	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

KDP1. Quality of Education   **Link Governor:**

LINKS TO SCHOOL INSPECTION TOOLKIT (Ofsted Sept 2025): Inclusion, Curriculum and teaching, Achievement

CONTEXT

WHY:

To achieve academic success for every pupil, we need to:

Ensure the curriculum meets the needs of each child as individuals,

Build on and further develop children's oracy and communication skills,

Increase children's resilience

Ensure children understand and use their metacognitive skills,

Utilise educational research effectively to provide bespoke solutions whilst avoiding lethal mutation,

Strengthen retrieval practice in all areas of learning, allowing children to know more, know how to do more, understand more and remember more,

Ensure a consistent, highly effective approach to all initiatives across school,

Continue to improve upon all aspects of teaching and learning by building on our strong foundations.

WHAT STRENGTHS ARE ALREADY IN PLACE?

- Experienced, effective staff across school who are enthusiastic about developing their practice,
- Well-developed practice for retrieval, metacognition and the use of our learning habits,

FUTURE:

Children who are all confident, successful learners who participate fully in school life and are ready to take their next steps.

Staff who are highly skilled and innovative practitioners, delivering effective lessons and enjoying their roles in school

ENGAGE:

All staff – through a sense of belonging and opportunity

Children – through resilience, active engagement in their learning, curiosity to know more and the determination to succeed,

Parents – through support to help them to support their children in the best ways possible.

DELIVER:

A world class education for our pupils and high-class professional development and opportunity for our staff.

Not Started Yet	**Good Progress Made**	**Some Progress Made**	**No Progress Made**

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
HIGH QUALITY LEARNING	**BEST PRACTICE THINKING:** Using research and good practice, we understand how children learn with the greatest impact, implementing whole school approaches to ensure maximum pupil participation in all areas.					
TARGET 1: THINKING CLASSROOMS Develop thinking classrooms – questioning, thinking, listening, speaking - throughout school, where all children participate in learning and discussion	**1.1** Through INSET session, begin professional development – SLT/all staff September 25	What is a thinking classroom, why are we adopting this idea, how will we go about it and what will be the impact?	• All staff understand and adapt teaching to engage learners more effectively • All staff use questioning effectively • All learners use thinking skills			
	1.2 Hold professional development meetings (PDMs) – SLT - termly 25/26	KS meetings PDMs	• Staff develop their understanding of thinking classrooms and share progress			
	1.3 Use IRIS Connect to provide coaching – SH to lead with all teachers – 25/26	SLT through discussions of practice and coaching. How are we using professional development in classrooms?	• All staff use and further develop the techniques discussed as an integral part of their practice			

Not Started Yet	Good Progress Made	Some Progress Made	No Progress Made

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
TARGET 2: PUPIL PARTICIPATION Effective retrieval practice is in place for all classes in all subjects.	**2.1** Review and share good practice PPA- SLT Aut/Spr/Sum 25/26	SH to monitor Discussions with staff. How effective is retrieval practice and how do staff know? What is the impact? What could be better and how?	• Children can articulate how they retrieve prior knowledge and understanding			
	2.2 Build new retrieval techniques – hot seating/freeze framing/AI led/Plickers through termly staff PDMs – 25/26	SLT to lead and monitor in classrooms	• A wide range of retrieval techniques is in place, engaging children in learning and supporting them to retrieve key learning			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	**Spring**	**Summer**
TARGET 3: DEVELOP TEACHING All use iPads in a skilful, confident manner as a teaching tool to promote high levels of engagement in learning	**3.1** Apple coaches work with staff to develop confidence in teaching – 25/26	SH/KMB/MZ/SP	• Staff use iPads effectively in all classes			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	**Spring**	**Summer**
TARGET 4: IMPROVE COMMUNICATION Children in all classes understand and use communication effectively as a tool to improve their learning	**4.1** Complete Oracy project with Cambridge Uni/Twinkle and create in-school professional development – KH/LB 25/26 **4.2** Use the Good Reasoning Tree to support pupils to debate and discuss key issues 25/26 **4.3** Participate in the Poetry by Heart (PBH) competition EYFS/Y1/Y2 – shared rhymes, Y3 – simple poem, Y4-6 website choice Intro Oct 25/competition Spr 1 26 **4.4** RED Talks (respect/educate/discover) EYFS/Y1 – show and tell Y2 – Y6 – RED talk	How can we improve children's communication skills? What works best and why? How does the GRT support children? How is the GRT used effectively in each class? How has children's ability to speak aloud improved thanks to RED and PBH?	• All children from years F1 to 6 understand and use effective communication • Teaching in all classes develops communication skills • Children speak clearly and confidently, adjusting their tone and volume in accordance with the subject material • Children sequence their talk logically, making their purpose clear and easy to understand.			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
TARGET 5: DEVELOP LEARNING Feedback laps are used to ensure children are focusing on and making progress in line with the key learning in each session	5.1. Via a staff PDM, further develop the concept of feedback laps and why they are relevant in the classroom – SLT 25	Observations IRIS Connect from last year. How are teachers feeding back to pupils in lessons? How effective is this? Why?	• Feedback laps are used to check for understanding and to provide live marking and in lesson feedback			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
TARGET 6: DEVELOP LEARNING Expectations are created for presentation and are in place across school	6.1. Review and utilise whole school guidelines for presentation in every class – SLT INSET Aug 25	Where is there good practice? Where do staff need support to develop children's presentation and how is this best achieved?	• The school approach is actively in place in every classroom.			
	6.2. Make sure children in each class need to understand the expectations for presentation – sheets in books as a reminder – SLT/Class teams Sept 25	Book analysis – half termly/SLT – how well is work presented in each class? How are teachers ensuring a school wide approach?	• All books show the expected presentation			
WRITING	**BEST PRACTICE THINKING:** Our children are writers for a wide range of purposes, who deliberately use tools to create effects and to communicate with their audience					
TARGET 7: WRITING Children understand why purpose and audience are	7.1 Further develop writing for purpose and audience – Aut 25	SLT discussions with staff Consider the purpose and audience for the piece. Would it be clear without being told?	• All writing is geared to a given purpose and audience and meets the needs of both.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
relevant to their writing and respond to this effectively.		How have those needs been met?				
TARGET 8: WRITING Children learn the correct grammar for their age group/stage of development	8.1 Use the whole school grammar document via a PDM to ensure all teachers know what should be taught and when. – SLT PDM Sept 25	Discussions with staff re curriculum -how do they ensure grammar is taught, retained and applied? SLT	• The correct grammar is taught in the correct year group. Children working above/below their year group are challenged appropriately. All content is covered.			
TARGET 9: WRITING Children understand why they need to edit their work and how they should do this.	9.1 Review the school-based approach to editing ARMS/CUPS – SLT half termly 25/26	Discussions with staff and children – how is the approach working? What changes need to be made? SLT	• Children edit their work effectively following feedback • Final pieces of work show development from first drafts. • Children give confident, competent feedback which results in positive editing			
TARGET 10: WRITING Develop the teaching of vocabulary in each unit and ensure there are regular opportunities to retrieve and use vocabulary	10.1 Share key vocab for writing with all teachers, along with the year group above and below. Staff highlight opportunities to use vocabulary effectively and ensure it is retrieved 25/26	SLT How does writing show that vocabulary has been successfully embedded?	• Children independently use vocabulary from current learning and from previous blocks/years			
TARGET 11 WRITING Use the Writing Framework to audit practice and to create	11.1 Read Writing Framework as a Leadership team. 11.2 Audit current practice 11.3 Create action plan 11.4 Work with staff through CPD, in class support and subject leader	Where are the gaps in each class? What is required to achieve consistency across school?	• Children are good writers. They create a strong foundation and build on this as they move throughout school			

