



# **Stoke Mandeville Combined School**

**School Development Plan (SDP) and  
Self-Evaluation Form (SEF)**

**Academic Year 2026 - 27**

## Context

Stoke Mandeville Combined School is an oversubscribed one-form entry Primary School with an Additional Resourced Provision for Deaf pupils.

This School Development Plan (SDP) is a working document used to set priorities and monitor progress throughout the year.

We are an ambitious school and we have high expectations for all our children and staff. Our aim is to enable pupils to become **Responsible, Respectful and, Resilient**, in their learning through a ***caring inspiring and achieving*** environment. We aim to achieve this through our curriculum, our pedagogical approach and the enrichment opportunities we provide.

This document sets out the strategic priorities agreed by the Governing Body, Head teacher and staff. It is informed by the school's rigorous self-evaluation systems and underpinned by the school's vision and ethos.

## Key Performance Data for last academic year

### End of KS2 SATs

|                       | Reading  |               | Writing  |               | Maths    |               | Grammar and punctuation |               |
|-----------------------|----------|---------------|----------|---------------|----------|---------------|-------------------------|---------------|
|                       | EXS + GD | Greater Depth | EXS + GD | Greater Depth | EXS + GD | Greater Depth | EXS + GD                | Greater Depth |
| SMCS All pupils       | 75%      | 31%           | 75%      | 9%            | 75%      | 28%           | 66%                     | 13%           |
| National results 2025 | 75%      |               | 72%      |               | 74%      |               | 73%                     |               |

### **Headlines**

There were 32 children in the cohort

The school were moderated externally for writing this year.

One child in the cohort did not take the SATs as they were working below the level of the test. This child is still included in the data.

One child was absent for the maths test. This child is included in the data.

### **Pupil Premium**

There were 3 PP children in the year group. Two of these were also SEND (one with an EHCP).

One PP child achieved EXS in reading and writing. The others (both SEND) did not achieve EXS at all. The majority of the scores were in the 90s.

### **Multiplication check**

75% of the year 4 pupils achieved 17 marks or above in the multiplication check. This is an increase from last year (69%)

### **Phonics**

77% of children passed the Year 1 phonics test. 2 children were disapplied. 1 child had very low attendance and 1 child was on holiday during the testing period.

### **Self-Evaluation Form – Autumn Term 2026 / 27**

Assessed against Ofsted's current operational guidelines which are set out in the [Education inspection framework \(EIF\)](#).

| <b>Grading</b>                             | <b>Urgent Improvement</b> | <b>Needs Attention</b> | <b>Expected Standard</b> | <b>Strong Standard</b> | <b>Exceptional</b> |
|--------------------------------------------|---------------------------|------------------------|--------------------------|------------------------|--------------------|
| <b>Inclusion</b>                           |                           |                        | ✓                        |                        |                    |
| <b>Curriculum and teaching</b>             |                           |                        | ✓                        |                        |                    |
| <b>Achievement</b>                         |                           |                        | ✓                        |                        |                    |
| <b>Attendance and behaviour</b>            |                           |                        | ✓                        |                        |                    |
| <b>Personal development and well-being</b> |                           |                        | ✓                        |                        |                    |
| <b>Leadership and governance</b>           |                           |                        | ✓                        |                        |                    |
| <b>Early Years</b>                         |                           |                        | ✓                        |                        |                    |
| <b>Safeguarding</b>                        | <b>Met</b>                |                        |                          | <b>Not Met</b>         |                    |
|                                            | ✓                         |                        |                          |                        |                    |

