Barrowby Church of England Primary School

School Development Plan 2026-2027

1st Edition: September – October 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

Reception: Easter Bonnet – April 2026

Key

1st Edition
2nd Edition
3rd Edition
4th Edition
5th Edition
6th Edition
Next Steps

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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 nine full-time teachers, including the Headteacher. Non-teaching/support staff include: 2 HLTA's, 8 Teaching Assistants, 1 SEND TA 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, Camp Fire, Sensory Pod and all weather track.

Target Setting 2027

EYFS

EYFS	***Reception Standard***	*Targets 2027*
GLD	Expected	80%

Phonics

Targets 2027	80%

Key Stage 1

Key Stage 1	***Year 2 Standard***	*Targets 2027*
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

Key Stage 2	***Year 6 Standard***	*Targets 2027*
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%

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/ Resources**	**Timeline/ Milestones**	**In year**	**Financial Impact**	**Success Criteria Impact**	**Evaluation**
Use robust assessment tracking systems to identify gaps, inform teaching, and implement timely interventions.	TW	LB	Continue to further develop the use of Arbor including Marksheets.	• Further develop the use of Marksheets to include: a) Teacher Assessment Grading b)Next Steps c) Effort Grading **Jul 26** • Review the use of Hello Data against the Arbor Assessment Function and compare. **Dec 26** • Identify key features of Arbor's Assessment Tool and disseminate to staff. **Jan 27**	Govs		Ensure that teachers are able to analyse summative and formative assessment to inform next steps so that all pupils achieve their potential.	**12th October:** Arbor Marksheets were updated to support the recording of assessments and the streamlining of producing Annual Reports. **IMPACT:** Both assessment inputting and report generation streamlined.
Embed Whole School Assessment Timetable and evaluate the effectiveness of assessment opportunities.	TW	LB	Develop and share a whole-school assessment calendar outlining when NTS tests will be administered each term.	Embed assessment timetable- • **Autumn 2026** • **Spring 2027** • **Summer 2027** Review staff available to support and allocate.	Govs	NA	Assessment weeks are structured and assessment opportunities impactful in receiving desired data on pupil progress.	**8th October:** HT drafted Assessment timetable for SLT to review. SLT reviewed and agreed. Communicated to teaching staff 15th October. **IMPACT:** All staff understand when and what support they will have when administering assessments ensuring assessments are wll supported and reflect pupil attainment.

Behaviour & Attendance

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Maintain high standards of pupil behaviour, ensuring respect, self-control, and positive conduct are consistently demonstrated.	IL	LB	Continue to support staff to actively involve pupils in all aspects of their learning.	• Communicate School Expectations/Refresher of Effective Teaching & Learning **INSET: September 26**	Govs	N/A	Pupils consistently demonstrate positive attitudes and engagement with their learning.	**2nd September:** Through INSET refreshed expectations with whole staff. **12th October:** Through Lesson Visits, Drop-Ins and Coaching opportunities continue to encourage staff to actively involve pupils. **IMPACT:** Pupils are engaged and demonstrate excellent learning attitudes.
	IL	LB	Install, and maintain an appropriate sensory pod within the playground, ensuring it meets the needs of pupils who need support with regulation.	• Research and cost suitable sensory pod designs appropriate for the age group and needs of pupils **July 26** • Work with relevant professionals (e.g., site manager, SENCo) to identify the best location and features **Sept 26** • Install Sensory Pod **Sept 26** • Work with staff to support use of Pod at social times of the day to help regulate those children that need it **Oct 26**	Govs	£2,500	Sensory Pod used successfully to support the regulation of children when at social times and further reduce behavioural incidences at those times.	**12th October:** Agreement obtained from Governors to proceed with installation of Sensory Pod. Pod installed and introduced to children. **IMPACT:** Provide an external place where unregulated children can regulate and return to play within 5 minutes.

Celebrate positive behaviour and attitudes through consistent recognition and reward	IL NS TW	LB	Improve the consistency, efficiency, and impact of awarding and tracking house points through effective use of the Arbor Behaviour Module.	• Review and refine behaviour/reward categories to improve clarity and efficiency. **Sept 26** • Explore Arbor functionality (e.g., templates, bulk actions, reporting tools) to streamline processes. **Oct 26** • Introduce and implement with children new Behaviour Module to staff and its use. **Oct 26** • Provide guidance or training for staff to ensure consistent use. ***Ongoing*** • Explore the Parent App and decide on whether to grant access to parents. **Nov 26**	Govs	N/A	House points are awarded consistently across the school to recognise behaviour and reinforce positive expectations.	**12th October:** Continued to liaise with ARK re: licensing issues over the use of the new platform.
Monitor and evaluate the impact of extended services and enrichment activities on pupil behaviour and engagement and in promoting healthy lifestyles.	DO MF NS SC	LB	Continue to engage with stakeholders i.e. pupils/parents/carers to review effectiveness of school and refine as necessary.	• Further enhance Parent/School support through range of Workshops for Parents e.g. 1. Y6 Residential **Sept 26** 2. 11+ Support Workshop **Sept 26** 3. Reception Curriculum **Nov 26** 4. E safety Workshop **Feb 27**	Govs	N/A	All stakeholders understand their part in promoting creativity, respect and independence through their conduct, behaviour and attitude.	**24th September:** Facilitated workshop for Y6 parents so they understand the organisation of the upcoming visit. **15th October:** Facilitated 11+ workshop for parents of Year5 children so they are familiar with how they can support at home and how school will support. **IMPACT:** Parents are supported and pupils fully engage with opportunities.

	AD AD AD AD	LB		**Ongoing throughout the year.** • Facilitate Parental Surveys to engage with stakeholders to review and evaluate school provision e.g. 1. Publish Year 6: Exit Survey and Annual Report Feedback **Sept 26** 2. Reception: Entry to School **Nov 26** 3. Year 6: Exit survey **July 27** 4. Annual Reports Feedback **July 27**				**19th September 26:** Both Pupil and Parental Surveys reviewed and evaluated. Overwhelmingly positive: **12th October:** Both uploaded to the school website: Y6 Pupil Leavers Survey End of Year Parent-Carer Survey **16th October:** Survey shared with the wider school family. **IMPACT:** Enables the school to continually review, refine and adapt provision for the benefit of all.
	LB		Install, and implement a safe, durable outdoor track that enhances physical activity opportunities and supports curriculum and recreational use.	• Track installed **Sept 26** • Conduct inspection once works completed **Sept 26** • Facilitate staff training sessions on use of track **Oct 26**	Govs	£20,000	Enabling the field to be accessible all year round. Encourages all pupils to further adopt healthy and active lifetsyles by completing physical activities.	**12th October:** Track inspected and install completed. **IMPACT:** Supports all children by extending the play provision into an area that would normally be unusable.
	SB JL NS MH	LB	Continue to extend further partnerships across all aspects of school life.	• Explore all opportunities available through the Inspire+ Partnership an communicated to school family. **Ongoing** • Liaise with Darren Tinkler-Roots to Food and ensure children have further opportunities to cook and develop a sense of healthy choices: **a) Y4 & 5 – Autumn** **b) Y2 & 3 – Spring** c) **Y6 – Summer**	**Govs**	**£350** **£350** **£350**		**17th September:** Y4 and 5 workshops delivered. **IMPACT:** Encouraging pupils to eat healthy and aligned to the DT curriculum.