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
actions for improvement in writing	evaluation to ensure consistency in practice across school. 25/26 All staff	**How effective is writing at the end of each period of support.**				
READING	**BEST PRACTICE THINKING:** Our children are fluent, confident and purposeful readers who use tone, volume and expression to convey meaning					
TARGET 11: READING All year groups from F1 to Y6 use an appropriate version of Poetry By Heart	11.1 Put in place staff professional development – INSET 25	Observations of practice Performances in assembly Competition	• All children use tone, volume and expression to read poetry/rhyme aloud and with confidence			
	11.2 Develop a paired reading assessment tool from years 2 to 6 – KH/JM/HC/KM Aut 1 25	Observations of paired reading practice – SLT/LT How are children providing feedback to their partner? What impact does this have on their reading? How much progress do they make?	• Children from Y2 to Y6 use the assessment tool. There is clear progress in the way children are reading aloud, leading to greater immersion in the text and understanding of how and why grammatical features are used.			
	11.3 Develop a spine of guided reading texts for each year group, which are chosen with care – they are chosen to evoke emotion in teacher and children and provide learners with an appropriate level of challenge. Staff talk about the books they have read over the holidays All staff INSET 25	Why could this text be chosen – both for teacher and children?	• Teachers are passionate about the texts they use. This passion is passed on to children. An emotional response is evoked with each text and children are engaged in reading. Texts challenge children's thinking.			
TARGET 12:- READING	12.1 Build children's resilience and stamina in reading	Analysis of planning with SLT partners.	• Children have the necessary stamina and read longer texts on a regular basis. This builds as			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	**Spring**	**Summer**
Ensure all children develop resilience and stamina as key reading skills.	through the planned use of longer texts. Class teachers/ SLT Aut 1 25	How have teachers built children's stamina? Which texts have they planned to use and why?	they move through school, culminating in the reading of novels/end of KS2 SATs in year 6.			
	12.2 Enable more able readers to tackle more challenging texts as a group and create high level questions using reading skills to challenge each other, using elaborative interrogation. Use of Kahoot/Plickers where appropriate. Class teachers - 25/26	Discussions with children and observations of their learning. SLT Which questions have been used? How easy was it to answer them? How do they make a question more challenging?	• More able readers are confident about the texts they read. Their understanding is clear in the questions they ask of their peers. • Explicit teaching for more able readers takes place in all classes.			
TARGET 13: READING Children become familiar with discussing stories and how they are constructed. They use this information to help them to write their own stories – they read with a writer's eye.	13.1 Use techniques to: Help children to manipulate a story using story dials (character/time/place/plotline) through discussion and paired/group work. Use a story table to develop this technique in EYFS/year 1. Discuss and write prequels and sequels to familiar stories. Class teachers from Aut 25	Observations of practice – SLT. How are the children becoming familiar with the technique? What is the impact on their writing as the year progresses?	• Children understand how familiar stories are constructed and become skilled in adapting them to use as a basis for their own.			
MATHS	**BEST PRACTICE THINKING:** Our children are fluent mathematicians, who seek, recognise and manipulate number patterns and relationships.					
TARGET 14: MATHS Further develop understanding of number	14.1 Work with children to develop even greater fluency with their tables. Class teachers from Aut 25	Observations of practice AN/KM	• Children are fluent in all tables prescribed for their year group.			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
patterns and relationships in the way they relate to multiplication tables.						
TARGET 15: MATHS Become fluent in the use of number patterns and relationships in the way they relate to multiplication tables.	**15.1** Use table sticks from Y2 to Y6 to develop mathematical fluency with multiplication tables: **Y2** are skilled with 2x, 5x and 10x and learn 3x and 4x/11x, using relationships and number patterns - doubles/ halves/ odd/ even **Y3** are skilled with 3x and 4x and learn 6x, 7x, 8x, 11x and 12x using relationships and number patterns -doubles /halves /odd /even. The use of division facts is taught directly. **Y4** are familiar with all multiplication tables including 9x using relationships and number patterns -doubles /halves /odd /even **Y5** are familiar with all and begin to understand and use multiplication tables for multiples of 10 and simple decimals **Y6** Use relationships and number patterns -doubles /halves /odd /even etc to work	Observations of practice – SLT How fluent are children when using their tables? What evidence is there? What do the MTC results say about the teaching of multiplication tables across school? What happens after the MTC – how is the tables stick method continued and what impact does it have? What development ids there for more able children?	• Children are fluent with their multiplication tables, giving them greater confidence and ability to calculate successfully. • Teaching is consistent across school, ensuring that MTC goals are reached and then built upon in years 5 and 6. • Children leave school with multiplication/division fluency.			

