

School Improvement Plan 2026 to 2027 (September 2026)

Scotholme Primary School and Nursery

We will improve pupils' learning and daily experience through five priorities. The plan sets out what staff will do, who will lead the work, when it will be reviewed and what improvement should look like.

School context

The school begins the year with Sean Hall (HT), Carl Hollis (HT), Kaitlin Waters (AHT), Adam Newton (AHT), Hayley Norris (SENCo), Josh M'Clelland (SBM) and a new Foundation Stage Lead. We will give them clear responsibilities and support, while building on experienced staff, strong relationships and established curriculum work. The plan also supports trust work on spoken language, children's ability to plan and manage their actions, Reception teaching and behaviour.

Our expectations

"Believe In Yourself" remains our message for children. "Be Bothered" describes our responsibility as adults to notice, care, act and create the feeling of 'belonging' and 'mattering' for all children at Scottholme. We aim to develop 'botheredness' in the children too, helping them to see that they have to be bothered about themselves, their learning, their friends, their family and their environment. We will keep expectations high, understand individual needs and help colleagues use agreed approaches consistently.

Five priorities

Priority	Area	What we want to improve
1	Quality of education	Consistent, inclusive teaching; secure early reading; stronger English and maths; clear subject learning.
2	Behaviour and attitudes	Calm, caring and consistent adult responses; pupils' regulation and independence; better attendance.
3	Personal development	PSHE and RSHE; careers learning; pupil leadership and participation; healthy daily routines.
4	Leadership and management	Clear responsibilities; support for new leaders and staff; effective SEND, safeguarding and family support; reliable administration.
5	Early Years Foundation Stage	Language, early reading and maths, purposeful play, independence, transition and work with parents.

Reviewing progress

Senior leaders will review the plan each term and report to governors each term. We will use pupils' work and assessments, attendance and behaviour records, observations and feedback from pupils, staff and parents. Reviews will record what has improved, what still needs attention, the next action and who will take it. Training will include time to practise and follow-up support.

HT = Headteacher; AHT = Assistant Headteacher; SBM = School Business Manager; SENCo = Special Educational Needs Coordinator. SEND means special educational needs and disabilities. Foundation Stage covers Nursery and Reception.

Priority 1 Quality of education

Improve teaching so that pupils learn well in every class. Give particular attention to early reading, independent writing, mathematical understanding and the needs of pupils who need extra support.

Action and lead	What we will do	When and how we will check	What success will look like
1.1 Teaching that meets pupils' needs Lead Kaitlin Waters (AHT), Adam Newton (AHT) and Hayley Norris (SENCo)	• Agree a short guide to teaching at Scotholme: clear explanations, modelling, checking understanding, revisiting learning, purposeful talk and teaching pupils how to plan and check their work. • Help teachers adapt lessons through smaller steps, visuals, vocabulary teaching, worked examples, practical resources and guided practice. Reduce support as pupils become more independent. • Coach staff in classrooms, starting with pupils with SEND, disadvantaged pupils and those falling behind. Review teaching assistant support so pupils take part in class learning and do more for themselves. • Model agreed approaches, give staff time to practise them and follow up with feedback.	Autumn: Sean Hall (HT), Carl Hollis (HT), Kaitlin Waters (AHT), Adam Newton (AHT) and Hayley Norris (SENCo) review teaching in September and October, agree the guide and identify pupils and staff who need support. Each half term: visit lessons, look at work, speak with pupils and review progress. Revisit concerns within two to three weeks. Spring and summer: compare classroom practice, staff confidence and pupil progress with the autumn review.	• Agreed teaching approaches are used consistently across the school. • Teachers explain what each pupil finds difficult, how they have adapted teaching and whether it is helping. • Pupils with SEND take part more fully and need fewer adult prompts where appropriate. • Gaps in learning are identified and addressed promptly.