### Key strategic areas for development 2026 – 27

| Objective | Area for development                                                                         | Focus                                                                                                                                                                                                         |
|-----------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>  | Curriculum & Teaching - Reading<br>Personal Development and Wellbeing – Reading for Pleasure | To further develop the quality of reading practice and pedagogy across the school, with a particular focus on developing a strong culture of reading for pleasure.                                            |
| <b>2</b>  | Curriculum & Teaching – Maths                                                                | To further develop the maths curriculum to ensure all children are proficient in foundation maths skills                                                                                                      |
| <b>3</b>  | Inclusion - ARP                                                                              | To further develop the Additionally Resourced Provision (ARP) for deaf children, providing exceptional specialist provision while strengthening inclusive practice across the whole school.                   |
| <b>4</b>  | Inclusion – Strategy and Intervention                                                        | To develop a school approach to inclusion where pupils with SEND are identified accurately, receive effective provision and make measurable progress from their starting points                               |
| <b>5</b>  | Personal development and well-being – Enrichment                                             | Further develop a high-quality, inclusive enrichment offer that broadens horizons, develops pupils’ skills and interests, and ensures equitable access to a wide range of experiences                         |
| <b>6</b>  | Achievement – Vulnerable Groups                                                              | To have a robust mechanism for identifying disadvantaged pupils and pupils vulnerable to underachievement, with a particular focus on improving writing outcomes and closing gaps in attainment and progress. |
| <b>7</b>  | Leadership and governance – Development and succession planning                              | To develop strong, confident and sustainable school leadership through the development of the Headteacher and Senior Leadership Team                                                                          |
| <b>8</b>  | Behaviour and Attendance – Behaviour for learning                                            | Strengthen behaviour for learning by ensuring consistent expectations, routines and responses across the school, with a particular focus on inclusion, SEND and disadvantaged pupils.                         |
| <b>9</b>  | Early Years – Foundational Skills                                                            | To strengthen the Early Years curriculum, securing strong foundations in early reading, communication and language, and wider learning                                                                        |

## School Development Plan 2026 – 27

| Strategic Objective 1  | To further develop the quality of reading practice and pedagogy across the school, with a particular focus on developing a strong culture of reading for pleasure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RAG RATING                            |        |        |
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| <b>Ofsted Area(s)</b>  | Curriculum & Teaching - Reading<br>Personal Development and Wellbeing – Reading for Pleasure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Impact and Next steps - Autumn</b> |        |        |
| <b>Intent</b>          | To create a whole-school reading culture where reading is valued, enjoyed and embedded across the curriculum. To strengthen teachers' knowledge of effective reading pedagogy and ensure that all pupils develop positive attitudes towards reading alongside strong reading outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                       |        |        |
| <b>Implementation</b>  | <ul style="list-style-type: none"> <li>• Complete the Open University Reading Schools Programme – Enriching Your Reading Culture (2026–2027).</li> <li>• Audit current reading provision and identify priorities for development.</li> <li>• Develop classroom library environments that promote reading for pleasure. Update reading areas with texts that children are motivated to read.</li> <li>• Enhance staff expertise in reading pedagogy through professional development and collaborative practice.</li> <li>• Increase opportunities for independent reading, book talk and reading recommendations across the curriculum.</li> <li>• Engage parents and the wider community in promoting reading.</li> </ul> | <b>Impact and Next steps – Spring</b> |        |        |
| <b>Intended Impact</b> | <ul style="list-style-type: none"> <li>• Reading for pleasure is embedded within the culture of the school.</li> <li>• Staff demonstrate increased confidence and consistency in effective reading pedagogy.</li> <li>• Pupils engage enthusiastically with reading and can discuss books confidently.</li> <li>• Increased reading engagement contributes to improved attainment, vocabulary development and wider curriculum access.</li> </ul>                                                                                                                                                                                                                                                                          |                                       |        |        |
| <b>Responsibility</b>  | Lead: JB<br>Supported by: English Team – LP & GB and HJ    Funded in part by The Friends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Impact and Next steps – Summer</b> |        |        |

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| <b>Monitoring</b> | Reading Schools Programme milestones; pupil voice; learning walks; book scrutiny; library usage; reading data; governor curriculum reports; staff feedback. |  |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Strategic Objective 2  | To further develop the maths curriculum to ensure all children are proficient in foundation maths skills                                                                                                                                                                                                                                                                                                                                                                                                                             | RAG RATING                            |        |        |
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| <b>Ofsted Area(s)</b>  | Curriculum & Teaching – Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Impact and Next steps - Autumn</b> |        |        |
| <b>Intent</b>          | To ensure all pupils, with a clear focus on pupils with SEND and pupils vulnerable to underachievement, achieve the foundation skills needed in maths to reach the expected standard by the end of Key Stage 2.                                                                                                                                                                                                                                                                                                                      |                                       |        |        |
| <b>Implementation</b>  | <ul style="list-style-type: none"> <li>• Y4 &amp; Y5 focus: GT and to HR to complete the BBO Maths Hub ‘Mastering Number in KS2’ training and roll out the programme in these year groups</li> <li>• Y1, Y2, Y3, Y6 – Review of fluency lessons to ensure sessions are being taught consistently and identify priorities for development.</li> <li>• Enhance staff expertise in maths pedagogy, specifically in the acquisition of foundation number skills, through professional development and collaborative practice.</li> </ul> | <b>Impact and Next steps – Spring</b> |        |        |
| <b>Intended Impact</b> | Increase in confidence in teacher pedagogy<br>Increase fidelity to fluency teaching<br>Improved pupil outcome in maths                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |        |        |
| <b>Responsibility</b>  | Lead: GT<br>Supported by: HR, BBO Maths Hub Mentors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Impact and Next steps – Summer</b> |        |        |
| <b>Monitoring</b>      | BBO Maths Hub ‘Mastering Number in KS2’ milestones; pupil voice; learning walks; book scrutiny; reading data; governor curriculum reports; staff feedback.                                                                                                                                                                                                                                                                                                                                                                           |                                       |        |        |