	NS			• Liaise with the St Phillips Centre to facilitate further opportunities for pupils to interact and visit different places of worship: a) Y3 visit a Mandir – **Autumn 1 26** b) Y6 visitor – Humanist **Autumn 2 26** c) Y4 visit a Synagogue **Spring 27** d) Y5 visit a Mosque **Summer 27** • Liaise with Music for Schools Foundation to provide further opportunities for all pupils to learn to play an instrument through: a) Peripatetic Music Lessons **Ongoing** b) Whole Class Instrumental Tuition – Y4		**£214.50** **£297.50** **£297.50** **£297.50** **£670**		**September 2026** – All RE related visits have been booked by the school administrator. **IMPACT** – ALL KS2 year groups can visit a place of worship that is covered as part of our RE curriculum, thus strengthening their knowledge, understanding and acceptance of difference of beliefs.
Monitor attendance rigorously and implement early intervention strategies to address persistent absence.	MH AD	LB	Continue to monitor Attendance and liaise with parents to support/resolve any issues quickly and effectively.	• Distribute personalised attendance letter, in accordance with guidance and issue to parents. **Sept 26** • Conduct termly attendance trawls to identify percentages of children who are: **1.** >95% **2.** 90-94.99% **3.** 80-89.99% **4.** <95% • communicate outcome to parents: 1. **Nov 26** 2. **Jan 27** 3. **Mar 27** 4. **May 27** 5. **Jun 27**	Govs	N/A	School is able to identify attendance barriers and provide support for parents so that attendance continues to be excellent.	**11th September:** Attendance letters sent to parents.

Curriculum & Teaching

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure the curriculum is broad, balanced, and ambitious Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.	Subject Leaders	TW	Continue to review, evaluate and refine school's Curriculum	1. Review Curriculum Stepping Stone Documents **July 26** 2. Review and update school's Long-Term Planning to reflect adaptations to Curriculum **July 26** 3. Revise Curriculum Section of the School Website and ensure information uploaded is accurate **September 26**	**Govs**	**N/A**	School Leaders will ensure the school's curriculum Intent, Implementation and Impact is clearly communicated and is visible to all stakeholders.	**14th September 2026** NS has updated all Year group LTPs to ensure RE and PSHE reflect the curriculum.TL to upload to the relevant section on the website. **7th September 2026** NS ensured that curriculum sections for RE and PSHE for the school website are up to date. Subject pages for RE and PSHE have up to date Intent, Implementation and Impact sections. **IMPACT:** Curriculum is progressive and complies with Lincs expectations.
Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading.	IL NS	LB	Review the school's curricular timetable to increase the amount of discrete reading opportunities available to those children in: KS1 and K2	1. Review School's Curriculum Timetable/allocation of subject timings-**July 26** 2. Communicate new Curricular Timetable to staff-**3rd Sept 26 (INSET)** Monitor quality of discrete Reading Opportunities to develop fluency-**Ongoing through Lesson Drop-Ins**	**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.	**22nd October:** KS2 timetables have been reorganised to ensure an increase of reading opportunities, including the use of the wider reading curriculum. **IMPACT:** Children have the opportunity to explore a wide range of texts linked to the curriculum.
Ensure teaching is adaptive and inclusive, meeting the needs of all learners.	LB	Govs	Continue to enhance further staff understanding of assessment techniques and how these can be used to ensure pupils are actively involved in their learning.	Review with all teaching staff: 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; 2. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step. **Ongoing through Teacher Meetings**	**Govs**	**N/A**	Pupils are actively engaged within their learning and understand/can describe their strengths and what they need to improve.	

English: Reading

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading. 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	TW IL NS	LB	Revise the Whole School Reading Curriculum to reflect the increase in discrete reading sessions in Key Stage 1 and 2.	1. Revise Reading Curriculum and select new texts and questions **Oct 2026** 2. Communicate new Curricular Timetable to staff-**3rd Sept 26 (INSET)** 3. Monitor quality of discrete Reading Opportunities to develop fluency-**Ongoing through Lesson Drop-Ins**	**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.	
Ensure the Reading curriculum is broad, balanced, and ambitious – Develop the Library to support a love of reading	TW	LB	Library Developments: Reorganise the non-fiction section of the school library to support developing a love for reading as per Reading Framework Guidance. As part of monitoring and evaluation schedule termly undertake monitoring activities to determine the impact of Reading teaching on pupil progress and outcomes: Monitor the school's reading curriculum through a range of monitoring activities: • Pupil Voice • Lesson drop-ins • Work scrutiny • Data Analysis • Coaching and Mentoring	1. Elect new Pupil Leaders: Librarians to take responsibility for Library Space- **Autumn 26** 2. Organise the non-fiction section of the library into topical and year group areas – **Feb 2027** 3. Develop new cataloguing system for the library- **Summer 2027** Autumn 26 Lesson drop ins • Data analysis • Work scrutiny Spring 27 • Lesson drop ins • Data analysis • Pupil Voice Summer 27 • Lesson drop ins • Data analysis • Pupil Voice	**Govs**	**Cost of new books – use scholastic rewards where possible**	Children will have a range of different texts to read relating to their reading interests and topics, encouraging more reading at home. The reading curriculum will be well sequenced. Reading outcomes will reflect improvements in pupil data	

English: Phonics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Raise attainment in Reading, Writing, and Maths so that more pupils exceed age-related expectations by the end of EYFS.	NS	TW/LB	To continue to deliver high-quality phonics teaching through the consistent implementation of Essential Letters and Sounds, ensuring all pupils develop secure early reading skills and achieve the best possible outcomes. Continue to monitor the quality and consistency of phonics teaching in EYFS & Year 1. To further embed and develop the use of ELS interventions to support children in 'keeping up', rather than 'catching up'. Monitor the effectiveness of ELS interventions through: • Phonic Drop ins • ELS intervention observations • Work Scrutiny • Pupil Interviews • Coaching and Mentoring • Data analysis	1. Refresher in ELS training to all staff involved in ELS teaching and interventions **(AUTUMN 1)** 2.As part of monitoring and evaluation schedule **half - termly** undertake monitoring activities to determine the impact of ELS on pupil outcomes: • Observations and learning walks • coaching & mentoring where needed. • Provide ongoing professional development and refresher training on Essential Letters and Sounds. • Use assessment information rigorously to identify and support pupils at risk of falling behind. • Strengthen parental engagement to support phonics and early reading at home. 3.As part of monitoring and evaluation schedule **half - termly** undertake monitoring activities to determine the impact of ELS intervention on pupil outcomes: 1. Observe ELS interventions, provide timely feedback, CPD where appropriate. 2. Monitor Week 5 assessments through Phonics tracker. 3. Collect assessments in each half term and complete data analysis each half term, focusing on all children,	GOVS	N/A	Phonics teaching is consistently delivered to a high standard across EYFS and KS1, with fidelity to the Essential Letters and Sounds programme. Staff demonstrate strong subject knowledge and confidence in the delivery and assessment of phonics. The majority of pupils keep up with the expected Essential Letters and Sounds progression and make at least expected progress from their starting points. Any pupils at risk of falling behind are identified promptly and receive effective, targeted intervention. Children apply their phonics knowledge confidently and accurately in both reading and writing. Reading books are closely matched to pupils' phonic knowledge, supporting successful early reading.	

				including vulnerably groups analyse. 4. Check each child is given access to phonics books that match their phonic ability. This includes reading with a sample of children. 5. Regular evaluation of ELS interventions to give children access based on need (review each half term). 6. Keep SLT abreast of phonics data.			Outcomes in the Year 1 Phonics Screening Check are sustained at or exceed national averages. Monitoring activities (learning walks, observations and book scrutiny) demonstrate consistency and high-quality phonics provision across the school. Children develop secure early reading skills, showing increased fluency, accuracy and confidence as readers.	