Action and lead	What we will do	When and how we will check	What success will look like
1.2 Little Wandle and early reading Lead Carl Hollis (HT) with support from Kaitlin Waters (AHT), Lucy Heaven, Niamh Matthews and Reading Hub	• Complete staff training and follow Little Wandle Letters and Sounds Revised teaching and assessment routines. Use the two-year Flying High English Hub support programme for coaching and review. • Year 1: use the agreed catch-up programme in this first year, with two lessons each day to revisit learning from the end of Reception before moving on. • Year 2: begin with the planned work from the Year 1 summer term in the autumn, complete the 20-week recap of Phase 5, then move to spelling. Lucy Heaven leads this work. • Protect daily phonics, reading practice and prompt keep-up support. Match books closely to pupils' secure phonic knowledge and explain home reading to parents. • Use assessment to adjust support, including for older pupils who still need phonics teaching, while protecting their wider curriculum.	Autumn: confirm Year 1 and Year 2 plans, training, timetables and resources. The phonics lead and Kaitlin Waters (AHT) and Adam Newton (AHT) make weekly visits to lessons. Each half term: assess individual gaps, review keep-up support and check progress with the English Hub. Visits become half-termly after autumn. Summer: review Year 1 screening, Year 2 re-checks and progress in reading with governors.	• All relevant staff complete training and use the agreed teaching routines. • Year 1 and Year 2 teaching follows the agreed plans; assessment identifies pupils needing further support before moving on. • Year 1 phonics results build on 78% in 2026 and are at least in line with national results. • Pupils receiving keep-up support improve their word reading, fluency and understanding.

Action and lead	What we will do	When and how we will check	What success will look like
1.3 English and independent writing Lead Jill Millar (English Lead), Sean Hall (HT) and Kate Hall (Head of School Improvement)	- Strengthen reading fluency, vocabulary and understanding, using assessment to identify pupils who need extra teaching. - Teach writing through clear modelling, oral rehearsal, vocabulary and grammar teaching, followed by regular independent writing. - Trial drafting in Year 6. Teach pupils to review and improve what they have written, and check whether this improves the quality of independent work. - Identify pupils close to the expected standard or greater depth. Plan teaching to meet their next steps and moderate writing regularly.	Autumn: review starting points, agree writing expectations and begin the Year 6 drafting trial. Each half term: Jill Millar (English Lead) and Sean Hall (HT) review books, assessments and support for identified pupils. Give teachers specific feedback and check the response. Spring: moderate independent writing and review the trial. Summer: compare results with starting points and national results, then decide which approaches to continue.	- Reading and writing results are at least in line with national results, or show strong progress from the cohort's starting points. - Pupils write independently and apply taught vocabulary and grammar. - Year 6 pupils improve drafts with increasing independence; book reviews show whether the trial is helping. - Moderation supports accurate judgements at the expected standard and greater depth.
1.4 Mathematical fluency and reasoning Lead Adam Newton (Maths Lead, AHT) and Sean Hall (HT). Daniel Chung (Lead Year 5 teacher)	- Protect Mastering Number in Reception and Key Stage 1, including at least four sessions weekly where required by the programme. - Introduce fluency lessons in Years 4 and 5. Use short checks to select number facts and calculation skills that need practice. - Strengthen reasoning, problem solving and mathematical talk across Key Stage 2. Ask pupils to explain how they know and use different representations. - Provide challenging problems for confident mathematicians. Use pupils' responses to individual assessment questions to identify misconceptions and plan further teaching.	Autumn: review starting points and timetables; introduce Year 4 and Year 5 fluency lessons. Each half term: the Maths Lead reviews lessons, books, assessment questions and pupils' explanations. Senior leaders review support for pupils close to the expected standard or greater depth. Spring: check improvement in fluency and multi-step problems. Summer: evaluate outcomes and agree next year's teaching priorities.	- Maths results are at least in line with national results, or show strong progress from the cohort's starting points. - Year 4 and Year 5 checks show more secure recall and calculation. - Pupils explain their reasoning, choose useful representations and persevere with unfamiliar problems. - Mastering Number is taught regularly and pupils take an active part.