| Strategic Objective 3  | To further develop the Additionally Resourced Provision (ARP) for Deaf children, providing exceptional specialist provision while strengthening inclusive practice across the whole school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RAG RATING                     |        |        |
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| <b>Ofsted Area(s)</b>  | Inclusion – ARP & SEND<br>Personal Development and Wellbeing / Curriculum & Teaching – Whole school<br>BSL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Impact and Next steps - Autumn |        |        |
| <b>Intent</b>          | To establish high-quality specialist teaching and leadership within the ARP, ensuring Deaf pupils receive effective educational provision while promoting inclusion, communication and awareness across the whole school community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |        |        |
| <b>Implementation</b>  | <ul style="list-style-type: none"> <li>Recruit a Teacher in Charge of the ARP</li> <li>Provide induction, mentoring and leadership support both internally and externally to develop the role successfully.</li> <li>Enable the Teacher in Charge to complete role-specific professional development, including BSL Level 1.</li> <li>By the end of the academic year, review and support progression towards the Teacher of the Deaf qualification (QTOD), where appropriate.</li> <li>Develop the skills and leadership capacity of Learning Support Assistants working within the ARP to further enhance specialist provision for Deaf children.</li> <li>Develop the strategic leadership and implementation of BSL across the school, exploring opportunities for BSL to become part of the wider curriculum and school culture.</li> </ul> | Impact and Next steps – Spring |        |        |
| <b>Intended Impact</b> | Pupils accessing the ARP achieve and thrive through effective specialist provision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                |        |        |
| <b>Responsibility</b>  | Lead: HA<br>Supported by: MH, HJ and Cam Deo – County Lead for Deaf provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Impact and Next steps – Summer |        |        |
| <b>Monitoring</b>      | Recruitment milestones; appraisal and professional development records; pupil progress and EHCP outcomes; learning walks; pupil and parent voice; governor SEND reports; external specialist reviews and reports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |        |        |

| Strategic Objective 4 | To develop a school approach to inclusion where pupils with SEND are identified accurately, receive effective provision and make measurable progress from their starting points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RAG RATING                     |        |        |
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| Ofsted Area(s)        | Inclusion – Strategy and Intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Impact and Next steps - Autumn |        |        |
| Intent                | To develop and embed a whole-school approach to inclusion, informed by the needs of our cohort and aligned with the DfE’s seven principles of inclusive practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                |        |        |
| Implementation        | <ul style="list-style-type: none"> <li>• Develop and publish the Inclusion Strategy, informed by cohort needs, barriers to learning and participation, and the effective use of the Inclusive Mainstream Fund.</li> <li>• Review and strengthen provision across the seven areas of inclusion, ensuring inclusion is embedded across school practice rather than viewed solely as SEND provision.</li> <li>• Strengthen identification, ordinarily available provision and early intervention for pupils with additional needs.</li> <li>• Develop staff confidence and consistency in high-quality adaptive teaching and inclusive classroom practice.</li> <li>• Strengthen partnership with families, external agencies and wider services to support pupils effectively.</li> <li>• Ensure enrichment, the school environment, culture and wider opportunities are accessible and inclusive for all pupils.</li> <li>• Establish clear systems for monitoring the impact of inclusive provision on pupil participation, progress and outcomes.</li> </ul> | Impact and Next steps – Spring |        |        |
| Intended Impact       | <ul style="list-style-type: none"> <li>• Inclusion is embedded as a whole-school responsibility.</li> <li>• Pupils’ needs are identified accurately and barriers to learning and participation are addressed early.</li> <li>• Staff consistently provide high-quality, adaptive and inclusive teaching.</li> <li>• Pupils with SEND and additional needs make measurable progress from their starting points.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |        |        |