English: Spelling, Punctuation & Grammar

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Raise attainment in Reading, Writing, and Maths so that more pupils exceed age-related expectations by the end of EYFS.	NS	LB/TW	To embed the second year of the Essential Spelling programme securely and consistently across the school, ensuring a progressive approach to spelling that enables all pupils to develop accuracy, confidence and independence in their writing. Monitor and evaluate the 2nd year of delivering the Essential Spelling curriculum through: • Spelling Drop ins and lesson observations • Work Scrutiny • Pupil Interviews • Coaching and Mentoring • Data analysis	1. As part of monitoring and evaluation schedule **termly** undertake monitoring activities to determine the impact of Essential Spelling and Word Knowledge teaching on children's progress: 1: Use of Stepping Stones document for spelling progression from Y2 – Y6. 2: Use of online resources, in line with the scheme. 3: The consistence of spelling lessons from Y2 – Y6 and what they look like. 4: The quality of teaching in Spelling lessons. 5: The quality of work in Spelling books. 6: The application of Spelling in other areas of the curriculum. 7: Pupil voice through pupil interviews 8: Staff voice through staff interviews. 9: where applicable, CPD and mentoring for teachers and staff. 10.Data analysis, focusing on spelling.	GOVS	N/A	Essential Spelling is implemented consistently across all year groups in line with programme expectations. Teachers demonstrate secure subject knowledge and confidence in delivering Essential Spelling lessons. Spelling lessons are delivered with fidelity to the programme and are evident through monitoring activities. Pupils apply taught spelling patterns and rules accurately across the curriculum. Assessment information is used effectively to identify gaps and inform teaching. Monitoring, book scrutiny and pupil voice demonstrate progression in spelling knowledge and application. The proportion of pupils achieving age-related expectations in spelling increases across all year groups.	

English: Writing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure the curriculum is broad, balanced, and ambitious: Develop the writing curriculum to ensure that grammar is firmly embedded and supports high-quality writing and ensures pupils apply grammatical knowledge accurately across genres and year groups.	IL	LB	• Review Autumn writing units to ensure clear progression of grammar knowledge and application opportunities. • Review Spring writing units to ensure grammar objectives build progressively across year group. • Map grammar expectations against writing outcomes and identify gaps in coverage. • Update curriculum documentation and website to reflect revised grammar progression.	1. Review Autumn stepping stones to ensure progression and coverage **Sept 26** 2. Review Spring stepping stones to ensure progression and coverage **Dec 26** 3. Update and make amendments to the website in accordance with findings.-**Dec 26**	**LB**	**N/A**	• Revised grammar progression map embedded across school. • Teachers have a clear understanding of age-related grammar expectations. • Pupils demonstrate in creased accuracy and sophistication in sentence construction and grammatical choices within independent writing. • Writing standards improve across all year groups.	
Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions: Develop consistency and accuracy in writing assessment to ensure judgements are robust, reliable and inform next steps in teaching.	IL	LB	As part of monitoring and evaluation schedule termly undertake monitoring activities to determine the impact of Writing teaching on pupil progress and outcomes: Monitor the school's writing curriculum through a range of monitoring activities: • Pupil Voice • Lesson drop-ins • Work scrutiny • Data Analysis • Coaching and Mentoring • In year moderation as a staff	Autumn 26 • Lesson drop ins • Data analysis • Work scrutiny Spring 27 • Lesson drop ins • Data analysis • Pupil Voice Summer 27 • Lesson drop ins • Data analysis • Pupil Voice	**Govs**	**NA**	• Assessment of writing is consistent across classes and year groups. • Teacher judgements align with national curriculum expectations. • Assessment information accurately identifies next steps for pupils. • Writing attainment data is reliable and demonstrates im proved outcomes. • Moderation evidence shows increasing consistency between staff.	

English: Speaking & Listening								
Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.	TW	LB	Ensure speaking and listening are integral to learning in all subjects, not just English. Audit current curriculum plans to identify opportunities for structured talk. Develop subject-specific oracy strategies (e.g., science explanations, historical debates). Provide CPD for staff on integrating oracy into lessons using strategies from the Writing Framework.	Review Speaking and Listening curriculum – **ongoing** Develop subject-specific oracy strategies (e.g., science explanations, historical debates). - **Spring 2027** Staff CPD- **Teacher Meetings Spring Term/ Summer Term 2027**	**Govs**	**NA**	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.	
Prioritise reading across the curriculum to develop fluency, comprehension, and a love of reading.	TW	LB	Help pupils adapt their spoken language for different contexts and listeners. Implement regular opportunities for formal speaking (e.g., presentations, assemblies). Use drama and role-play to explore different speaking styles. Evaluate pupil progress using peer and teacher feedback tools aligned with the Writing Framework's guidance on audience awareness.	Alongside reading curriculum developments throughout the year – **ongoing** S&L lead to conduct pupil interview / reading interview to assess speaking styles and progression across the school-**Feb 27** S&L Lead to support presenting opportunities in collective worships with presentation skills evident- **Summer 2027**	**Govs**	**N/A**	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.	
Maths								
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: Increase the proportion of pupils achieving Greater Depth in Math across the school.	DO	LB/TW	Subject leader to monitor and develop provision for higher attainers through: • Analysis of GDS data; monitoring challenge, reasoning and problem solving • Work scrutiny • Pupil voice • CPD on mastery and mathematical communication; development of challenge tasks; sharing best practice.	1.As part of monitoring and evaluation schedule **termly** undertake monitoring activities to determine the impact of maths teaching on children's GDS progress: 1. Use of the teaching sequence steps 2. Opportunities for problem solving and application 3. Quality of work 4. Evidence of calculation policy being followed 5. Appropriate feedback to move learning forward 6. Attainment targets being met and progress evidenced in work and assessments 7. Use of concrete resources **Autumn 26** • Lesson drop ins • Data analysis • Work scrutiny **Spring 27**	**Govs**	**N/A**	Increased GDS outcomes; pupils demonstrate reasoning and justification; challenge evident in books and lessons; improved assessment outcomes.	***October 2026****- DO completed a book scrutiny across year 1-6 focusing on the bottom 20%.DO has written a report explaining key findings and has sent it to NS and LB. DO has also emailed relevant teachers explaining what is working well and areas of improvement.* ***IMPACT:*** *The book scrutiny has identified key strengths and areas for development across Years 1-6, enabling teachers to refine their practice and improve consistency in maths teaching. This will support greater pupil progress, confidence and attainment, particularly for the bottom 20%, while strengthening the overall quality of mathematics provision across the school.*

				• Lesson drop ins • Data analysis **Summer 27** • Lesson drop ins • Data analysis • Work scrutiny • Evaluate outcomes and next steps.				
Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions.	DO	LB/TW	DO to evaluate the data analysis from new assessment (NTS). Ensure assessment tools (LBQ and snap maths) are embedded.	1.Throughout the year complete data analysis for the new NTS assessments in • Autumn • Spring • Summer 2.Throughout the year, collate SNAP Maths and LBQ data. Assess and Review information for children on the intervention and evaluate impact. • Autumn • Spring • Summer	**2026/27**		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	**September 2026/27**- *DO has reviewed the use of snap maths across ks2. Teachers are about to do assessments for their bottom 20%. Monitoring indicates that SNAP Maths will be used to identify barriers to mathematical learning across KS2. DO will update SDP when this has been completed and pupils are accessing fluency boosters.*
Ensure curriculum planning supports progression in knowledge and skills across all subjects.	DO	LB/TW	Ensure high-quality Year 1/2 mixed-age math planning Review long- and medium-term plans; align Y1/Y2 objectives; monitor progression; joint planning opportunities; coaching support	Autumn 26: Audit planning and resources, identify gaps, review progression. Spring 27: Monitor implementation through observations and scrutiny. Summer 27: Evaluate impact and establish planning model for next year.	**2026/27**		Quality first teaching across year 1 and 2. Y1 and Y2 pupils make expected or better progress. Planning shows progression and challenge	
Science								
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	SC	LB / SLT	Plan and produce engaging enriching opportunities for year groups. Reviewing long term planning to consolidate and advance learning of topics. E.g. collective worship, visitors, experiments	1. Termly – Reviewing learning and stepping stones documents. 3. Plan and deliver a range of enriching Science Week activities by March 2027 that promote pupils' interest and enthusiasm for science, whilst providing opportunities for all year groups to engage in enquiry-based investigations. March 2027 – A week of scientific learning and activities.			Success will be measured through pupil voice, evidence of practical investigations in each year group, and increased pupil engagement with science learning.	

Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions	SC	LB / SLT	Develop and implement a consistent whole-school approach to assessing pupils' scientific enquiry and working scientifically skills, ensuring that teachers are confident in making accurate judgements and using assessment information to inform future learning.	1.Termly Book scrutiny and data analysis. 2. Produce progression documents to help support teachers in making robust judgements in science.**Spring 2027**			-A clear progression document for scientific enquiry skills is shared and used across all year groups. Assessment materials and exemplification are developed to support teacher judgements. - Teacher confidence in assessing science increases, as evidenced through staff feedback.	
	SC	LB / SLT	Ensure there is a good balance of *knowledge based learning* and *scientific enquiry skills*. Ensure scientific enquiry skills are referenced using Primary Science Teachers Trust symbols.	1. Examine schemes of work and work scrutiny of books. **Autumn 26** • Lesson drop ins • Data analysis • Work scrutiny **Spring 27** • Lesson drop ins • Data analysis **Summer 27** • Lesson drop ins • Data analysis • Work scrutiny • Evaluate outcomes and next steps. Staff CPD in **Summer 2027**			Good balance of knowledge and scientific enquiry skills evident in books. Children can identify the type of enquire using a more child friendly symbols.	
RE								
Ensure the school promotes the extensive personal development of all pupils through a range of wider and Extra-Curricular opportunities.	NS	LB/TW	To implement and embed the Lincolnshire Agreed Syllabus for Religious Education (2025–2030), ensuring a high-quality, progressive RE curriculum that develops pupils' knowledge, understanding and respect for different religions, beliefs and worldviews. To ensure the successful implementation of the Lincolnshire Agreed Syllabus (2025–2030) through curriculum planning, staff development and effective teaching, enabling pupils to make strong progress in RE.	NS to conduct **termly learning walks** focused on RE. NS to **monitor planning termly** to ensure coverage of the agreed syllabus. NS **undertake termly book scrutinies** and pupil voice activities. Provide ongoing support through staff meetings and professional discussions. Attend local RE network meetings and disseminate best practice.	GOVs	N/A	New Lincolnshire Agreed Syllabus fully implemented across all year groups. 100% of teachers using agreed planning and progression documents. Monitoring evidence consistent, high-quality RE teaching. Pupil voice demonstrates engagement and	

			To implement the Lincolnshire Agreed Syllabus (2025–2030) in a way that strengthens pupils' understanding of Christianity and other worldviews, supporting their spiritual, moral, social and cultural development.	Through monitoring, NS to check planning, teaching and outcomes to ensure that children have the opportunity to develop their personal knowledge, this supporting their SMSC development.			secure understanding of RE concepts. Book scrutiny shows progression in knowledge and skills from year group to year group. Subject leader report evidence successful implementation of the new syllabus and strong pupil outcomes.	
Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions.	NS	LB/TW	Monitoring Standards in RE. Monitor and evaluate the teaching and learning in RE through: • Work Scrutiny • Pupil Interviews • Coaching and Mentoring • Data analysis	As part of monitoring and evaluation schedule **termly** undertake monitoring activities to determine the impact teaching and learning in RE: 1: Use of Stepping Stines document for progression to ensure staff are using this as a planning tool. 2: The quality of teaching in RE lessons. 3: The quality of work in RE books. 4: Pupil voice through pupil interviews 5: Staff voice through staff interviews. 6: where applicable, CPD and mentoring for teachers and staff. 7: Termly data analysis, focusing on all children, including vulnerable groups.	GOVS	N/A	Ensure pupils have access to high quality RE lessons. Ensure that standards in RE continue to be high.	
History								
Ensure that teaching is adaptive and inclusive, meeting the needs of all learners.	SW	LB/TW	Book scrutiny - to highlight barriers to learning. Adapt planning to include scaffolds and challenge opportunities. Review and update resources to ensure representation of diverse cultures, communities and historical perspectives. Monitor impact through: • Book scrutiny • Pupil's voice • Learning walks • Attainment data	Examine schemes of work and work scrutiny of books. **Autumn 26** • Lesson drop ins • Data analysis • Work scrutiny **Spring 27** • Lesson drop ins • Data analysis **Summer 27** • Lesson drop ins • Data analysis • Work scrutiny • Evaluate outcomes and next steps.	Govs	**N/A**	All lessons include appropriate adaptions for SEND, EAL and disadvantaged children. Teachers adapt learning based on children's need. Use of historical vocabulary.	***Autumn1**: The data analysis has been completed for the Summer 2026 term, and the data results are very positive throughout the school, including SEND and SC/PP children.* ***IMPACT**: teaching is adaptive, inclusive and all learners are accessing the curriculum.*

							Pupils see themselves represented within the curriculum and can fully access the learning, SEND pupils make progress in line with or better than their starting point. Higher attaining pupils demonstrate depth of historical understanding.	
To use robust assessment and tracking systems to identify gaps that will inform teaching.	SW	LB/TW	Develop and implement a consistent whole-school approach to assessing pupils' knowledge.	1.Termly Book scrutiny and data analysis. 2. Produce exemplar materials for teachers of expected outcomes at the end of each unit. **By Summer 2027**	Govs	**N/A**	Evidence of clear progression through the stepping stones and high quality teaching. Ensure consistency and continuity in curriculum delivery. Formative and summative assessments are aligned with curriculum objectives and used to inform future planning.	***Autumn 1:*** *book scrutiny will be carried out in Autumn 2.. Data analysis from Summer looks positive* ***IMPACT****: to track stepping stone coverage, consistent and continuity of curriculum delivery.*
Geography								
Ensure the curriculum is broad, balanced, and ambitious	SW	LB/SLT	To review and monitor teaching of fieldwork skills. Book scrutiny and pupil interview. Support staff where applicable to implement fieldwork opportunities as planned.	Examine schemes of work and work scrutiny of books. **Autumn 26** • Data analysis • Work scrutiny **Spring 27** • Lesson drop ins • Data analysis **Summer 27** • Lesson drop ins • Data analysis • Work scrutiny • Evaluate outcomes and next steps.	**Govs**	**N/A**	Children are carrying out a fieldwork activity as appropriate to their unit. What activities work well taking in to account location/staffing constraints etc? Are fieldwork activities sufficiently progressive across the year groups?	**Autumn 1**: the data analysis has been completed for Summer 2026 and the results across the school look positive. **IMPACT:** to ensure the curriculum is broad, balanced an inclusive for all children.