Action and lead	What we will do	When and how we will check	What success will look like
1.5 Curriculum and subject knowledge Lead Subject leaders, supported by Kaitlin Waters (AHT) and Adam Newton (AHT)	• Finalise the revised Key Stage 2 curriculum so that pupils build knowledge in a clear order and do not miss or unnecessarily repeat content. • Teach the new religious education curriculum, with clear vocabulary, resources and assessment. • Research and plan the new design and technology curriculum during 2026/27 for teaching from September 2027. Continue the current DT curriculum this year. • Use the adapted Pupil Book Study approach from last year: discuss learning with pupils alongside their books and check what they understand and remember. • Link enrichment, including Commotion about Motion (Science Week), to taught knowledge. Trial virtual reality or other technology only for a clear learning purpose and review what pupils learn.	Autumn: agree curriculum plans, RE support and the subject review calendar. Review DT needs and possible approaches. Each half term: Kaitlin Waters (AHT) and Adam Newton (AHT) review subject leaders' findings and follow-up actions. Governors visit agreed subjects. Spring: review RE teaching, enrichment and technology trials. Develop DT plans. Summer: complete DT curriculum plans, resources and staff preparation for September 2027; review pupils' learning across subjects.	• Pupils explain important subject knowledge and connect it to earlier learning. • RE teaching builds knowledge clearly across year groups. • Pupil Book Studies lead to specific improvements in teaching. • The DT curriculum and staff preparation are ready for September 2027. • Enrichment and technology help pupils understand the planned content.

Priority 2 Behaviour and attitudes

Make school calm, safe and welcoming. Teach pupils how to manage their behaviour, repair harm and attend regularly, with adults applying agreed expectations consistently.

Action and lead	What we will do	When and how we will check	What success will look like
2.1 Consistent and caring adult responses Lead Sean Hall (HT), Carl Hollis (HT), Kaitlin Waters (AHT) and Adam Newton (AHT)	• Use "Be Bothered" to describe what adults do each day: notice children, listen, act, follow through and address inconsistent practice respectfully. • Deliver the 8 behaviour training sessions (BOTHERED) in the appendix, with time to practise and review each agreed change. • Revisit The Scottholme Way. Weave Belonging, Mattering and Being Bothered into this. Agree routines for welcoming pupils, transitions, gaining attention, praise, correction, consequences and follow-up. • Use calm, respectful language. Leaders model agreed practice and support staff through coaching and observing one another.	Autumn: agree adult expectations, review existing behaviour records and gather staff and pupil views. Deliver sessions 1 to 3. Each half term: senior leaders observe classrooms, transitions and playtimes; review repeat incidents, times, locations and groups of pupils. Spring: deliver sessions 4 and 5 and revisit concerns. Summer: review pupils', staff and parents' views and prepare induction guidance. Governors review behaviour each term.	• Staff complete the training and use agreed routines and language. • Pupils describe adults as calm, fair and caring and understand what is expected. • Repeated incidents and serious incidents reduce from the autumn starting point. • Staff resolve more difficulties confidently and know when to seek help.

Action and lead	What we will do	When and how we will check	What success will look like
2.2 Regulation and independence Lead Behaviour Lead, Hayley Norris (SENCo) and phase leaders	• Teach and practise routines, listening, turn-taking, asking for help and recovering after mistakes. • Use "Stop, Think, Choose, Do" and "Plan, Do, Check, Review" in ways children can understand from Nursery to Year 6. • Use visual steps, checklists, timers, now and next prompts and practice before transitions. Reduce prompts as children become more independent. • Provide regular check-ins where needed. After incidents, help pupils calm, understand who was affected, repair harm and plan what to do next. • Review individual plans so additional needs are understood and appropriate adjustments are made.	Autumn: identify difficult routines and transitions; agree shared language and review individual support plans. Each half term: the Behaviour Lead, Hayley Norris (SENCo) and phase leaders observe routines, speak with pupils and review repeated incidents after follow-up. Spring: check whether pupils use strategies with fewer reminders. Summer: include successful approaches in next year's teaching and staff induction.	• Pupils increasingly manage routines, feelings and learning with less prompting. • Transitions and independent work are calmer. • Support for additional needs prevents avoidable escalation while maintaining clear expectations. • Pupils understand the effect of their actions, repair harm and repeat incidents less often.