Not Started Yet	Good Progress Made	Some Progress Made	No Progress Made

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
	with 2-digit numbers and more complex decimals. 25/26					
TARGET 16: MATHS Reception Maths project with EEF	**16.1** Learning from the project is used to support the professional development of all staff across school	Observations of practice – SLT Work analysis - SLT	• Key aspects of the professional development are evident in all classes			
SEND	• **BEST PRACTICE THINKING:** • All pupils with SEND receive high-quality, well-planned provision which enables them to make the maximum personal progress within their specific curriculum.					
TARGET 17: SEND Adaptive teaching approaches are in place in all classes.	**17.1** Ensure staff understand how to build and fade scaffolds to support children to learn alongside their peers. **17.2** Professional development from the PINS project with the LA is shared with staff and approaches developed for even better practice PDM – LB and all staff 25/26	Observations of practice. How do children with SEND make progress during the lesson? When and how is scaffolding faded? Data discussions. What progress have children with SEND made and how?	• All class-based pupils with SEND access successful learning alongside their peers by building and fading scaffolding as appropriate. • All pupils with SEND achieve greater independence through adaptive teaching.			
TARGET 18: SEND Ensure children with high levels of SEND have the correct curriculum to meet their needs. Monitor the progress of children with SEND more accurately to ensure timely intervention and maximum impact.	**18.1** Introduce IEPs for children at stage 4+ of the SEND Pathway. LB– Aut 1 25 **18.2** Meetings with parents to be carried out during PDM time 2 x yearly in addition to parents' evenings. Class teachers/TAs/LB – Aut 2 25/Sum 2 25	Records of meetings IEP reviews termly How SMART are the targets? What needs to happen next to make improvements to IEPS? How well is each child progressing and how do key staff know?	• All children at stage 4+ have SMART targets which result in positive progress. • All children have an accurate curriculum which meets their needs. • Assessment is accurate and it evidences progress effectively.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
	18.3 SEND curriculum support @ Aspire conference LB/KH Nov 25					
Target 19: Pupils with high levels of SEND have regular opportunities to discover the world outside school	**19.1** Specific opportunities are provided for children to experience all aspects of life in off site visits at least termly. LB/SEND team 25/26	How have the children individually benefited from the visit? What are the next steps which build from this?	• Children enjoy and learn from a broad range of experiences.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

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KDP2. Behaviour and Attitudes   **Link Governor:**

LINKS TO SCHOOL INSPECTION TOOLKIT (Ofsted Sept 2025): Attendance and behaviour

CONTEXT
WHY:
To enable our children to develop the necessary behaviours and attitudes which allow them to fulfil their potential in all areas of school life and their community.
WHAT STRENGTHS ARE ALREADY IN PLACE?
- Strong relationships between children and adults
- The Scotholme Way behaviour curriculum
- Supportive relationships between parents and school
FUTURE:
Our children have a strong voice in our ethos and culture. They thrive because they understand the boundaries which are in place and why they are there. They understand how to behave and why. They take this firm foundation with them into the next stage of their lives and beyond.
ENGAGE:
All staff - a consistent approach to behaviour is in place across school – behaviour is everyone's equal responsibility.
All pupils - make positive choices, understanding the reasons for doing this.
All parents – work in partnership with school, sharing the same values and aspirations.
DELIVER:
A supportive framework underpinned by strong relationships which allows everyone to be their best selves.

Not Started Yet	Good Progress Made	Some Progress Made	No Progress Made

Target	Specific actions	Monitoring/QA activities - by whom, by when	Success criteria, with clear impact	Milestones		
				Autumn	**Spring**	**Summer**
RESTORATIVE THINKING	**BEST PRATICE THINKING:** Adults and children focus on understanding their own behaviour and the behaviour of others. They form strong relationships and work together to find positive solutions, avoiding the need for punitive measures wherever possible.					
TARGET 1: RESTORATIVE THINKING The school community understands why a restorative approach is necessary for our school and how we will implement it.	**1.1** Think about what a restorative approach is and why we need one. Staff professional development about the restorative approach Hannah Want (EP)/LB – Aut 25 COST – EP PACKAGE	Discussions with staff. How will they implement this approach in their classrooms? What actions are necessary to ensure the approach develops over time?	• Staff, parents and children understand the approach we are using, why we are using it and how we will go about it.			
	1.2 Share what is a restorative approach and why we need one. Parents' meeting and information for all parents about the restorative approach SLT – Aut 25	Discussions with parents. What are their opinions about this approach? Why do you think it will benefit our children? What are their concerns?				
	1.3 Talk about what is a restorative approach and why we need one. Assemblies to introduce the restorative approach and why we will be using it. KH/AN/CH/KM – Aut 25	SLT discussions with children. How do they think this approach will help children in our school?				
TARGET 2: RESTORATIVE THINKING Through discussion and moral dilemmas, children apply values	**2.1** Review our school values. What are they? What do they mean? How do we show them around school? How does this	Weekly focus in assemblies for peer recognition. What did X do to be recognised? How does this show Y value?	• Children understand and can talk about our values, British values and			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made	SCOTHOLME SIP

