

Overall aim:		To ensure excellence in school provision.	
Aim	Rationale	Success criteria	Actions
Quality of Education:			
Embed a coherent curriculum with clear knowledge goals and robust assessment processes across all subjects to ensure pupils build and retain knowledge effectively. Enhance curriculum relevance through integration of careers education and real-life learning experiences. Develop further clear, realistic, and effectively manageable SEND provision that addresses the growing diversity and complexity of pupils' needs, while managing limited external support, to ensure inclusive education and meaningful progress for all pupils.	Ofsted 2024 highlighted that assessment in wider curriculum subjects is still in its infancy and not always used effectively to close knowledge gaps. Improving curriculum clarity and assessment will raise pupil attainment and retention. Linking learning to real-world contexts increases pupil engagement and understanding of the purpose of their education. The school faces increasing numbers of pupils with complex SEND needs and fewer external resources for specialist support. Tailored, well-coordinated internal provision is essential to enable these pupils to access the curriculum, make progress, and feel included despite these challenges.	- Curriculum knowledge and skills are clearly articulated and sequenced in all subjects. - Teachers use assessment data effectively to identify and address gaps in pupil learning. - Subject leaders demonstrate impact through monitoring and pupil outcomes. - Pupils confidently articulate their learning and recall key knowledge. - Curriculum plans include planned careers and real-life learning links. - Pupils demonstrate awareness of career pathways and real-life applications of learning. - Increased pupil engagement observed during enriched curriculum activities. - Class teachers are consistently confident with identifying and supporting SEND needs. - Pupils with SEND make at least expected progress in core areas, relative to starting points. - All pupils with SEND fully included in the wider curriculum and school life. - Staff report increased confidence in adapting teaching and managing needs	- Refine and standardise curriculum sequences with clear knowledge expectations. - Implement and embed assessment tools and processes for all subjects. - Provide ongoing staff training on assessment use and knowledge retention strategies. - Schedule regular monitoring and feedback sessions with subject leaders. - Develop and embed careers education framework across year groups. - Organise career talks, visits, and work-related learning opportunities. - Incorporate real-life problem-solving activities into lessons. - Collect pupil feedback on relevance and impact of curriculum enrichment. - Audit and evaluate staff current strengths and areas for development for supporting SEND, with a view to developing champion type roles

		• Inclusive teaching strategies observed in regular monitoring • Parents of SEND pupils feel informed, heard, and supported • In-house expertise built up through staff training and shared resources. • Referrals to external agencies prioritised and tracked with clear outcomes.	• Deliver targeted CPD sessions on aspects identified as areas for development • Establish a peer observation system for sharing effective inclusive practices. • Review and streamline documentation (e.g. One Page Profiles, Provision Plans) for clarity and impact. • Monitor SEND pupil progress using a triangulation of data: academic, social/emotional, and attendance/behaviour. • Conduct learning walks with a SEND focus termly.
Behaviour and Attitudes:			
Establish consistent behaviour management, reinforce clear expectations, promote social adaptability through mixing classes, and develop pupil independence, teamwork, and resilience.	Consistent behaviour management by all staff underpins a positive school climate and secure learning environment. Regularly revisiting rules helps pupils internalise expectations. Mixing classes encourages adaptability and builds social skills crucial for lifelong resilience. Fostering independence and teamwork supports emotional wellbeing and enhances academic outcomes.	• Behaviour management approaches are consistently applied across all staff, with fewer incidents and clearer boundaries. • Pupils and staff can articulate school rules and understand their application in day-to-day situations. • Regular planned class mixing opportunities increase pupils' social adaptability and resilience, with positive feedback. • Pupils demonstrate greater independence, teamwork, and resilience in both classroom and playground settings.	• Deliver regular training and coaching sessions for all staff on consistent behaviour management strategies, including individual coaching support where needed. • Schedule termly whole-school assemblies and class sessions revisiting school rules and expectations with real-life examples. • Organise opportunities for mixing classes during selected lessons, projects, and playtimes to build social skills. • Embed structured activities that promote independence, teamwork, and resilience within the curriculum and OPAL play provision.

