celebrated</li> </ul>   | Govs    | N/A                 | Ensure pupils have the skills and understanding for life at school and continue to demonstrate respect and empathy to others. | <b>9.9.25</b> - Collective Worship policy updated and awaiting ratification by Governors.<br><b>IMPACT</b> - Collective Worship policy reflects how our school culture develops understanding of the British Values and protected characteristics through daily acts of worship. |
|  | ST        |            |   |   |         |                     |   |  |
|  |           |            |   |   |         |                     |   |  |
| Strengthen pastoral systems to support emotional wellbeing, resilience, and mental health support available to all.  | DK        | IL         | Facilitate ELSA Network Meetings to support Pastoral Support Assistant and implementation and evaluation of systems.  | <ul style="list-style-type: none"> <li>15<sup>th</sup> October 25</li> <li>10<sup>th</sup> December 25</li> <li>28<sup>th</sup> January 26</li> <li>11<sup>th</sup> March 26</li> <li>20<sup>th</sup> May 26</li> <li>1<sup>st</sup> July 26</li> </ul> | LB      | N/A                 | Further develop PSP support and build capacity within the team  | <b>15.10.25</b> -Facilitated 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> , 4 <sup>th</sup> ELSA Meeting where LW attended. <b>IMPACT</b> : Newer ELSA begin to network with others.  |
|  | LW        |            |   |   |         |                     |   |  |
|  |           |            |   |   |         |                     |   |  |
|  | IL        | LB         | Support ELSA's to use CPOMS to record interventions and Pastoral Meetings.  | <ul style="list-style-type: none"> <li>Provide CPD session for ELSA's regarding use of CPOMS-<b>Oct 26</b></li> <li>Monitor use of CPOMS and the recording of ELSA sessions-<b>Ongoing</b></li> </ul>   | LB      | N/A                 |   | <b>November 2025</b> : Miss Lees reviewed use of CPOMS and created a new category: Pastoral Support Session Update.<br><b>IMPACT</b> : All records for the pupil will be accessible from CPOMS, centralising records.  |
|  |           |            | Review the Pastoral Timetable and introduce a separation of duties e.g. R/KS1 Support and KS2 Support   | <ul style="list-style-type: none"> <li>Liaise with DK and LW to review work schedule and facilitate Pastoral Sessions-<b>June 26</b></li> <li>Timetable member of staff to facilitate sessions-<b>Apr 26</b></li> </ul>                                 | LB      | N/A                 |   |  |
| Strengthen pastoral systems to support emotional wellbeing, resilience, and mental health support available to all.  | TAs       | LB         | Ensure relevant members of staff have completed appropriate training  | Complete Paediatric Course: Autumn  | LB      |                     | Ensure school is compliant  | <b>All staff trained.</b>  |
|  | All Staff | LB         |   |   |         |                     |   |  |
|  | All Staff |            |   |   |         |                     |   |  |
|  |           |            | Complete Team Teach Course  |   | LB      | £1,989              |   | <b>Sept 3<sup>rd</sup></b> : All staff completed training. <b>IMPACT</b> : All staff understand how to support pupils effectively to minimise behavioural issues.  |





| <b>Safeguarding</b>  |                                       |                |   |   |         |                     |   |   |
|--|---------------------------------------|----------------|---|---|---------|---------------------|---|---|
| Development Priorities   | Staff                                 | Account to     | Task/Training/<br>Resources   | Timeline/<br>Milestones   | In year | Financial<br>Impact | Success Criteria<br>Impact  | Evaluation  |
| Ensure all safeguarding policies and documentation are up to date and effectively implemented.             | TW<br>NS<br>IL                        | LB             | Continue to support SLT to fulfil their Safeguarding Role e.g.<br>1. Through Non-Contact Time be on-hand to:<br><ul style="list-style-type: none"> <li>• Triage CPOMs</li> <li>• Action/Liaise with staff to resolve</li> <li>• Monitor and report</li> </ul>     | <b>Ongoing throughout the year:</b> <ul style="list-style-type: none"> <li>• Monday -</li> <li>• Tuesday -</li> <li>• Wednesday -</li> <li>• Thursday -</li> <li>• Friday -</li> </ul>  | Govs    | N/A                 |   | <b>October 2025-</b><br>4. 6 Year Pathway updated for 25-26;<br>5. Safeguarding policies updated and shared with staff on Safeguarding training day.<br><b>Impact:</b> Staff aware of any updates to KSCIE documents. Staff aware how to safeguard children and staff at school.  |