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Target	Specific actions	Monitoring/QA activities - by whom, by when	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
and protected characteristics – to find solutions	work with peer recognition? How does this link to British values/protected characteristics Assemblies for KS1/KS2 Displays in classrooms Classroom discussions KH/AN/CH/KM –25/26		protected characteristics and how they link together. • Children exemplify these values in their everyday lives. • Children articulate their opinions and thoughts about different moral dilemmas. They respectfully challenge the opinions of others. • Children show a good understanding of moral behaviour			
	2.2 Continue to link this to Picture News and class stories as necessary in all year groups Class teams 25/26	Observations of practice. Discussions with children. How is it clear that children are explicitly taught about values etc? How obvious is it and what can they say about what they have learned?				
TARGET 3: RESTORATIVE THINKING Restorative approaches are in place for adults to seek the best way forward for children who are struggling with their behaviour.	3.1 Continue to use MAPS (Making Action Plans) and Circle of Adults approaches to support children with high level needs. Hannah Want (EP)/LB/SLT – as required 25/26 COST: EP PACKAGE	How has this approach benefited each child in the long term? SLT review	• Individual pupils are supported effectively to manage their behaviour and to build and retain positive relationships in school			
TARGET 4: RESTORATIVE THINKING Children can explain their behaviour and assess how they could have achieved better outcomes for themselves and others.	4.1 Further develop the use of comic strip conversations to enable children to understand how other people are thinking and behaving PDM – LB Aut 25	LB – how has the approach benefited X and why?	• Children understand how their actions have impacted on others and see better solutions for problems, which they apply in new situations.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

Target	Specific actions	Monitoring/QA activities - by whom, by when	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
ROUTINES	**BEST PRACTICE THINKING:** All children follow routines. Classes are calm, learning focused environments and behaviour around school is excellent for all.					
TARGET 5 **ROUTINES** Routines are successfully embedded for all children. They move around school in the expected way and routines in the classroom mean there is no learning loss.	**5.1** Teachers create set routines for movement around school, entry to and exit from the classroom, arriving and leaving assembly, starting and finishing work, arriving at and leaving from school. These are shared with the class and practised until they are secure. Class teachers/all staff – Aut 25 and onwards.	All staff monitor as children move around school etc Where are children not following expectations? What needs to happen to ensure they can and do follow school expectations?	• Children follow routines in a sensible manner, ensuring safety, a calm environment and a readiness to do what is required next.			
	5.2 Teachers and class teams consider what they do to make children want to come in to school in the morning and what they do at the end of the day to make children want to come back for more tomorrow. This is put into action daily. Class teams 25/26	Discussions with children. Why do they want to come to school? What do they love about being in their class? What brings them joy?	• Children come into school positively in the morning and leave looking forward to the next school day.			

Not Started Yet	Good Progress Made	Some Progress Made	No Progress Made	

Target	Specific actions	Monitoring/QA activities - by whom, by when	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
RESILIENCE	**BEST PRACTICE THINKING:** All children are engaged in and committed to their learning, leading to knowing more, remembering and understanding more and developing high levels of resilience to build perseverance and dtermination to succeed.					
TARGET 6: RESILIENCE Teachers use a range of different methods to engage children in collaborative learning	**6.1** Develop a whole school resilience framework SLT/staff Aut 25	What is effective practice and why does this work?	• All teachers use the agreed methods complement this. As a			
	6.2 Create a bank of approaches which build enthusiasm for learning using Talkless Teaching All staff INSET 25	Which approaches have the greatest impact?	• A range of strategies and tried and tested in each class. This strengthens participation and helps all children to build resilience			
ATTENDANCE	**BEST PRACTICE THINKING:** All children attend school unless they have a valid reason not to. Parents and teachers work together to boost the attendance of children who struggle to attend. Children and parents understand the value of high levels of school attendance					
TARGET 7: ATTENDANCE Attendance processes and the reason behind them are clearly understood by parents	**7.1** Review all letters/policies etc and ensure they are worded appropriately and available in a range of different languages Attendance Team Aut 25	Do the letters make sense to parents? Are the letters written in a collaborative tone? Is the style appropriate to our families?	• Attendance letters/policies etc help parents to take action to ensure positive attendance.			
	7.2 Inform all parents of how the attendance process will work and how we will work together to improve attendance. CH Aut 25	What are parents' concerns about the attendance process? How can we respond to them whilst ensuring all children attend school for at least 95% of the year?	• Parents are aware of the process and understand the consequences of poor attendance for their child.			
	7.3 Drop in times available for parents to talk to members of the attendance team about	What are the needs of parents in relation to attendance? How can we meet these needs?	• Parents and staff build positive relationships around attendance. We			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

Target	Specific actions	Monitoring/QA activities - by whom, by when	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
	specific issues and to raise any concerns SLT/Attendance Team 25/26		work in tandem wherever we can.			
TARGET 8: ATTENDANCE Attendance is a priority for all staff and everyone is accountable.	8.1 Attendance training throughout the year to be completed by staff. Regular discussions regarding general and specific attendance issues. All staff 25/26	How well do staff work with parents to boost attendance? What is the attendance culture like in every class? What are the reasons for this? What if anything needs to change?	• All staff are committed to securing high levels of attendance for the children they work with.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