			• Monitor and review behaviour data regularly to inform targeted interventions and celebrate improvements. • Provide ongoing coaching for staff to support reflection and consistency in applying behaviour strategies. • Develop clear communication channels to keep parents informed about behaviour policies, expectations, and how they can support positive behaviour at home. • Use newsletters, parent meetings, and school website updates to reinforce behaviour expectations and celebrate positive behaviour.
Personal Development:			
Strengthen early mental health and high needs support, deepen spirituality understanding, embed trauma-informed teaching, develop practical life skills, enhance career learning, and celebrate diversity to foster an inclusive, supportive environment.	Early mental health and targeted high needs support are crucial to prevent escalation and support well-being. Clarifying and embedding spirituality enriches pupils' social, moral, spiritual, and cultural (SMSC) development. Trauma-informed approaches improve outcomes for vulnerable pupils and benefit whole-class dynamics. Practical food and life skills equip children for independence. Career learning enhances aspiration and purpose. Celebrating diversity ensures all pupils feel represented and included.	• Increased access and impact of early mental health and high needs provision with clear referral and support pathways. • Pupils and staff can clearly explain spirituality terminology and see its connection across the curriculum. • Trauma-informed teaching practices are adopted consistently, improving behaviour and engagement. • Career learning opportunities increase through visits and visitors, enhancing pupil aspiration. • Diversity is visibly celebrated through events like cultural weeks, with pupil and community engagement.	• Develop and deliver early mental health interventions, including training for staff and clear referral systems. • Provide coaching and training on trauma-informed teaching strategies for all staff. • Clarify spirituality terminology and integrate it explicitly into PSHE and collective worship programmes. • Organise career-related visits, workshops, and guest speakers linked to curriculum learning. • Plan and deliver diversity and cultural celebration weeks, involving pupils, families, and staff.

			Coach staff to identify and support pupils' personal development needs through regular reflective practice.
Leadership and Management:			
Enhance staff induction and support systems, strengthen early career teacher development, ensure inclusive TA engagement, clarify leadership roles, and improve parent understanding of school systems.	Effective induction with buddy systems and shadowing increases staff retention and consistency. Supporting Early Career Teachers (ECTs) boosts morale and teaching quality. Inclusive TA meetings allow all staff, including SEN 1:1s, to contribute effectively. Clear communication about Subject Leads and their roles improves accountability. Engaging parents with school systems fosters positive home-school relationships essential for pupil success.	- All new staff have a buddy and access to shadowing opportunities, leading to improved retention rates. - ECTs receive regular support, celebrate milestones, and demonstrate progress in their teaching roles. - TA meetings include SEN 1:1 staff, with high participation and feedback reflecting support needs met. - Subject Leads' roles are clearly communicated, with staff able to identify leads and understand their responsibilities. - Parents report better understanding of behaviour policies, homework expectations, and other key systems.	- Develop and implement a more formal induction programme including buddy assignment and shadowing for all new staff. - Celebrate ECT achievements and provide tailored professional development and mentorship. - Provide coaching sessions for staff to develop pedagogy, leadership, and wellbeing. - Adjust TA meetings to enable more equitable participation - Create and disseminate clear communications detailing Subject Lead roles and points of contact. - Organise parent workshops, newsletters, and FAQs to clarify school systems like behaviour and homework policies.
Early Years Foundation Stage:			
Develop a strong foundation in mathematics, enhance outdoor and play provision, and create a calm, sensory-rich environment to support children's engagement, wellbeing, and readiness to learn.	A coherent maths progression from Nursery to Reception is critical for later academic success. Enhanced outdoor areas and enriched construction resources encourage sensory, physical, and STEM development through play. Embedding OPAL early fosters independence and wellbeing, while a Hygge-inspired calm environment	- Maths fluency progression from Nursery to Reception is embedded and tracked. - Outdoor areas are improved with new equipment such as mud kitchens and scooters, leading to higher engagement. - Construction resources are expanded through successful fundraising efforts.	- Implement and monitor the Fluency maths progression scheme across Nursery and Reception. - Plan, resource, and develop outdoor play spaces with mud kitchen, scooters, and sensory features.

Develop further effective continuous provision	supports children's emotional regulation and learning readiness.	• OPAL play is fully integrated from the earliest stages, demonstrating positive impact on wellbeing and independence. • EYFS environment supports calmness and sensory needs, visibly improving children's regulation and focus. • All Adults are confident with enhancing provision and interacting to deepen learning. • Planning clearly reflects enhancements to provision linked to children's interests and needs	• Organise fundraising initiatives to expand construction and STEM materials. • Embed OPAL play principles in EYFS practice, training staff accordingly. • Introduce Hygge-inspired approaches to create a calm, sensory-rich classroom environment and train staff on supporting self-regulation. • Continue to hold termly CPD sessions focusing on the role of adults in continuous provision—how to observe, scaffold, and extend learning as part of phase meetings • Introduce peer observations and feedback cycles focusing on continuous provision quality and adult interaction. • Involve children in the evaluation and design of continuous provision areas via regular pupil voice activities.
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Assessment is in its infancy in some wider curriculum subjects. Sometimes, it is not used well enough to check that pupils have remembered the knowledge they have been taught. As a result, some pupils have gaps in their knowledge and do not build their knowledge well over time. The school needs to ensure that assessment is used effectively across all subjects and use this information to inform future learning