Action and lead	What we will do	When and how we will check	What success will look like
2.3 Attendance and belonging Lead Carl Hollis (HT) supported by Razia Akhtar (PSW), Imogen Moses (Office Admin) and Sean Hall (HT)	• Continue the Inclusive Attendance approach, combining clear expectations with listening to families and practical support. • Review absence weekly and act on emerging concerns. Use 5, 10, 15 and 19 or more days missed as additional prompts for action, without waiting for these points to offer help. • Check overall attendance, persistent and severe absence, and patterns for pupils with SEND, disadvantaged pupils and other vulnerable groups. • Use consistent supportive calls, accurate coding, first-day follow-up and clear messages about days missed. • Agree a named adult and next action for priority pupils. Use attendance plans, breakfast, nurture or transition support, appropriate adjustments and further action in line with guidance.	Autumn: confirm 2025/26 figures, identify priority pupils and agree office and classroom procedures. Weekly: the Attendance Lead reviews records. Fortnightly: review priority pupils with relevant staff, including SEND and safeguarding leaders. Each term: governors review attendance, barriers, group differences and whether support has helped. Ask families and pupils about their experience. Summer: evaluate improvement and plan continuing support.	• Attendance improves from 2025/26 towards 95% and national levels. • Persistent absence falls and attendance differences for disadvantaged pupils and pupils with SEND narrow. • Records show timely action and whether each pupil's attendance improves. • Parents understand expectations and available support; first-day follow-up and coding are accurate.

Priority 3 Personal development

Link governor _____

Help pupils understand themselves and others, stay safe, make healthy choices and take an active part in school life. Ensure all pupils can take part in leadership, clubs, visits and wider experiences.

Action and lead	What we will do	When and how we will check	What success will look like
3.1 PSHE and relationships and health education Lead PSHE Lead, safeguarding lead, Kaitlin Waters (AHT) and Adam Newton (AHT)	• Check personal, social, health and economic education (PSHE) against the revised relationships, sex and health education (RSHE) guidance in force from September 2026. Update the policy and teaching plans for primary pupils. • Make online safety, privacy, boundaries, healthy relationships, mental wellbeing, seeking help and age-appropriate growing and changing content clear. • Consult parents on the revised policy and planned teaching. Share accessible information and materials, invite questions and explain how feedback has been considered. • Train staff to use clear, age-appropriate language, answer sensitive questions and respond to safeguarding concerns. Plan how lessons and assemblies revisit important learning.	Autumn: the PSHE Lead and safeguarding team complete the curriculum check, parent consultation, policy review and staff training. Governors review the policy and consultation. Each term: use pupil discussions, short scenarios and work to check understanding and identify gaps. Summer: review coverage and pupils' learning; update plans and parent information for the following year.	• The policy and curriculum reflect current statutory guidance. • Parents know what is taught, can see relevant materials and have had an opportunity to give views. • Staff handle questions and concerns confidently and appropriately. • Pupils explain age-appropriate knowledge about relationships, wellbeing, staying safe and getting help.

Action and lead	What we will do	When and how we will check	What success will look like
3.2 Careers and aspirations Lead PSHE and Careers Lead, with Kaitlin Waters (AHT) and Adam Newton (AHT)	- Plan careers learning from Reception to Year 6 using Unifrog resources and links with classroom subjects. - Continue Build a Business, teaching communication, maths, teamwork and creativity through the project. - Use "Believe In Yourself" to help pupils recognise their strengths, respond to difficulty and think about future possibilities. - Discuss a broad range of jobs and the skills people use, so pupils can connect school learning to the wider world.	Autumn: agree what each year group will learn and how Unifrog will be used. Each term: the lead samples activities, pupils' reflections and understanding across year groups. Spring: review Build a Business learning and pupils' responsibilities. Summer: ask pupils what they have learned about strengths, skills and future opportunities.	- Every year group receives planned careers learning. - Pupils describe a range of jobs and relevant skills at an age-appropriate level. - Pupils explain their own strengths and how school learning can help them in the future. - Build a Business gives pupils real opportunities to make decisions and work together.
3.3 Pupil leadership and participation Lead Kaitlin Waters (AHT) and Adam Newton (AHT), with PSHE, PE and Foundation Stage leads	- Develop School Council, Sports Leaders and class responsibilities so pupils help improve school life. - Train Year 2 play leaders and support them in their roles. - Introduce a supervised buddy system between Year 5 or Year 6 pupils and Reception children. Teach older pupils how to welcome, include and help younger children. - Check who takes part in leadership, clubs, visits and enrichment. Offer support and encouragement where disability, disadvantage, confidence or family circumstances limit participation.	Autumn: agree roles and adult supervision, select and train pupils, and record participation. Spring: review Year 2 play leaders and the buddy system with older and younger pupils. Adapt support where needed. Each term: leaders and governors review participation, including pupils with SEND and disadvantaged pupils. Summer: evaluate pupils' contribution and plan the handover to new leaders.	- Year 2 play leaders and older buddies carry out their roles safely and confidently with adult support. - Reception children feel welcomed and can describe how buddies help. - Pupils give examples of changes they have helped make. - Fewer pupils miss out on leadership and enrichment because of identified barriers.