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KDP3. Personal Development   **Link Governor:**

LINKS TO SCHOOL INSPECTION TOOLKIT (Ofsted Sept 2025): Personal development and wellbeing, Inclusion

CONTEXT
WHY:
Personal development teaches children about the world around them and helps them to make sense of their role within it, as confident, successful and responsible citizens, who will change that world for the better.
WHAT STRENGTHS ARE ALREADY IN PLACE?
A good quality personal development curriculum in place.
An assembly plan which highlights key aspects of PSHE for all pupils.
Our staff team are highly skilled and committed to a holistic approach to education.
We have excellent relationships with our pupils and their parents.
The Build a Business project had a successful start last year.
FUTURE:
Through a clear and consistent approach which places personal development at the heart of what we do, we provide rich opportunities in each year group for children to develop their skills and understanding. Our approach exemplifies our school values – empathy, pride, tolerance, understanding and respect. Children leave us ready for the next stage of their development socially and emotionally.
ENGAGE:
All pupils - to benefit from all opportunities to develop their character and understanding of the world.
All staff - to provide a wide range of opportunities for children to actively learn about themselves and the world around them.
All parents - to encourage children to participate fully in school life and activities beyond.
DELIVER:
A high-quality curriculum with rich opportunities for further development.

Not Started Yet	Good Progress Made	Some Progress Made	No Progress Made

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	**Spring**	**Summer**
PSHE CURRICULUM	**BEST PRACTICE THINKING:** Through skilful teaching and a relevant, high-quality curriculum, children understand the environment around them and the wider world, successfully taking their place within in according to their stage of development.					
TARGET 1: HEALTHIER LIVING Pupil attitudes towards a healthier lifestyle are changing and becoming more positive.	1.1 Complete new year 4/5/6 healthy living survey and use the results to add to our campaign to promote healthy lifestyles. CH/SLT/SC – Aut 25	SLT to oversee the creation of the campaign. How does it involve parents? Which tools are used to promote healthy living and how does this work across school in a sustainable way?	• Children are beginning to adopt a healthier lifestyle and are becoming more open to positive suggestions.			
	1.2 Using planning from 24/25, develop an explicitly taught approach to healthy eating in all classes All staff 25/26	KS reviews. How is the approach taking root? What needs to be done to make it more sustainable?	• The healthy eating approach is embedded in school life and changes in attitudes and understanding are becoming clear to see.			
TARGET 2: SAFETY There is an effective safety curriculum in place for all year groups e-safety, sun, water, electrical, stranger, transport, road, fire, drugs, relationships	2.1 Introduce the safety curriculum for all year groups with explicit teaching and assembly work CH/KH/AN/SH/KM/class teachers 25/26	Evaluation of children's behaviour – SLT and all staff. How safe are our pupils? Pupil panel to test knowledge and understanding. What do children know and how do they exemplify this?	• Children show safe behaviour in a range of scenarios and understand how to keep themselves and others safe.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
TARGET 3: FINANCIAL EDUCATION	**3.1** Develop the Business Project from year 1 to year 6. KH/DG/class teams 25/26 COST: £750 (from grant/profit)	Discussions with pupils. What have they learned because of the project? How can progression be assured as they move into the next year group?	• Children understand how to develop a business plan, provide the necessary resources, implement their plan, assess their profit and evaluate their success. They can build on their learning in the following year.			
TARGET 4: SEND Pupils with high level needs build essential life skills	**4.1** Children visit the school allotment-Oasis- on a regular basis to enjoy cooking, growing and time in nature SEND team 25/26		•			
	4.2 Children experience regular out of school experiences to visit areas of importance in the local community – shops, cafes, library, tram etc to help to build life skills SEND team 25/26		•			

KDP4. Leadership and Management   **Link Governor:**

LINKS TO SCHOOL INSPECTION TOOLKIT (Ofsted Sept 2025): Leadership and Governance

CONTEXT
WHY:
Because good leaders:
Create a culture of psychological safety for all staff, pupils and parents,
Promote collaboration and communication,
Encourage innovation and creativity,
Inspire others whilst being inspired themselves,
Foster a culture of positivity
Drive the overall success of the school.
WHAT STRENGTHS ARE ALREADY IN PLACE?
Leadership was deemed to be very good in our Ofsted inspection (May 2023).
The SLT were deemed to be highly effective in their roles.
Subject leaders are developing their leadership skills.
Our Chair of Governors excels in her role.
We use research informed practice for leadership from a wide range of contexts.
We are committed to developing leadership skills.
Many of our school leaders play a significant role in the life of the MAT.
Many staff hold NPQs, and others are working towards them.
The SLT have all benefitted from coaching development. The Headteacher holds the ILM certificate in coaching and mentoring and is studying for the ILM certificate in leadership coaching.
We are committed to pupil leadership through our highly effective blueprint for leadership development in the Student Council and our Sports Leaders and through the CoJo curriculum.
We know that everyone is a leader.
FUTURE:
Everyone - staff and pupils - is fully committed to their role as a leader and working together we drive the school forward to greater success.
ENGAGE:
All staff: understand their roles as leaders and work hard to develop their skills through professional development, coaching and opportunities to succeed.
All pupils: understand their roles and the positive influences they have over others and where this could go in the future.
DELIVER:
A programme of professional development, leadership opportunities and coaching to support everyone to take on their role as a leader.