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|                       | <ul style="list-style-type: none"> <li>The school can demonstrate the impact of its inclusive practice and use of funding.</li> </ul>                                                   |                                       |
| <b>Responsibility</b> | Lead: HJ & MH - SENDco<br>Supported by: SLT, staff team, governors and external partners                                                                                                | <b>Impact and Next steps – Summer</b> |
| <b>Monitoring</b>     | Inclusion Strategy; SEND and pupil progress data; provision mapping; learning walks; pupil and parent voice; staff feedback; governor monitoring; review of IMF expenditure and impact. |                                       |

| Strategic Objective 5  | Further develop a high-quality, inclusive enrichment offer that broadens horizons, develops pupils' skills and interests, and ensures equitable access to a wide range of experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                       |        |        |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------|--------|
|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn                                | Spring | Summer |
| <b>Ofsted Area(s)</b>  | Personal development and well-being – Enrichment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Impact and Next steps - Autumn</b> |        |        |
| <b>Intent</b>          | To build on the school's strong existing enrichment offer, ensuring it is broad, inclusive and purposeful, with all pupils accessing a range of experiences that develop interests, skills, confidence and wider understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |        |        |
| <b>Implementation</b>  | <ul style="list-style-type: none"> <li>Audit the existing enrichment offer against the DfE Enrichment Benchmarks and identify opportunities to strengthen provision.</li> <li>Ensure all pupils have access to a broad range of experiences across arts and culture, nature and outdoors, sport and physical activity, civic engagement and wider life skills.</li> <li>Develop a system to monitor participation and identify pupils who may be at risk of missing out, particularly disadvantaged pupils and pupils with SEND.</li> <li>Use pupil voice to shape and develop the enrichment offer.</li> <li>Strengthen partnerships with external providers and the wider community to broaden opportunities and expertise.</li> <li>Ensure participation and achievement in enrichment are communicated, celebrated and valued.</li> </ul> | <b>Impact and Next steps – Spring</b> |        |        |
| <b>Intended Impact</b> | <ul style="list-style-type: none"> <li>All pupils access a broad and well-rounded range of enrichment experiences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |        |        |

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|                       | <ul style="list-style-type: none"> <li>• Barriers to participation are identified and addressed, ensuring equitable access.</li> <li>• Pupils develop new interests, skills, confidence and a broader understanding of the world.</li> <li>• Enrichment contributes positively to pupils' wellbeing, belonging and personal development.</li> </ul> |                                       |
| <b>Responsibility</b> | Lead: HJ<br>Supported by: Staff team, Friends, external partners and governors                                                                                                                                                                                                                                                                      | <b>Impact and Next steps – Summer</b> |
| <b>Monitoring</b>     | Enrichment audit; participation data; pupil voice; parent and staff feedback; enrichment records; governor monitoring; review against DfE Enrichment Benchmarks.                                                                                                                                                                                    |                                       |

| Strategic Objective 6 | To have a robust mechanism for identifying disadvantaged pupils and pupils vulnerable to underachievement, with a particular focus on improving writing outcomes and closing gaps in attainment and progress.                                                                                                                                                                                                                                         | RAG RATING                            |        |        |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn                                | Spring | Summer |
| <b>Ofsted Area(s)</b> | Achievement – Vulnerable groups                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Impact and Next steps - Autumn</b> |        |        |
| <b>Intent</b>         | To develop a consistent, whole-school approach to identifying disadvantaged pupils and pupils vulnerable to underachievement, ensuring that barriers to learning are identified early and addressed through high-quality teaching, targeted support and effective intervention, with a particular focus on improving writing outcomes.                                                                                                                |                                       |        |        |
| <b>Implementation</b> | <b>Identification</b> <ul style="list-style-type: none"> <li>• Maintain an accurate register of disadvantaged and vulnerable pupils.</li> <li>• Use assessment, attendance, behaviour and pastoral information to identify pupils at risk of underachievement.</li> </ul> <b>Targeted teaching</b> <ul style="list-style-type: none"> <li>• Ensure disadvantaged and vulnerable pupils receive consistently strong Quality First Teaching.</li> </ul> | <b>Impact and Next steps – Spring</b> |        |        |