Action and lead	What we will do	When and how we will check	What success will look like
3.4 Healthy eating and daily routines Lead PSHE Lead, Foundation Stage Lead, Kaitlin Waters (AHT) and Adam Newton (AHT)	• Strengthen age-appropriate teaching about healthy eating, sleep, physical activity and screen use. • Help pupils explain how daily routines affect how they feel and learn, and how to ask for help when routines are difficult. • Offer practical parent workshops on sleep, eating and screens. Use current government and health advice suited to children's ages, including under-five guidance for Nursery and Reception families. • Use screens for a clear purpose and protect time for talk, reading, play, movement and practical learning. Use the early years review in priority 5.4 to decide whether further changes are needed across school.	Autumn: check curriculum coverage, ask families which support would help and agree workshop plans. Spring: deliver workshops and review classroom screen use. Gather parent feedback and check pupils' understanding. Summer: review teaching and family feedback; repeat or adapt support where needed.	• Pupils explain age-appropriate choices about food, rest, activity and screens. • Parents receive practical advice and report whether it has helped with routines at home. • Staff explain the learning purpose of screen use and maintain a varied school day. • Families who need further help know whom to contact.

Priority 4 Leadership and management

Link governor _____

Help the new leadership team work well together, support staff and take clear responsibility for pupils' learning, safety and wellbeing. Keep finance, premises and office procedures reliable.

Action and lead	What we will do	When and how we will check	What success will look like
4.1 Leadership responsibilities and governor support Lead Sean Hall (HT), Carl Hollis (HT) and Chair of Governors	• Set out who leads each area, who can make decisions, who covers absence and whom staff should approach with concerns. • Agree how joint roles work, with a named lead for each priority, weekly meetings and a short record of decisions and follow-up actions. • Use clear language in plans, meetings and staff communication so everyone understands what needs to happen. • Agree how governors will support the new team through regular contact, link visits, questions and follow-up. Use trust reviews to check the school's judgements. • Link appraisal objectives to this plan and review progress through regular conversations.	September: agree and share responsibilities and governor links. End of the first half term, then termly: review how joint roles are working and ask staff about communication and access to help. Each half term: leaders review each priority, progress, concerns and support needed. Governors receive a termly report. Summer: review leadership arrangements and next year's responsibilities.	• Staff know who is responsible and receive clear, consistent answers. • Decisions and agreed actions are followed through without avoidable gaps or duplication. • Governors understand strengths and concerns, provide support and check that action is taken. • Leadership time is used to improve teaching, pupils' experiences and school provision.