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.	SW	LB/SLT	To review and monitor the implementation of Digimaps across KS2 through: - Lesson drop in where possible. Termly; identify objectives where Digimaps can be used and carry out work scrutiny and pupil interview to discuss.	1. Review and evaluate the use of digital platforms in Geography lessons. **Spring 2027**	**Govs**	**N/A**	Digimaps features in whole class input across the unit where applicable (KS2). Children can access Digimaps on their Ipads and use with varying levels of independence (KS2). Outdoor learning is embedded in the curriculum. Encourage the children's voice through pupil interviews.	***Autumn 1:*** *I have reached out to Leicester County Council in a bid to start an Eco-school committee and have researched what it means to create a Sustainable school.* ***LB to authorise.*** ***IMPACT:*** *with a view to being awarded the Green Flag award.*
Ensure curriculum planning supports progression in knowledge and skills across all subjects.	SW	LB/SLT	To examine the use of key vocabulary used in lessons by: -Book scrutiny to identify use of key vocabulary. Pupil interview to examine pupil understanding of the vocabulary taught. How are children using this in their lessons?	Examine schemes of work and work scrutiny of books. **Autumn 26** • Data analysis • Work scrutiny **Spring 27** • Lesson drop ins • Data analysis **Summer 27** • Lesson drop ins • Data analysis • Work scrutiny • Evaluate outcomes and next steps	**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.	***Autumn 1:*** *the data analysis has been completed for Summer 2026. Book scrutiny will take place in Autumn 2.* ***IMPACT:*** *to ensure the curriculum supports progression and the stepping stones are being consistently met and adapted to meet the needs of all learners.*
Computing								
Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school	SC	LB / SLT	Highlight importance of Online safety CPD on using resources during computing lessons to ensure online safety in embedded in the curriculum.	1. Further enhance Parent/School support through range of Workshops for Parents e.g. E safety Workshop **Feb 27**	**Govs**	**N/a**	The assessment reflects correct/accurate understanding and knowledge	
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.	SC	LB / SLT	Review all NCCE units. Audit and review of school resources. Book review and data analysis	**Autumn 26** • Data analysis • Work scrutiny **Spring 27** • Data analysis • Work scrutiny **Summer 27** • Lesson drop ins • Data analysis	**Govs**	**N/a**	Ensure that resources support and extend pupil knowledge.	
Engage parents and carers in safeguarding education and awareness.	SC	LB / SLT	To support Junior Online Safety Officers to support and improve the knowledge of online safety throughout the school- Junior Online Safety Officers to support peers and staff during computing lessons	1. Further enhance Parent/School support through range of Workshops for Parents e.g. E safety Workshop **Feb 27**	**Govs**	**N/a**	Improved understanding of online safety.	

			JOSO to support and manage hardware throughout the school, supporting staff when using during computing lessons. Delivering assembly Parents information guide Termly Q&A for JOSO to engage with community and give feedback.	2. Ongoing throughout the year. • 2 x Collective worship (Spring 1 & Summer 1) • Parents information guide updating on changes. • JOSO Q&A feedback to school and parents.				
Art & Design								
Ensure the curriculum is broad, balanced and ambitious Ensure the Art and Design Intent, Implementation are embedded securely and consistently across the school	SB	LB / SLT	Continue to review, evaluate and refine Art and Design Curriculum through subject leadership time. Provide relevant support and training to individual teachers where required. Provide book scrutiny feedback at Teacher Meetings.	1. Review, evaluate and refine in weekly non-contact time	**Govs**	**N/A**	Evidence in sketchbooks and displays shows clear progression of artistic knowledge, skills and techniques across all year groups. Staff confidently deliver and assess Art and Design, resulting in consistent implementation of the curriculum across the school. Pupils are highly engaged in Art and Design lessons, can discuss their learning using appropriate vocabulary and take pride in their work. Drawing outcomes demonstrate age-appropriate skills, creativity and individual expression, with all pupils making progress from their starting points.	Summer Data Analysis completed 94% of children achieving EXS or above. IMPACT: We are delivering high-quality, art lessons and children are successful in art. Art resources ordered for Autumn Term IMPACT: High quality resources readily available for children's work. Art cupboard organised and resources put back into labelled shelving. IMPACT: resources will be available to use

Ensure that teaching is adaptive and inclusive, meeting the needs of all learners	SB	LB/SLT	Continue to enhance staff understanding of supporting children to produce work of a high standard, enhancing art experiences showing art work that shows the values of exploration, refinement and evaluation	Ongoing teacher meetings, staff training. Inspiring and showing examples of what children are capable of.	**Govs**	**N/A**	Increased staff confidence in supporting pupils to achieve high-quality outcomes in Art and Design. Evidence of exploration, refinement and evaluation throughout pupils' sketchbooks and completed work. All pupils, including those with additional needs, complete artwork that reflects their potential and curriculum expectations. High-quality outcomes and displays demonstrate pupils' creativity, perseverance and pride in their work.	Whole Staff training (Inset day): use of sketchbooks and how to support our first 20% - planning needs to be purposeful and time allocated to support children achieve art to the best of their ability. IMPACT: staff with growing confidence on how best to support children of all abilities. Work Scrutiny of Sketchbooks to follow.
Music								
Reinforce school values across the school family to promote a culture of creativity, respect, and independence	JL	LB	Review and explore expanding the range of musical opportunities available across the school, providing pupils with increased opportunities to perform, participate, and develop their musical talents. Audit current music enrichment opportunities and identify gaps. Carry out pupil voice questionnaires and music provision audit. Research and establish new performance and enrichment opportunities. Monitor participation and gather pupil feedback to evaluate impact.	1.Evaluate and create audit of performance opportunities **Dec 2026**	**Govs**	**N/A**	Children will have a broad range of opportunities throughout the year.	
Use robust assessment and tracking systems to identify gaps, inform teaching, and implement timely interventions	JL	LB	Develop a consistent music assessment system across the school to accurately monitor pupils' musical knowledge, skills and progression, using assessment information to inform planning and identify pupils requiring additional support or challenge.	Review current music assessment practice and identify gaps. **April 2027 (end of Spring 1 term)**	**Govs**	**N/A**	Assessment is used effectively to inform teaching, enabling all pupils to make good or better progress in music from their individual starting points.	

Physical Education								
Ensure the curriculum is broad, balanced and ambitious Ensure the PE Intent, Implementation are embedded securely and consistently across the school	SB	LB/SLT	To download Royal Ballet and Royal Opera House dance lesson resources to keep a bank of resources that are easily accessible for staff. To download all PE teaching resources from Publisher Curriculum Map and resave in folder on Teams.	End of each term.	**Govs**	**N/A**	A comprehensive dance resource bank is available and regularly used by staff. Staff confidence in teaching dance is increased. Pupils access high-quality, engaging dance experiences. Dance lessons show progression in skills, creativity and performance. Staff have access to schemes of work to support planning and teaching	PE Curriculum Map has been adapted (Publisher ending in October). New folder saved with resources on Teams. IMPACT: Staff have access to schemes of work to support planning and teaching.
Ensure that teaching is adaptive and inclusive, meeting the needs of all learners	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.	Integrate Inspire+ programmes into the school's PE and physical activity calendar. Promote pupil participation in Inspire+ initiatives such as sports leadership and festivals Monitor the impact of Inspire+ engagement on pupil activity levels and enjoyment. **Termly**	**Govs**		Inspire+ programmes, resources and training are embedded within the school's PE and physical activity offer, supporting inclusive participation for all pupils. Staff confidence and expertise in delivering high-quality, adaptive PE are enhanced through engagement with Inspire+ initiatives and professional development opportunities. Increased pupil participation in physical activity, leadership opportunities and sporting festivals, with a particular focus on engaging less active pupils. Pupils demonstrate improved enjoyment,	Summer Data Analysis completed 95% of children achieving EXS or above. IMPACT: We are delivering high-quality, skills based PE lessons and children are thriving. Young Ambassadors and Sports Committee – Y5 and 6 children have been asked to prepare presentations if they would like to be voted in as a Young Ambassador or a House Captain by their peers. IMPACT: Increased pupil participation in physical activity, leadership opportunities. New shed monitors – spoken to them about expectations. Children requested to speak to whole school regarding how children can support tidying up without going into the shed. IMPACT: young leaders taking responsibility for their new role and showing leadership qualities. Supporting ECT in teaching dance content IMPACT: effective use of stepping stones document, building blocks of dance and use of fundamental movements in dance (resources available in PE folder on teams). Attended this year's Inspire+ virtual conference IMPACT: keeping up with current affairs and this year's Inspire+ offer and sports competition. Continued support ECT in teaching dance content- PE lead planned, discussed, made PowerPoint for lesson and organised music