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|                        | <ul style="list-style-type: none"> <li>• Use assessment to identify gaps and adapt teaching accordingly.</li> </ul> <p><b>Intervention – including QFT</b></p> <ul style="list-style-type: none"> <li>• Develop a clear process for identifying, delivering and reviewing targeted intervention.</li> <li>• Ensure interventions are focused on identified gaps and have measurable outcomes.</li> </ul> <p><b>First in Line (FiL) strategies</b></p> <ul style="list-style-type: none"> <li>• Embed consistent FiL strategies across the school.</li> <li>• Share effective practice and develop staff confidence in supporting vulnerable pupils.</li> </ul> <p><b>Data / monitoring</b></p> <ul style="list-style-type: none"> <li>• Establish a clear cycle for monitoring attainment and progress.</li> <li>• Review the impact of teaching and intervention and adapt provision where necessary.</li> </ul> <p><b>Bottom 20% of readers</b></p> <ul style="list-style-type: none"> <li>• Identify and track pupils in the bottom 20% of readers.</li> <li>• Provide targeted support and monitor progress regularly.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Identify disadvantaged and vulnerable pupils who are at risk of underachievement in writing.</li> <li>• Ensure high-quality writing provision and targeted support address identified gaps.</li> <li>• Track progress in writing closely and adapt teaching and intervention accordingly.</li> <li>• Share effective strategies for improving writing outcomes across the school.</li> </ul> |  |
| <b>Intended Impact</b> | <ul style="list-style-type: none"> <li>• Disadvantaged and vulnerable pupils are accurately identified and their needs understood.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

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|                       | <ul style="list-style-type: none"> <li>Targeted teaching and intervention effectively address identified barriers and gaps.</li> <li>Disadvantaged and vulnerable pupils make strong progress from their starting points.</li> <li>Pupils in the bottom 20% of readers make accelerated progress.</li> <li>Disadvantaged and vulnerable pupils make improved progress and attainment in writing, with gaps identified and addressed promptly.</li> </ul> |                                       |
| <b>Responsibility</b> | Lead: HJ & JB<br>Supported by: SLT, SENCO, Class Teachers and Teaching Assistants                                                                                                                                                                                                                                                                                                                                                                        | <b>Impact and Next steps – Summer</b> |
| <b>Monitoring</b>     | Pupil progress meetings; assessment data; intervention reviews; bottom 20% reading tracker; learning walks; book scrutiny; pupil voice; governor monitoring.                                                                                                                                                                                                                                                                                             |                                       |

| Strategic Objective 7 | To develop strong, confident and sustainable school leadership through the development of the Headteacher and Senior Leadership Team                                                                                                                                                                                                                                                                                                                                                                                                                                  | RAG RATING                            |        |        |
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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn                                | Spring | Summer |
| <b>Ofsted Area(s)</b> | Leadership and governance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Impact and Next steps - Autumn</b> |        |        |
| <b>Intent</b>         | To develop the leadership capacity, confidence and effectiveness of the Headteacher and SLT, establishing clear roles, shared accountability and a strong culture of strategic leadership.                                                                                                                                                                                                                                                                                                                                                                            |                                       |        |        |
| <b>Implementation</b> | <ul style="list-style-type: none"> <li>Headteacher to complete the Early Career Headteacher programme and engage with the Early Heads mentor programme and Liaison Group.</li> <li>Develop clear roles, responsibilities and areas of accountability across SLT.</li> <li>Establish effective systems for strategic planning, monitoring and evaluation.</li> <li>Develop SLT confidence and expertise in leading whole-school improvement priorities.</li> <li>Establish regular SLT meetings focused on strategic development, Monitoring and Evaluation</li> </ul> | <b>Impact and Next steps – Spring</b> |        |        |

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|                        | <ul style="list-style-type: none"> <li>• Develop distributed leadership and opportunities for staff to develop leadership capacity and impact.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |                                       |
| <b>Intended Impact</b> | <ul style="list-style-type: none"> <li>• The Headteacher develops confidence and effectiveness in leading school improvement.</li> <li>• SLT demonstrates strong strategic leadership and shared accountability.</li> <li>• Leadership roles and responsibilities are clear and effectively distributed.</li> <li>• SLT is increasingly confident in using evidence to evaluate impact and identify next steps</li> <li>• The school has a strong, sustainable leadership structure capable of securing continued improvement.</li> </ul> |                                       |
| <b>Responsibility</b>  | Lead: HJ & RB - CoG<br>Supported by: GT & JB                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Impact and Next steps – Summer</b> |
| <b>Monitoring</b>      | Headteacher development programme; mentor feedback; SLT evaluations; school improvement monitoring; performance management; governor feedback; staff voice.                                                                                                                                                                                                                                                                                                                                                                               |                                       |