Action and lead	What we will do	When and how we will check	What success will look like
4.2 Subject and middle leadership Lead Kaitlin Waters (AHT) and Adam Newton (AHT)	• Train and coach subject leaders to review curriculum plans, teaching and pupils' learning, give useful feedback and check that improvements follow. • Use the adapted Pupil Book Study approach already used in school, combining discussion with pupils and examination of their work. • Each subject leader identifies two or three priorities from evidence and keeps a short action plan. • Provide time for this work and use trust networks and visits to share and learn from effective practice.	Autumn: agree the review calendar, training and subject action plans. Each half term: Kaitlin Waters (AHT) and Adam Newton (AHT) review findings and next steps with subject leaders. Sean Hall (HT) and Carl Hollis (HT) sample the evidence; governors make agreed visits. Spring: revisit earlier concerns to check what has changed. Summer: subject leaders summarise what pupils now know and what still needs improving.	• Subject leaders explain strengths, weaknesses and the action being taken. • Reviews lead to specific changes in lessons, resources or curriculum plans. • Pupil Book Studies show whether pupils understand and remember important content. • Differences in provision between classes reduce in the subjects being prioritised.
4.3 SEND leadership and classroom support Lead Hayley Norris (SENCo), supported by Sean Hall (HT) and Carl Hollis (HT)	• Review the SEND register, Education, Health and Care Plan (EHCP) provision, pupil information, support plans, interventions, teaching assistant deployment and communication with families. • Make classroom teaching a main part of the work of Hayley Norris (SENCo) through observation, planning with teachers, modelling and coaching. • Keep class teachers responsible for assessing, planning, teaching and reviewing support. Connect additional teaching to classroom learning and check whether it helps. • Review repeated withdrawal from lessons and increase successful participation in class where this meets the child's needs. • Gather staff views as well as pupil and parent views. Strengthen transitions and links with attendance, behaviour and safeguarding.	Autumn first half term: complete the provision review and agree classroom coaching priorities. Each half term: review classroom teaching, pupil progress, support plans and feedback from staff, pupils and parents. Each term: check EHCP provision and review dates with Sean Hall (HT) and Carl Hollis (HT) and the SEND governor. Summer: evaluate progress, participation and independence and agree next steps.	• Required provision and reviews are completed accurately and on time. • Teachers explain pupils' needs, adjustments and progress. • Pupils with SEND participate more fully and develop independence. • Additional support has clear goals and is changed or ended when evidence shows this is needed. • Staff, pupils and parents report clear communication and involvement.

Action and lead	What we will do	When and how we will check	What success will look like
4.4 Finance and school administration Lead Josh M'Clelland (SBM), Sean Hall (HT) and Carl Hollis (HT)	• Complete a review in the first 60 days of finance, payroll, personnel administration, contracts, purchasing, premises, safety checks, risk assessments and office procedures. • Provide a clear monthly report on spending, differences from the budget, upcoming costs, premises concerns and actions needed. • Link spending and staffing decisions to this plan and check whether resources are useful and affordable. • Write clear office procedures and train colleagues to cover key tasks, including attendance calls and records. • Review the safe use and purchase of IT, artificial intelligence and other technology, including safeguarding, data protection and accessibility.	Autumn: report the initial review to governors and agree actions and deadlines. Monthly: Josh M'Clelland (SBM), Sean Hall (HT) and Carl Hollis (HT) review finance and outstanding actions. Each term: check premises, health and safety, contracts and required testing; review spending against priorities. Summer: report year-end findings and use them to plan the following year's budget and premises work.	• Financial and statutory deadlines are met and required safety checks are up to date. • Governors receive clear reports and know about concerns early. • Spending supports agreed priorities and stays within available funds. • Key office tasks continue during staff absence. • Technology has a clear purpose and appropriate safeguards.
4.5 Support for new leaders Lead Sean Hall (HT), Carl Hollis (HT), Chair of Governors and trust colleagues	• Agree a plan for the first 90 days in each new leadership role, including induction, time with experienced colleagues and regular support meetings. • Use the Early Headship Coaching Programme to support Sean Hall (HT) and Carl Hollis (HT). • Arrange trust buddies for new or newly promoted leaders, including Foundation Stage, SEND and school business leaders. • Protect time for leaders to learn their roles, review workload and seek help. Governors check that agreed support is available and useful.	Autumn: agree induction plans, coaching and trust buddies. Review progress after the first half term and at the end of the 90-day period. Spring: review confidence, workload and the usefulness of support; adjust arrangements where needed. Summer: identify continuing development and support for the next year.	• Each new leader has a named source of support and regular opportunities to use it. • Induction tasks are completed and leaders become more confident in their responsibilities. • Coaching and trust support help leaders resolve real school priorities. • Workload concerns are identified and addressed promptly.