							confidence and wellbeing through access to a broad, inclusive and aspirational PE curriculum and enrichment programme.	playlist for upcoming dance lesson to show expectations of a high standard lesson. Resources and stimuli fi==given to support teacher with future dance teaching in his career. Pair taught the lesson. IMPACT
Ensure curriculum planning supports progression in knowledge and skills across all subjects.	SB	LB/SLT	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. Create and maintain an inventory system to track usage and identify replenishment needs.	Involve staff in reporting damaged or missing items promptly. Allocate budget and ordering timelines to ensure timely replacement and acquisition of resources. **Termly**			PE resources are organised, well maintained and support progression in skills across all year groups. Staff have access to appropriate equipment, enabling safe, inclusive and high-quality PE lessons.	
Design & Technology								
Ensure all pupils, including those with SEND, make good or better progress from their starting points across all subjects.	JL	LB	Evaluate KS1 and KS2 Design and Technology portfolio work to identify staff training priorities and resource needs, ensuring consistent curriculum delivery and progression across the school.	1.Develop portfolio of work and best practice by **Summer 2027.**	**Govs**	**N/A**	All pupils will have opportunities and show evidence of making at least good progress.	
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 to evaluate creative outcomes and identify effective approaches for capturing, evidencing, and celebrating pupils' creativity within Design and Technology	Work scrutinies in **Autumn, Spring and Summer**	**Govs**	**N/A**	All pupils will have opportunities to be activity involved and develop creativity. Will ensure Stepping Stones are being followed.	
PSHE/SRE								
•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	NS	LB/TW	To successfully implement and embed Jigsaw: A Mindful Approach to PSHE across the school, ensuring a progressive and consistent PSHE and RSE curriculum that supports pupils' personal development, wellbeing, relationships, and readiness for life in modern Britain. Monitor planning and evidence of learning through book scrutinies, ensuring	Conduct learning walks focused on the delivery of JIGSAW and a consistent approach across the school. **Ongoing Termly** Gather pupil voice to evaluate engagement and understanding around each jigsaw theme and vocabulary. **Spring 2027**	**GOVs**	**N/A**	Jigsaw is implemented consistently across all year groups. Teachers demonstrate confidence in delivering high-quality PSHE and	

to prepare pupils for life in modern Britain effectively.			progression of lessons match with the stepping stones document. Provide support and coaching where needed. Share updates and good practice through staff meetings.	Deliver updates through staff training on the Jigsaw approach and its use within PSHE and RSE. **Teacher Meetings** Inform parents about Jigsaw and statutory RSE requirements by uploading new PSHE stepping stones documents. **Autumn 2026** Conduct a termly PSHE/RSE data analysis to ensure children are on track in PSHCE, identifying any gaps, trends, etc. **Autumn, Spring and Summer** Share curriculum information through newsletters, workshops, letters or the school website when applicable.			RSE lessons using the Jigsaw programme. The six Jigsaw Puzzles are taught in line with the school's curriculum overview. Pupils demonstrate increased knowledge and understanding of health, wellbeing, relationships and personal safety. Pupil voice indicates that children feel safe, valued and confident in discussing PSHE and RSE topics. Learning walks and book scrutiny show consistent coverage and progression across year groups. Parents are informed about the Jigsaw programme and understand the school's approach to RSE. PSHE and RSE contribute positively to pupils' personal development and behaviour.	**Wb 7th September 2026** New PSHE/RSE documentation has been uploaded to the website. **IMPACT** – Parents have access to PSHE/RSE curriculum content.

MFL								
Promote a culture of belonging and high expectations for all. Ensure the curriculum is broad, balanced, and ambitious Embed global and international perspectives, including French as a modern foreign language.	DO	LB and SLT	Language/culture days Worships to broaden peoples' ideas of different cultures. Encourage the wider community feel a part of the school family. .	1. Finalise planning and preparations for Language Day by Wednesday 10 March 2027. 2. Successfully deliver Language Day prior to the agreed deadline, ensuring opportunities for pupil engagement and cultural enrichment.	**Govs**	**N/A**	Pupils will have a growing sense of MFL and the French culture.	
Embed global and international perspectives, including French as a modern foreign language. •Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.	DO	TW	Monitor the implementation and impact of the school's Modern Foreign Language Curriculum.	• Lesson Drop Ins **Autumn 26** • Work Scrutiny **Spring 27** • Pupil Interviews **Summer 27**	**Govs**	**N/A**	Ensure pupils have access to good quality Modern Foreign Language: French. Teachers to be well equipment and confident to deliver a well-constructed set of lessons	

Early Years

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
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 T Wal	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.	• Further develop the Early Years Outdoor Classroom to include: a) Mud Kitchen b) Water feature-brook c) Softer areas **Spring 27** • Create 'living roof' on each of the storage sheds e.g. 1. EYFS 2. Pond Area 3. Reading Den a) T Walton-create frames and line b) Fill with soil and sedum seeds	Govs	£10,000	Children will be able to access the EYFS curriculum in an environment that fosters rich learning opportunities.	**September 2026** - The Early Years Outdoor Classroom has been successfully enhanced with the addition of a mud kitchen, water feature/brook, and softer learning areas. These developments have created a stimulating and engaging environment that supports a wide range of learning opportunities across the EYFS curriculum. **IMPACT** - Children are accessing the outdoor provision confidently, demonstrating increased curiosity, imagination, collaboration, and independence through their play. The improved outdoor environment is fostering rich, purposeful learning experiences and supporting children's development across all areas of learning.
To continue to develop outstanding Early Years provision through effective monitoring, coaching and curriculum leadership, ensuring high-quality teaching, learning and outcomes for all children.	NS	LB	Conduct termly learning walks to monitor the quality of teaching and learning across the EYFS. Carry out observations of adult-led and child-initiated learning to ensure consistency and high expectations. Monitor the implementation of the EYFS curriculum to ensure progression and coverage across all areas of learning. Review learning environments regularly to ensure they promote independence, engagement and challenge. Undertake termly data analysis of EYFS, and share with SLT, governors.	1. Frequently monitor the Early Years through : 1. Learning walks 2. Lesson visits 3. Pupil surveys, 4. Data Analysis	GOVs	N/A	Monitoring evidences consistently high-quality teaching and learning across the EYFS. Children make at least expected progress from their starting points, with increasing proportions exceeding expectations. Assessment judgements are accurate and inform effective planning. Learning environments are engaging, purposeful and support all areas of learning. Gaps between vulnerable groups and their peers continue to diminish. Staff demonstrate strong subject knowledge and confidence in delivering the EYFS curriculum.	**WB 14th September 2026** – NS updated EYFS policy in line with revised framework 2026. Key changes include: - Volunteer & Staff Vetting, - screen use **IMPACT** - School policy reflects EYFS Framework 2026

							Outcomes at the end of Reception remain in line with or exceed national expectations.	

Inclusion								
Development Priorities	**Staff**	**Account to**	**Task/Training/ Resources**	**Timeline/ Milestones**	**In year**	**Financial Impact**	**Success Criteria 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.	NS TW Key workers	LB	To embed structured sensory circuits across both key stages to enhance pupils' focus, emotional regulation, and readiness for learning, particularly benefiting those with sensory processing needs.	• **Review and t**imetabled and schedule sessions for KS1 and KS2 children. **Ongoing** • Monitor use by Key Workers-**Ongoing**	Govs		Sensory circuits used at least 3 times per week with identified children. Improved pupil focus and reduced behavioural incidents logged on Cpoms.	**September 2026** – Sensory circuits have been embedded across both KS1 and KS2, with identified pupils accessing sessions at least three times per week. A timetable and revised document has been created to track this. Support staff have monitored participation and ensured sessions are delivered consistently. **IMPACT** - Staff report that pupils are generally more settled, focused, and ready to learn following sensory circuit activities, particularly those with sensory processing needs. CPOMS records indicate a reduction in behavioural incidents for several identified pupils.
	IL NS TW	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.	• Monitor and analyse data 1. **Autumn 26** 2. **Spring 27** 3. **Summer 27**	Govs	N/A	Teachers report increased confidence in tracking and supporting EHCP pupils. Improved academic and personal development outcomes for EHCP pupils. Evidence of EHCP targets being embedded in classroom practice.	
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 Arbor, improving accessibility, collaboration, and compliance with statutory requirements.	• Liaise with SLT to agree documents to be stored and location on Arbor-**July 26** • Liaise with Administrative Team and provide training **July 26** • Update teachers at Teacher Meeting before SEND Meeting-**Sept 26** •	Govs	N/A	All SEND documentation stored digitally and securely. Staff confident in accessing and updating SEND records. Improved timeliness and quality of SEND reviews and reporting. Positive feedback from staff on accessibility.	**12th October:** Through ongoing discussion and liaison with the administration team, Arbor is successfully being used to store relevant SEND documentation in each Educational Needs section of pupil profiles where applicable. This includes: 1. Identification of SEND Needs 2. Support Plans 3. SEND Events e.g. Meetings 4. SEN Notes e.g. updates **IMPACT:** All relevant SEND documentation is accessible in one place, thus more efficient when reporting etc