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made	SCOTHOLME SIP

SCOTHOLME SIP
September 2025

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
SUBJECT LEADERSHIP	**BEST PRATICE THINKING:** All subject leaders develop and practise their leadership skills to make them effective subject leaders, who drive forward improvements in their subject areas, making the overall curriculum the best it can be.					
TARGET 1: SUBJECT LEADERSHIP Subject leaders utilise their leadership skills to lead their subjects effectively.	**1.1** Subject leaders' professional development time 0.5 days per term. • Developing your brand • Walking with giants • Bigger Picture Seekers Subject leaders/SLT – Aut 25, Spr 25. Sum 25	Review sessions with SLT: How effective are subject leaders in their roles? How have they used their professional development this year? What has been the impact of this? What next?	• Subject leaders develop and use their leadership skills and have a positive impact on their subject area.			
TARGET 2: SUBJECT LEADERSHIP The curriculum is of high quality and meets the needs of our pupils effectively.	**2.1** Review the curriculum and quality assure the content using the Pupil Book Study method – 0.5 days per term. Subject leaders/SLT – Aut 25, Spr 25. Sum 25	Review sessions with SLT: What are the findings of Pupil Book Study? How effective is the curriculum? What changes have been/will need to be made? What has been/will be the impact of this? What next?	• The curriculum is highly effective and has the best possible impact for our children. Children are fully engaged - they know more, remember more, understand more, can discuss more and make informed links between areas of knowledge.			
EVERYONE A LEADER	**BEST PRACTICE THINKING:** Everyone is committed to their role as a leader, demonstrating key skills and playing their part in delivering excellence.					
TARGET 4: EVERYONE A LEADER Visit Leader professional	**4.1** Visit Leader training to use the staged approach All staff - Aut 25	How confident are staff at planning and leading visits?	• All visits are well planned, safe and achieve their objectives.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
development to enable to staff to lead off site visits safely and with confidence		How well planned are the visits? Which staff need extra support to help them to deliver effective visits with confidence and what are their next steps?				
TARGET 5: EVERYONE A LEADER All staff are encouraged and supported to take care of their physical and mental health	**5.1** Support all staff with: Diet, Fitness, Relaxation, Mental wealth through professional development, EAP, Shine HR All staff 25/26	What support is needed? What has been the impact?	• Staff are supported to be physically and mentally healthy.			
	5.2 Continue to provide mental wealth support through a range of processes including the directed time calendar, non-contact time and 1:1 support. All staff 25/26	How well supported do staff feel? What else do they need to help them to succeed in their role and personally? Wellbeing audit - MAT	• Staff use processes to reduce pressure.			
	5.3 Develop greater staff resilience Create a resilience framework and examine the leadership styles of the SLT – how do they support staff and create psychological safety? All staff 25/26	How has staff resilience changed and what is the evidence for this? What are the next steps?	• Staff are resilient and are better able to cope with challenge and unexpected/planned change.			
TARGET 6: EVERYONE A LEADER Enable staff to take ownership of their own	**6.1** Support staff to develop coaching skills to work together to set targets from professional development sessions SLT Spr 25	How effective do staff find professional development sessions? How is it used and what is the impact?	• Staff learn from CPD and use it to develop their practice, impacting positively on learning.			

Not Started Yet	Good Progress Made	Some Progress Made	No Progress Made		SCOTHOLME SIP

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
professional development	6.2 Ensure all professional development is underpinned by the EEF research (cogs) to make it effective and sustainable SLT 25/26	How well is CPD used? What is the evidence for this?	• All professional development is used effectively in school.			
	6.3 Use a range of approaches including group coaching and LSP to provide effective CPD. SLT 25/26	Which approaches work best and why?	• A range of approaches is well received, provides variety and creates motivation.			
PUPIL LEADERSHIP	BEST PRACTICE THINKING: All children develop leadership skills, have a voice in our school and lead others with kindness and integrity.					
TARGET 7: PUPIL LEADERSHIP Ensure all members of the Student Council plan and deliver a fund-raising event.	7.1 Provide all members with experience of fund raising: RND, C in N, discos, jumble sale, cake sales and opportunities to evaluate the team and themselves as team members. SC/SLT/DG Aut 25 and ongoing	Which skills have been useful? What could have been better? Where did you excel? What did you enjoy/not enjoy?	• Charity events are successfully run by the Student Council. • Student Councillors become aware of their own skills			
TARGET 8: PUPIL LEADERSHIP The Student Council provides role models for other children in school in campaigns to engender a love for reading and to live a healthy lifestyle.	8.1 The Student Council plays an active role in all SOAR activities, acting as role models for younger children and encouraging them to read. Reading sessions, DEAR days, painting the SOAR logo outside school, communicating with parents. SC/SLT/JM/HC – 25/26	Which approaches have been used to encourage children to read? What has been the impact?	• Student councillors work on a regular basis to encourage children to read. More children enjoy reading because of this.			
	8.2 The Student Council plays a key role in our healthy living campaign, through communication with parents, discussion with pupils, seeking the points of view	How have councillors supported children to embrace a healthier lifestyle? How has this	• Student councillors work on a regular basis to encourage children to have a healthier lifestyle. More children			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
	of all classes and providing suggestions for further action. This includes healthy living afternoon with the LA team SC/SLT 25/26	impacted on them personally?	adopt healthy values because of this.			
TARGET 9: PUPIL LEADERSHIP Sports leaders deliver our festival of sport across school	**9.1** Sports leaders organise and run 2 of each: Football competitions – KS2 girls and boys, table tennis – KS2 girls and boys, indoor kurling – KS1 and KS2, boules – KS1 and KS2 LB/LL/Aut and Spr 1 and Spr 2 and Sum 2	What lessons are learned in the first series of events which can be applied to subsequent events?	• Sports leaders work as independently as possible to run the series of events for the festival of sport.			
SEND LEADERSHIP	**BEST PRACTICE THINKING:** An effective parent strategy is in place so that parents of children with additional needs feel welcome, supported and part of our school community. Communication is first class and accountability means we discharge our legal and moral duties highly effectively in all cases.					
TARGET 10: SEND LEADERSHIP Parents receive effective communication about what their children have been doing during the day.	**10.1** An end of day procedure is set up and communicated with parents/carers to avoid the dismissal of children from the classroom. For example, parents may come at 15:40 to meet with the teacher on given days of the week, photos may be shared on Dojo on given days of the week. Class teachers with parents – 25/26	Discussions with parents How effective is the quality of information and communication? What are the benefits of you receiving this information?	• Parents know what their children are doing in school and have suggestions of what they can do at home to follow this up. • This is built into the school routine and does not overload staff.			
TARGET 11: SEND LEADERSHIP There is strong rapport between parents and staff, which supports children with additional needs	**11.1** Coffee mornings and other opportunities for parents with children who have additional needs are in place to enhance transition to a new class Class teachers/LB – July 2026	Do parents feel reassured by knowing who their class teacher will be in the next academic year? Do teachers have a better understanding of	• Parents begin to form positive relationships with their child's new teacher • Teachers have greater understanding of children with SEND from a parent's perspective.			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
		children with additional needs?				

Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

KDP5. Early Years Foundation Stage   Link Governor:

LINKS TO SCHOOL INSPECTION TOOLKIT (Ofsted Sept 2025): Early Years

CONTEXT

WHY:

The experiences children have as part of their early education have a remarkable impact on their future lives. To maximise this impact, we support the holistic development of each child as an individual, through learning which is tailored to meet their needs.

WHAT STRENGTHS ARE ALREADY IN PLACE?

The high levels of care and support provided for children in the EYFS was noted in the Ofsted inspection of May 2023.

We have a stable team with growing experience.

Despite entering school well below expected standards, children build firm foundations and go on the achieve outcomes which are broadly in line with national averages by the end of their time in KS2.

FUTURE:

Our pupils are skilled, curious, resilient individuals, who are actively engaged in their learning.

ENGAGE:

All staff: understand the value of challenge, risk and independence and ensure the curriculum provides opportunities for this which all will benefit from.

All pupils: understand how to behave, how to seek knowledge and understanding, how to embrace challenge and how to take risks in a safe environment.

All parents: understand how and why we do what we do, supporting their child's development in a similar way at home to maximise the benefits of the approach.

DELIVER:

An enabling environment, which promotes challenge through desirable difficulty, divergent thinking so children seek many solutions, independence and self-sufficiency and critical thinking.

Not Started Yet	Good Progress Made	Some Progress Made	No Progress Made		

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
LEARNING IN EYFS	**BEST PRACTICE THINKING:** All learning builds the characteristics of effective learning: Playing and Exploring (investigation/curiosity/engagement) Active learning (challenge/ motivation/ resilience) Creating and thinking critically (strategising/thinking/planning					
TARGET 1: LEARNING IN EYFS The characteristics of effective learning are prioritised for all children.	**1.1** Plan all activities to ensure that the characteristics of effective learning are developed for all children. Children wonder and pause to think about what they are doing and what they will do next. LB/EYFS team – 25/26	How does this activity build the characteristics of effective learning? How are children inspired to wonder and to think?	• Children display the characteristics of effective learning in everything they do. As the year progresses, these characteristics build, and all children make good progress. • Wonder and thinking is clear to see in every activity.			
TARGET 2: LEARNING IN EYFS Develop communication and language skills for every child.	**2.1** Prioritise language and communication and how they are developed in all activities. Social communication, vocabulary development and interactive reading are key areas to teach/model/apply. LB/EYFS team – 25/26	How well do children's language skills develop during the year? What progress can be seen? What is the evidence for this? How are disadvantaged children supported?	• All children are effective communicators. Their skills develop throughout the year and their progress is measurable and at expected levels or above.			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
	2.2 Use the SHREC (share attention, respond, expand and develop conversation) approach in everyday practice in EYFS. EYFS team Aut 25	How is the SHREC approach used and how effective is it? What are the next steps?	• All practitioners use the SHREC approach and as a result, children are more able to hold stimulating back and forward conversations.			
	2.3 Complete Early Language Audit and create associated action plan KH/LB Aut 25	Where are our areas of need? What can we do to close gaps between existing and best quality practice?	• Our actions to develop spoken language relate directly to the needs shown by audit.			
	2.4 Use Poetry By Heart (learning simple rhymes as a class) and RED (show and tell) to increase children's confidence and ability to communicate to a group EYFS Team 25/26	How can we develop children's confidence? How can peers support each other?	• Children are confident and clear speakers to the group.			