Action and lead	What we will do	When and how we will check	What success will look like
4.6 Staff learning and IRIS Lead Sean Hall (HT), Carl Hollis (HT), Kaitlin Waters (AHT) and Adam Newton (AHT)	• Give staff a clear part in choosing their professional learning targets, linked to pupil needs, this plan and appraisal discussions. • Use IRIS to reflect on teaching, discuss practice with a colleague and review progress against agreed targets, following school recording and data protection arrangements. • Provide coaching, observation and time to practise after training. • Ask staff what support they need and whether training is helping. Use evidence from lessons and pupils' work to decide what to continue.	Autumn: agree staff targets, support and arrangements for using IRIS. Each half term: review progress through coaching and appraisal conversations and follow up agreed changes. Spring and summer: check staff feedback alongside classroom practice and pupils' learning.	• Staff can explain their chosen target, the support received and what they have changed. • IRIS supports useful reflection and professional discussion. • Training leads to improvements that can be seen in teaching and pupils' work. • Staff development is manageable and responds to identified needs.
4.7 Safeguarding and support for families Lead Designated safeguarding lead, Sean Hall (HT) and Carl Hollis (HT)	• Strengthen the safeguarding team by training Kaitlin Waters (AHT) and Adam Newton (AHT) for designated safeguarding responsibilities and adding them to the team. • Plan for Hayley Norris (SENCo) to join later in the year, once settled into the role and after the required training. • Arrange Team Around the Family training for Kaitlin Waters (AHT) and Adam Newton (AHT) so they can coordinate support with families and other professionals. • Agree who leads each family's support, what needs to happen and when it will be reviewed. Link this work with attendance, behaviour and SEND support.	Autumn: agree responsibilities, training and cover. Identify families who would benefit from coordinated support. Spring: review how the extended team is working and how Kaitlin Waters (AHT) and Adam Newton (AHT) have used their Team Around the Family training. Later in the year: review readiness and workload with Hayley Norris (SENCo) before adding safeguarding responsibilities. Each term: review family support and report appropriate safeguarding information to governors.	• Safeguarding responsibilities and cover are clear, with training completed before staff take on the role. • New responsibilities are introduced at a manageable pace. • Families know their main contact and the support agreed. • Reviews show whether support is improving children's attendance, wellbeing or access to learning, and prompt further action when needed.

Priority 5 Early Years Foundation Stage

Link governor _____

Give children strong foundations in language, reading, writing, number, physical development and personal and social development. Help them become curious, confident and increasingly independent learners.

Action and lead	What we will do	When and how we will check	What success will look like
5.1 Early years teaching and leadership Lead Kerrie Edwards (Foundation Stage Lead), supported by Sean Hall (HT)	- Review the learning environment, everyday provision, adult interactions, routines, curriculum, assessment and transition arrangements. - Set clear expectations for how learning develops through Nursery and Reception, including communication, physical development, personal and social development, literacy and maths. - Use RISE Reception support, trust networks and local practice to help address agreed priorities. - Protect purposeful play, curiosity, appropriate challenge and opportunities to explore and think. Use assessment to adapt provision for disadvantaged children and children with SEND.	September and October: complete the review and identify the cohort's main needs. Each half term: the Foundation Stage Lead and senior leaders review provision and children's learning. Each term: moderate assessments with colleagues and review progress in the prime areas and towards a good level of development. Governors visit agreed areas. Summer: review outcomes and the move into Year 1.	- Staff share clear expectations and provide learning that builds on what children know. - Children explore, persist, think for themselves and use the environment with growing independence. - The proportion achieving a good level of development is at least in line with national results and sustains strong performance. - Gaps from starting points narrow for disadvantaged children and children with SEND.

Action and lead	What we will do	When and how we will check	What success will look like
5.2 Early language literacy and maths Lead Foundation Stage Lead, with Phonics, English and Maths leads	- Follow Little Wandle in Reception, with daily phonics, prompt keep-up support and books matched to secure phonic knowledge. - Model vocabulary, extend children's sentences and make time for sustained conversation, storytelling and purposeful talk in play. - Use Drawing Club, oral rehearsal and storytelling to support imagination and independent early writing. Help children apply taught phonics. - Protect Mastering Number and teach children to recognise small quantities, understand how numbers are made and explain ideas using practical resources. - Identify children needing additional language support and use NELI or another suitable approach where assessment shows a need.	Autumn: establish phonics and maths routines, assess language needs and share reading guidance with parents. Each half term: leads review assessment, adult interactions, children's talk, independent writing and mathematical understanding. Use English Hub and maths network support where available. Spring and summer: review progress for children receiving extra support and share precise next steps with Year 1 teachers.	- Children who need extra phonics or language teaching are identified quickly and make progress. - Children use a wider vocabulary and fuller sentences to explain ideas. - Writing shows increasing independence and use of taught phonics. - Children understand early number and explain simple mathematical ideas with words and resources.