|  | TW<br><br>TW<br><br>TW<br><br>TW & LB | LB             | Deputy Headteacher to fulfil role of DSCPO alongside HT e.g.  | 1. Establish 6 Year Pathway Training Log<br><br>2. Review and update SCP Policy<br><b>Sept 25</b><br><br>3. Contribute to Audit<br><b>Initially Sept 25 - ongoing through year</b><br><br>4. Attend Safeguarding Briefings <ul style="list-style-type: none"> <li>• Nov 25</li> <li>• Mar 26</li> <li>• Jun 26</li> </ul> |         | Price of £350       |   | <b>Nov 25:</b><br>1. Both LB and TW attended briefing: 18 <sup>th</sup> Nov 25<br>2. Safeguarding Audit updated by TW<br><b>IMPACT:</b> Practice reviewed to ensure that Safeguarding is effective.   |
| Maintain a strong safeguarding culture where all staff are trained, vigilant, and confident in procedures. | TW                                    | LB<br><br>Govs | 1) Review Safeguarding and Child Protection Policy.<br>2) Upload onto school website.<br>3) Produce Annual Safeguarding Report and disseminate to Governors.<br>4) Disseminate SCP Policy to staff and governors.<br><br>Deliver Safeguarding refresher to staff. | <b>Sept 25</b><br><br><b>Sept 25</b><br><b>October 25</b><br><br><b>Sept 25</b><br><br><b>September 25</b>  | Govs    | None                | Ensure all stakeholders understand processes for Safeguarding members of the school community | <b>September 25:</b><br>6. New Policy shared with staff and Governors and uploaded to the website.<br>7. Annual Report reviewed by Governors.<br><b>IMPACT:</b> Safeguarding continues to be effective.<br><br><b>December 2025-</b> Annual Safeguarding Audit reviewed by TW and began filling in. <b>Impact-</b> Safeguarding processes reviewed and evaluated and all areas are green. |

|  |                            |      |  |   |      |      |   |  |
|--|----------------------------|------|--|---|------|------|---|--|
|  | LB<br>TW                   | Govs | Further enhance Safeguarding Training Log to record checks undertaken.   | Review the Safeguarding Training Log<br>1. Embed the MS Form to collate all training related to the Training Log<br><b>Ongoing</b><br>2. Monitor Training of staff.<br>3. Facilitate <b>ongoing Safeguarding checks</b> and liaise with S Cooley Safeguarding Governor.   | Govs | None |   |  |
|  | TW                         | LB   | Deliver Annual Safeguarding Training to staff and governors to include:<br><ul style="list-style-type: none"> <li>• Disseminate CP&amp;S Policy</li> <li>• Refresh KCSIE needs</li> <li>• Review of Legislation</li> <li>• Child Protection</li> <li>• Reporting a Disclosure</li> <li>• Safer Working Practice</li> </ul> | Safeguarding Training<br><ul style="list-style-type: none"> <li>• <b>September 2025</b></li> <li>• <b>Ongoing through meetings</b></li> </ul>   | Govs | N/A  |   | <b>October 2025- Safeguarding policies updated and shared with staff on Safeguarding training day.</b><br><b>Impact: Staff aware of any updates to KSCIE documents. Staff aware how to safeguard children and staff at school.</b> |
|  | LB<br>TW                   | Govs | Complete relevant training.  | DSL/DDSL complete:<br><ul style="list-style-type: none"> <li>• Safeguarding Briefings<br/><b>Autumn 25</b><br/><b>Spring 26</b><br/><b>Summer 26</b></li> </ul> <p>Foundations-e-learning &amp; virtual Workshop</p> <p>Online Safety-e-learning &amp; virtual workshops</p> <p>Refresher-the role of the DSL/DDSL</p> <p>All teachers complete:<br/>E-learning:<br/> <ul style="list-style-type: none"> <li>• Introduction to Trauma Informed Practice</li> </ul> <b>Ongoing</b></p> <p>All staff to complete:<br/> <ul style="list-style-type: none"> <li>• Fire Safety Training-<b>Jan 26</b></li> </ul> <ul style="list-style-type: none"> <li>• Team Teach Accreditation<br/><b>October 25</b></li> </ul> </p> | Govs | None | All staff updated with current guidance and legislation and are more able to keep themselves and others safe. |  |
|  | LB, TW,<br>MH, AD &<br>SCo |      |  |   |      |      |   |  |
|  | LB<br>TW<br>NS<br>IL       |      |  |   |      |      |   |  |
|  | All staff                  |      |  |   |      |      |   |  |
|  | All teachers               |      |  |   |      |      |   | <b>Sept 25: All staff completed Intro. to Trauma Informed Practice. IMPACT: All staff able to support all children equally.</b>  |
|  | All staff                  |      |  |   | Govs | None | £1,989  | <b>January 5<sup>th</sup> Admin, Teachers and TAs completed Fire Safety Training. IMPACT: Refresh knowledge for staff re: Fire Safety.</b>   |
|  |                            |      |  |   |      |      |   | <b>All staff completed. IMPACT: All staff refreshed and reviewed techniques used to support children in crisis.</b>  |