Ensure pupils with SEND achieve well across the curriculum, particularly in foundation subjects, through high-quality adaptive teaching, targeted support and rigorous monitoring of progress.	NS, TW, SENDCo, Subject Leaders, Class Teachers	LB, Governors	• Conduct audit of SEND attainment, progress and engagement in foundation subjects. • Provide CPD on adaptive teaching, scaffolding, use of visual supports and effective curriculum adaptations. • Review foundation subject planning to ensure appropriate adaptations are explicitly identified. • Implement termly pupil progress meetings focused on SEND outcomes in all curriculum areas. • Carry out pupil voice activities with SEND pupils to evaluate curriculum access and engagement. • Develop subject leader monitoring to include a SEND focus during learning walks, book scrutinies and pupil discussions. • Create and share examples of effective adaptive practice across school.	**Autumn 1** Audit completed and baseline established. **Autumn 2** CPD delivered and curriculum plans reviewed. **Spring Term** Monitoring cycle completed with feedback to staff. **Summer Term** Impact evaluation and next steps identified.	Govs	N/A	• SEND pupils make good or better progress from their starting points in foundation subjects. • Teachers consistently demonstrate effective adaptive teaching strategies. • SEND pupils can confidently discuss learning and demonstrate knowledge retention across the wider curriculum. • Work scrutiny evidences access to the same ambitious curriculum as peers with appropriate adaptations. • Assessment data shows diminishing gaps between SEND and non-SEND pupils where appropriate. • Increased engagement and participation of SEND pupils in foundation subject lessons.	

Leadership & Governance

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria 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 IL & TW NS NS	LB	Embed reviewed roles across SLT: • **Deputy Headteacher** (on maternity leave Autumn Term 2026; returns January 2027) • **Assistant Headteacher** – Behaviour & Inclusion (SENDCo) (on maternity leave Autumn Term 2026) **Assistant Headteacher** – Early Years & Personal Development (acting additional SLT responsibility until January 2027) Ensure all leaders understand how their role contributes to whole-school development, with temporary redistribution of responsibilities during **Autumn Term 2026**. **Interim Arrangements (Autumn Term 2026):** • Assistant Headteacher (EYFS & PD) to **absorb key operational and strategic responsibilities** of Deputy Head and AHT Behaviour. • Clear communication of adjusted roles and expectations to staff. **Review Point:** January 2027 (upon Deputy Head return – responsibilities rebalanced and confirmed).	Through PM Agree areas of focus review role descriptors **October 27** 5. **Pupil Premium** – Reviewed by AHT transition to DHT on return– **Dec 26** 6. **SIAMS** – Review and refine evaluation – share with Governors and publish on website. **Dec 26** 7. **Arts Summary** – AHT assume responsibilities for tracking activities and reporting – **ongoing**	Govs	None	To maximise capacity of SLT to ensure coherent Leadership structure to better manage the school.	**September 26:** Assistant Headteacher for Behaviour & Inclusion commences maternity leave. Assistant Headteacher for EYFS & PD agrees to deputise: 1. To support HT 2. Act as SENDCo 3. Act as Pastoral Lead Until DHT returns in Jan 27. In addition-SC offers support across KS2, providing logistical support e.g. 1. Harvest Festival 2. Communication 3. Coaching **IMPACT:** Interim arrangements successfully in place so all are supported.
	IL 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 • **Autumn** – July 26 • **Spring 27** • **Summer 27** • Engage in Coaching/Mentoring Activities as and when applicable. **Ongoing**	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.	**September 26:** Autumn Monitoring and Evaluation Schedule set. **IMPACT:** All leaders have the opportunity to ensure development priorities progress. **13th October:** Staff Wellbeing and Benefits Policy presented to the FGB to ensure that benefits are continued. **IMPACT** Ensures that all staff are supported to feel happy, valued and loved and supported to achieve their best.

Maintain effective governance through training, strategic involvement, and regular evaluation of impact.	LB TL	Govs	Review, refine and re-organise workload of Governors to make better use of time and effectiveness for Governors.	• Discuss with Governors ways to further enhance communications between them and staff with responsibilities **July 26** • Add to Schedule of Governance explanation of which form to use when attending/conducting monitoring visits **July 26** • Review and refine structure of monitoring/Curriculum Visits **Ongoing** • Publish the Schedule of Governance – **Oct 26**	Govs		Ensure Governors are supported to undertake their roles in a timely and effective manner.	**September 26:** New Schedule of Governance completed and presented to FGB on 13th October.
Foster collaborative partnerships to enhance provision and share best practices for the benefit of pupils and staff	TL	LB	Continue to look for ways to reduce workload for staff and the members of the school family	Review, evaluate and refine processes and introduce MS Forms to reduce workload for Staff to: a) Record Pupil Reflections on the playground-QR Codes b) First Aid Incidences c) Bump Notes d) Requisition Orders e) Visits/Visitors	Govs	IPad £250	Continue to refine processes and workload so staff/parent/pupil wellbeing are high.	**September 26:** Pupil Reflection Form introduced. **IMPACT:** Contnues to facilitate restorative conversation between teacher and and pupil. Promotes efficient information sharing and record keeping.
	TL MH AD	LB	Ensure all school documentation currently created in Microsoft Publisher is identified, reviewed, and successfully migrated to Microsoft Word (or alternative formats) ahead of October 2027, ensuring continuity and accessibility.	• Inform all staff of Publisher withdrawal and expectations for document migration. **July 27** • SBM and admin team to conduct a full audit of all documents currently created in Microsoft Publisher (e.g. newsletters, templates, policies, prospectus materials). **July 27** • Staff to identify any additional Publisher documents in use. **July 27**	Govs	N/A	All Publisher documents identified and successfully migrated before October 2027	**September 26:** All staff informed of changes ot Publisher and supported to move documents to Word. **IMPACT:** All key documents continue to be used in Word e.g. 1. Planning documentation 2. SEND Support Plans 3. Newsletter-Word

				• Explore online tools to update Newsletter and ensure it is more mobile device compatible. **Sept 26** • Convert priority documents into Word format, ensuring consistency in branding and accessibility. **Oct 26** • Redesign key documents where necessary to improve layout and usability. **Oct 26** •		TBC N/A N/A		
Ensure all health and safety procedures are robust and regularly reviewed	TL	LB	Ensure the school has an effective, safe, and compliant alarm system, including the potential integration of a lockdown alert system to enhance site security and emergency preparedness.	• Review existing fire and intruder alarm systems (coverage, audibility, reliability). **July 26** • Assess current procedures for emergency alerts (including lockdown if applicable). **July 26** • Explore available lockdown alert systems (e.g., distinct audible alarms, voice alerts, mobile-triggered systems). **July 26** • Invite and obtain quotes from approved alarm system providers. • Compare systems based on cost, functionality, reliability, maintenance, and compliance. **July 26** • Install Alarm and Lockdown system. **Dec 26**	Govs	£3,000	The alarm system would significantly enhance the safety, security, and overall preparedness of the school environment.	