Action and lead	What we will do	When and how we will check	What success will look like
5.3 Independence and transition Lead Kerrie Edwards (Foundation Stage Lead) and Hayley Norris (SENCo)	• Use games, play and routines to develop remembering instructions, waiting, changing approach and planning what to do. • Provide visual timetables, now and next prompts, short task sequences and opportunities to practise. Reduce support as children become more independent. • Continue to embed the ShREC approach effectively across Foundation. • Adapt teaching and sensory or regulation support so children with SEND participate in shared learning wherever this meets their needs. • Plan moves from Nursery to Reception and Reception to Year 1 around each child's learning, routines, language, phonics, number knowledge and support needs. • Work with parents on independence, language, reading and daily routines.	Autumn: agree routines and identify children needing additional support; agree transition arrangements. Each half term: the Foundation Stage Lead and Hayley Norris (SENCo) review independence, regulation and individual support. Spring: check whether children need fewer prompts and can use taught strategies. Summer: hold transition meetings with receiving teachers and relevant parents; share learning and successful adjustments.	• Children begin tasks, follow routines, keep trying, cope with small changes and ask for help more independently. • Children with SEND take an active part in learning. • Parents understand how to help children practise skills at home. • Year 1 teachers receive clear information about learning and support and report a well-supported start.

Action and lead	What we will do	When and how we will check	What success will look like
5.4 Purposeful screen use and parent workshops Lead Kerrie Edwards (Foundation Stage Lead), with PSHE Lead, Kaitlin Waters (AHT) and Adam Newton (AHT)	- Review when and why screens are used in Nursery and Reception. Keep use purposeful, age-appropriate and supported by adults. - Protect direct conversation, shared stories, creative and outdoor play, movement and practical exploration. - Use government advice for early years providers and parents of under-fives to support staff discussions and family information. - Offer parent workshops on sleep, eating and screens alongside the work in priority 3.4. Give families practical ideas and ask what further support would help. - Share the review with senior leaders and decide whether school-wide screen guidance needs changing.	Autumn: review screen use and family questions; agree staff expectations and workshop content. Spring: run workshops and check changes to daily provision and adult interaction. Summer: review parent feedback and staff practice; decide whether further work is needed across school.	- Staff can explain why each use of a screen helps children learn or participate. - Screens do not displace essential play, movement and face-to-face interaction. - Families receive clear advice about sleep, food and screen routines and report whether it is useful. - Senior leaders make a clear decision about any wider changes needed.

Behaviour training programme

Each session ends with an agreed change to practise. Leaders and staff will observe, discuss and review that change before the next session. The summer term will be used to check what has improved, revisit difficult areas and prepare guidance for new staff.

Session	When	Focus and agreed practice	How we will review it
1 Adults make the weather	Autumn first half term	Explore how adult mood, language and actions affect children. Give every child a warm welcome, notice positive behaviour and respond calmly.	Ask pupils about welcome and belonging; observe adult responses and discuss staff reflections.
2 Know the child and understand the behaviour	Autumn first half term	Consider relationships, SEND, language, sensory needs and children's experiences. Identify what makes a situation difficult and what support is needed while keeping expectations clear.	Review individual examples with Hayley Norris (SENCo) and check whether agreed changes help.
3 Consistency is kind	Autumn second half term	Practise agreed routines and calm language for transitions, correction, praise, consequences and follow-up. Help colleagues use the same expectations.	Observe routines, review behaviour records and ask staff where they still need support.
4 Regulate repair and restore	Spring first half term	Help children calm before discussing an incident where needed. Teach reflection, responsibility, repairing harm and a plan for next time.	Review repeated incidents, pupils' understanding and individual support plans.
5 Stronger together	Spring second half term	Practise respectful professional feedback and difficult conversations. Work with parents and follow through on agreed support and expectations.	Gather staff and parent feedback and review adult practice and behaviour records.

Guidance for the planned work

Department for Education RSHE statutory guidance in force from September 2026

Best Start in Life screen time guidance for parents of under fives

Department for Education screen use advice for early years providers