| Strategic Objective 8 | Strengthen behaviour for learning by ensuring consistent expectations, routines and responses across the school, with a particular focus on inclusion, SEND and disadvantaged pupils.                                                                                                                                                                                                                                   | RAG RATING                            |        |        |
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| <b>Ofsted Area(s)</b> | Behaviour and Attendance – Behaviour for Learning                                                                                                                                                                                                                                                                                                                                                                       | <b>Impact and Next steps - Autumn</b> |        |        |
| <b>Intent</b>         | To strengthen behaviour for learning through consistent expectations, routines and responses, ensuring that behaviour supports positive learning outcomes for all pupils, including pupils with SEND and disadvantaged pupils.                                                                                                                                                                                          |                                       |        |        |
| <b>Implementation</b> | <ul style="list-style-type: none"> <li>• Embed consistent whole-school expectations for behaviour for learning.</li> <li>• Ensure staff use agreed approaches and reasonable adjustments to support pupils with SEND.</li> <li>• Develop consistent use of rewards, sanctions and restorative approaches.</li> <li>• Use pupil voice and staff feedback to review the effectiveness of behaviour approaches.</li> </ul> | <b>Impact and Next steps – Spring</b> |        |        |

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|                        | <ul style="list-style-type: none"> <li>• Provide targeted support where individual pupils or groups need additional intervention</li> </ul>                                                                                                                                                                                                                                                                                              |                                       |
| <b>Intended Impact</b> | <ul style="list-style-type: none"> <li>• Improved consistency in behaviour expectations and classroom routines.</li> <li>• Improved engagement, readiness to learn and behaviour for learning.</li> <li>• Reduction in repeated behaviour incidents.</li> <li>• Improved outcomes for identified groups, including SEND and disadvantaged pupils.</li> <li>• Increased staff confidence and consistency in managing behaviour</li> </ul> |                                       |
| <b>Responsibility</b>  | Lead: HJ & MH – SENDc0<br>Supported by: Senior Leadership Team, all teaching and support staff.                                                                                                                                                                                                                                                                                                                                          |                                       |
| <b>Monitoring</b>      | Behaviour data and trends - CPOMs; Learning walks and observations; Pupil voice; Staff feedback; SEND and disadvantaged pupil data; SLT review and governor monitoring                                                                                                                                                                                                                                                                   | <b>Impact and Next steps – Summer</b> |

| Strategic Objective 9 | To strengthen the Early Years curriculum, securing strong foundations in early reading, communication and language, and wider learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RAG RATING                            |        |        |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------|--------|
|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn                                | Spring | Summer |
| <b>Ofsted Area(s)</b> | Early Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Impact and Next steps - Autumn</b> |        |        |
| <b>Intent</b>         | <ul style="list-style-type: none"> <li>• Develop a coherent, ambitious EYFS curriculum that builds the knowledge and skills children need for future learning.</li> <li>• Prioritise communication and language, early reading, phonological awareness and vocabulary.</li> <li>• Ensure strong foundations in early mathematics, physical development and self-regulation.</li> <li>• Children develop secure foundational knowledge and skills and make strong progress from their starting points.</li> <li>• Children demonstrate improved communication, vocabulary, phonological awareness and early reading skills.</li> <li>• Increasing numbers of children achieve the expected level of development, providing a strong foundation for Year 1 and beyond.</li> </ul> |                                       |        |        |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Implementation</b>  | <ul style="list-style-type: none"> <li>• Review and refine the EYFS curriculum progression and sequencing.</li> <li>• Strengthen systematic teaching of phonics, oral language, vocabulary and early reading.</li> <li>• Ensure continuous provision consistently reinforces taught knowledge and skills.</li> <li>• Develop staff expertise in early reading and effective EYFS pedagogy.</li> <li>• Use assessment and observation to identify gaps early and adapt provision accordingly.</li> <li>• JB to attend PIPs</li> </ul> | <b>Impact and Next steps – Spring</b> |
| <b>Intended Impact</b> | <ul style="list-style-type: none"> <li>• Children develop secure foundational knowledge and skills and make strong progress from their starting points.</li> <li>• Children demonstrate improved communication, vocabulary, phonological awareness and early reading skills.</li> <li>• Increasing numbers of children achieve the expected level of development, providing a strong foundation for Year 1 and beyond.</li> </ul>                                                                                                    |                                       |
| <b>Responsibility</b>  | Lead: JB<br>Supported by: Christina Warren LA EYs Adviser, HJ                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Impact and Next steps – Summer</b> |
| <b>Monitoring</b>      | EYFS Headline Visits, Learning walks and provision monitoring, Phonics and early reading assessment, Data- ELG                                                                                                                                                                                                                                                                                                                                                                                                                       |                                       |