	TL	LB	Investigate the feasibility, benefits, and practical requirements of installing solar panels in order to reduce energy costs, improve environmental sustainability, and support the school's long-term carbon reduction goals.	• Assess the suitability of school buildings (roof space, orientation, shading). **Sept 26** • Research types of solar panel systems and their potential output. **Sept 26** • Explore grants, funding opportunities, or government initiatives. **Oct 26** • Obtain and compare quotations from approved suppliers. **Oct 26** • Evaluate potential cost savings and return on investment and present to Governors. **Dec 26** • Consider planning permission, safety, and maintenance requirements. **Dec 26** • Gain permission and agreement and install panels. **July 27**	Govs	TBC	Improving the school's commitment to sustainability by actively identifying ways to reduce energy consumption and carbon emissions.	**13th October:** Presented 3 quotations via tendering process to FGB for review.

Personal Development and Wellbeing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria 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 ST	LB	Continue to support all to identify and value differences e.g. • Protected Characteristics • British Values • Equal Opportunities • SMSC	• Embed differences and refresh understanding of Protected Characteristics and British Values and how these can be celebrated	Govs	N/A	Ensure pupils have the skills and understanding for life at school and continue to demonstrate respect and empathy to others.	**8th October 2026** - Protected Characteristics, British Values and Equal Opportunities have continued to be embedded effectively through the curriculum and wider school culture. Regular use of Picture News during collective worship provides meaningful opportunities for pupils to explore current issues, develop their understanding of diversity, respect and inclusion, and make connections to British Values. These themes are further reinforced through collective worship linked to Bible stories and through inclusive practice across the curriculum. **IMPACT** - As a result, pupils demonstrate increasing respect, empathy and understanding of others, and are developing the skills, attitudes and awareness needed to participate positively in school life and prepare for life in modern Britain.
Strengthen pastoral systems to support emotional wellbeing, resilience, and mental health support available to all.	DK LW	IL	Facilitate ELSA Network Meetings to support Pastoral Support Assistant and implementation and evaluation of systems.	• 14th October 26 • 25th November 26 • 27th January 27 • 3rd March 27 • 5th May 27 • 30th June 27	LB	N/A	Further develop PSP support and build capacity within the team	**14th October**: Facilitated 1st ELSA meeting of the year. **IMPACT:** Staff supported with roles.
	LB	Govs	Support ELSA's to use Arbor to record interventions and Pastoral Meetings.	• Provide CPD session for ELSA's regarding use of Arbor-**Oct 26** • Monitor use of Arbor and the recording of ELSA sessions-**Ongoing**	LB	N/A		**13th October:** ELSAs Mrs Kay and Mrs Wright have begun to use Arbor Pastoral Notes function to record Pastoral Support and record meetings alongside documentation review. **IMPACT:** All information is accessible in one place, in the child's profile.

			Introduce a revised Pastoral Timetable with a separation of duties e.g. a) LW-R/KS1 b) DK-KS2 Support	• Timetable member of staff to facilitate sessions **Sept 26** • Migrate all sessions to LW **April 27**	LB	N/A		
Evaluate the impact of extended services in promoting healthy lifestyles for all.	TW IL	LB	Review and evaluate food provision at school including social times, Wrap Around Care, etc	• Draft a letter with updates to the Food Standards for parents, advise: 1. Changes to Food standards 2. Implications for school food, packed lunches, water bottles and WRAC **Nov 26** • Disseminate key updates to SLT, SBM, and wraparound care and lunchtime supervisors. **Oct 26** • Attend relevant training on new Food Standards requirements. **Dec 26** • Conduct full audit of current food provision e.g. Breakfast Club and After School Club menus against new standards and identify gaps in nutrition, balance, and compliance. **Dec 26** • SBM to liaise with external provider (The Farm Kitchen) to ensure catering provision meets new standards. **Ongoing** • WRAC Supervisors to design termly menus aligned with guidance and produce Recipe Cards- share with SBM in readiness for uploading to the school website. **Ongoing** • Launch new menus in line with Food Standards from **September 2027**.	Govs	N/A	All menus meet new Food Standards by September 2027. Staff confident in delivering revised provision. Clear documentation (menus, recipes, allergens) in place. Positive pupil uptake and parent feedback Evidence of ongoing monitoring and compliance	**October 26:** Liaised with WRAC Supervisors to: 1. Review Menu options available in both Breakfast and After-School Club 2. Review Food standards and align policy and practice. 3. 7th Oct-HT attend Food Standards training delivered by LCC. 4. Present Food Management Policy to FGB 13th October 26. **IMPACT:** Begin to explore and align new Food Standards with school policy and practice.

Safeguarding

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure all safeguarding policies and documentation are up to date and effectively implemented.	TW NS IL	LB	Continue to support SLT to fulfil their Safeguarding Role e.g. 1. Through Non-Contact Time be on-hand to: • Triage CPOMs • Action/Liaise with staff to resolve • Monitor and report	**Ongoing throughout the year:** • Monday – • Tuesday – • Wednesday – • Thursday – • Friday -	**Govs**	N/A		
	TW	LB	Deputy Headteacher to fulfil role of DSCPO alongside HT e.g.	1. Review and create 6 Year Pathway Training Log **Sept 26**		Price of £350		
	IL			2. Review and update SCP Policy **Sept 26**				
	TW			3. Contribute to Audit **Initially Dec 26 – ongoing through year**				
	TW & LB			4. Attend Safeguarding Briefings • **Nov 26** • **Mar 27** • **Jun 27**				
Maintain a strong safeguarding culture where all staff are trained, vigilant, and confident in procedures.	TW	LB	1) Review Safeguarding and Child Protection Policy. 2) Upload onto school website. 3) Produce Annual Safeguarding Report and disseminate to Governors. 4) Disseminate SCP Policy to staff and governors.	**Sept 26** **Sept 26** **October 26** **Sept 26**	Govs	None	Ensure all stakeholders understand processes for Safeguarding members of the school community	2nd **September:** Safeguarding & Child Protection Policy reviewed, shared with staff and uploaded to the website and uploaded to the school website. KCSIE disseminated to staff. 13th **October:** Annual Report shared with FGB. **IMPACT:** All staff are updated with new guidance.
	Govs		Deliver Safeguarding refresher to staff.	**September 26**				
	LB TW	Govs	Further enhance Safeguarding Training Log to record checks undertaken.	Review the Safeguarding Training Log 1. Embed the MS Form to collate all training related to the Training Log **Ongoing** 2. Monitor Training of staff. 3. Facilitate **ongoing Safeguarding checks** and liaise with S Eite Safeguarding Governor.	Govs	None		

	TW	LB	Deliver Annual Safeguarding Training to staff and governors to include: • Disseminate CP&S Policy • Refresh KCSIE needs • Review of Legislation • Child Protection • Reporting a Disclosure • Safer Working Practice	Safeguarding Training • **September 2026** • **Ongoing through meetings**	Govs	N/A		2nd September: INSET delivered to all staff. **IMPACT:** Staff knowledge updated and compliant.
	LB TW LB & NS LB TW NS IL All staff	Govs	Complete relevant training.	DSL/DDSL complete: • Safeguarding Briefings **Autumn Nov 26** **Spring March 27** **Summer June 27** Refresher-the role of the DSL/DDSL Complete E-Learning • Building Resilient Foundations MHST/Healthy Minds Self Esteem • Building Resilient Foundations MHST/Mental Health Awareness • Building Resilient Foundations Virtual Workshop • Special Educational Needs and Disabilities • Online Safety & Digital • Safeguarding in Education All teachers complete: E-learning: • Awareness of Private Fostering • Domestic Abuse and Disabilities in Adults and Children • Online Safety & Digital Safeguarding in Education	Govs Govs	None	All staff updated with current guidance and legislation and are more able to keep themselves and others safe.	

	All staff			***Ongoing*** All staff to complete: • Fire Safety Training- **Jan 27**				