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	**Spring**	**Summer**
	2.5 Oral rehearsal is a key tool in reading, writing and maths. Children are taught stem sentences to help them to structure their oral responses. They are encouraged to develop independence as the scaffold is reduced. EYFS Team 25/26	How do children use oral rehearsal? How effective is it and why? How does it support learning in different subject areas?	• Children speak their ideas and practise structuring what they want to say, using stem sentences as a tool.			
TARGET 3: Children develop their executive function to self-regulate, to build attention and focus, to problem solve, to become independent, to multi-task and plan ahead and to lay down the foundations of literacy and numeracy	**3.1** Create and implement a strategy to explicitly teach executive function through routines and expectations and deliver ways for children to apply and practise what they have learned on a day-to-day basis. LB/EFYS team – Aut 25	How effective is explicit teaching? What approach is used to ensure regular practice of executive function? Regular reviews of activities take place.	• In an age-appropriate way, children are learning about self-regulation and executive function. • Opportunities to practise and apply these skills are present every day and it is clear to see that children are progressing well.			
	3.2 Continue to use the understanding of neural architecture principles to form the basis of planning and delivery of activities. All activities help the brain to fire and wire and support positive hormone generation LB/EFYS team – Aut 25	How do activities support the generation of: dopamine, serotonin, endorphins and oxytocin?	• Activities are well balanced to support the generation hormones to boost: • Motivation and memory (dopamine) • Awe and wonder (serotonin) • Joy (endorphins) • Co-operation/kindness (oxytocin)			
	3.3 Refine and improve the plan, do, review approach in terms of	How effectively does plan, do, review support	• All children plan, do and review. Their ability to do this in a more			

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
	executive function, to ensure all children benefit from the approach daily LB/EFYS team – Aut 25	the development of executive function? What needs to change?	detailed and accurate way develops during the year. All children make progress in this area.			
OUTDOOR PROVISION	**BEST PRACTICE THINKING:** Children have ample opportunity to learn outdoors in an exciting space which provides challenge, ensures children have opportunities to apply their prior learning, inspires awe and wonder and allows for tasks which develop engagement, problem solving and the motivation to learn.					
TARGET 4: OUTDOOR PROVISION The outdoor curriculum is effectively matched to the indoor curriculum, providing opportunities which make use of the unique nature of the space.	**4.1** Consider how to make best use of the unique space in terms of literacy, maths and continuous provision, which align with the curriculum LB/EFYS team – Spr 25	How are activities extended to make best use of the outdoor space?	• Outdoor learning follows the curriculum themes. The use of the space is maximised. Prior learning is clearly employed. Children build on what they already know.			
TARGET 5: OUTDOOR PROVISION Building on changes to provision from last year, children experiment and take calculated risks in a safe outdoor environment.	**5.1 C**hallenge cards are in use for children in F1 and F2 to teach them how to take sensible, calculated risks and to learn from the results. OPAL (outdoor play and learning) play principles are in place. KE to visit Langold LB/EFYS team – Spr 25	How do challenge cards develop risk taking behaviour? How do children learn from this? What else needs to be in place?	• Children take calculated risks and learn from the outcomes.			
TARGET 6: OUTDOOR PROVISION Expand the use of the Pure Green outdoor area.	**6.1** Implement aspects of the curriculum which make effective use of the unique characteristics of the outdoor area and includes elements of appropriate risk	How is best use made of the Pure Green wild area? What experiences have children had and how	• F2 and F1 children make use of the Pure Green space, learning how to use a range of tools, grow and harvest different plants and			

Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	Spring	Summer
	such a cooking on an open fire etc KE/EYFS team -25/26	have they benefited from them?	experience the positive health benefits of being in nature.			
WRITING	**BEST PRACTICE THINKING:** All children leave the EYFS as writers, who communicate with an audience.					
TARGET 7: WRITING Introduce and adapt the Drawing Club approach to initial writing to meet the needs of our children.	**7.1** Move the Draw and Explore approach successfully onto year 2, ensuring all children make significant progress each term KE/F2 team Aut 1 25	How will the Drawing Club approach work in F2? How do we maximise opportunities to develop vocabulary? How do we provide support which is not to the detriment of independent play?	• Children's progress is clear to see each term and by the end of the year they equal or exceed the ELG for writing.			
TARGET 8: WRITING Children use their imaginations to tell stories and communicate them to others through writing.	**8.1** Set up story tables in EYFS to help children to tell and write familiar stories and then change the story dials to tell and write new ones. LB/KE/OM/F2 team Aut 25 and on	How effective are story tables? What happens next?	• The children use the story tables to recall familiar stories. Using the resources available they can tell a different story.			
TARGET 9: WRITING Develop handwriting for all children using gross and fine motor skills	**9.1** Use Squiggle While You Wiggle, Every Child A Mover, Dough and Pen Disco to help children to develop correct grip and line/shape formation to help them to form letters 25/26	How regularly do children complete writing activities? What do children who can form their letter shapes do next? How are individuals supported?	• Children form all letters correctly and with good grip and posture			

	Not Started Yet		Good Progress Made		Some Progress Made		No Progress Made

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Target	Specific actions	Monitoring/QA	Success criteria, with clear impact	Milestones		
				Autumn	**Spring**	**Summer**
TARGET 10: WRITING Ensure all practice follows guidance from the Writing Framework	10.1 Work with team and LT to audit provision. 10.2 Make appropriate changes to practice to ensure all actions from the plan are in place 10.3 Continue to monitor practice	How does practice dovetail with the Writing Framework? What is needed to ensure this happens? How well are children progressing as writers?	• Children are forming letters correctly, spelling simple words using phonics orally rehearsing stories to share, transcribing their thoughts and ideas.			
MATHS	**BEST PRACTICE THINKING:** Children have rich opportunities to explore number, pattern and shape, leading to the secure development of early mathematics skills.					
TARGET 10: MATHS Participate in the White Rose EEF project to develop early maths teaching	**10.1** Participate in professional development opportunities and put knowledge into action EYFS team	How has professional development been utilised?	• Teaching is enhanced by the project			
	10.2 Use coaching opportunities to support the development of teaching in school EYFS team	How are links to maths made? How do children begin to build connections of their own? How do children develop the curiosity to explore maths?	• Children master number, shape and pattern at their stage by the end of their time in EYFS and make expected progress or greater.			