Ashton West End Primary Academy
School Development Plan
2026-2027

SCHOOL CONTEXT 2026-2027

Context

Ashton West End Primary Academy converted to a standalone academy in March 2015 and serves an area of Ashton with a rich and diverse community. This diversity is reflected in the school population, which is enriched by a wide range of languages, cultures and religions. The academy is committed to providing an inclusive education that enables all pupils to develop the skills, knowledge and confidence needed to achieve their full potential, regardless of ability or background. Equally important is ensuring that children enjoy their time at school through a broad, balanced and engaging curriculum that both challenges and inspires them.

The academy is larger than the average primary school, with 434 pupils on roll as of September 2026. Pupil numbers have remained stable over the last five years, with some year groups now operating waiting lists due to high demand for places.

The level of disadvantage within the school is significantly above national figures. 45% of pupils (195 children) are eligible for Free School Meals, compared to the national average of 26.5%. Whilst not all eligible families take up this entitlement, this figure highlights the challenges faced by a substantial proportion of our community and indicates that home circumstances for some pupils may be less favourable than those experienced nationally.

The proportion of pupils with Special Educational Needs and Disabilities (SEND) is also above average. 17.6% of pupils (79 children) are currently on the SEND register, and 7.37% (33 pupils) have an Education, Health and Care Plan, significantly higher than the national average of 4.1%. The most common area of need is Speech, Language and Communication Needs (SLCN)**.** To further enhance our provision, the academy opened a 20-place Inclusion Unit in September 2026 across two classrooms, providing specialist support for pupils with identified speech, language and communication needs.

The academy is highly diverse, with 79.7% of pupils (345 children) speaking English as an Additional Language (EAL)**,** compared with 23.8% nationally. The most common home language is Urdu (54%)**,** with other languages including Punjabi (10%)**,** Arabic (2%) and Bengali (2%)**.** Pupils come from a wide range of ethnic backgrounds, including Asian, Eastern European, African and White British communities. Overall, 89% of pupils come from minority ethnic backgrounds, creating a rich multicultural learning environment that celebrates diversity and promotes inclusion.

There are currently 39 pupils (9%) who are known, or have previously been known, to Children's Social Care, including children in need, looked-after children and young carers. This reflects the level of additional vulnerability and support required by some families within the school community.

Measures relating to pupil deprivation, local area deprivation and the school's geographical context are all significantly above national averages, highlighting the important role the academy plays in supporting pupils and families and ensuring that barriers to learning are reduced wherever possible. Despite these challenges, the school remains committed to providing high-quality education, strong pastoral care and inclusive opportunities that enable every child to thrive academically, socially and emotionally.

Our promises to our pupils 2026-2027

At Ashton West End Primary Academy, we want every child to:

Feel safe and happy in school

- Have trusted adults they can talk to.
- Learn how to stay safe online and in the community.
- Feel respected and cared for every day.

Love coming to school

- Enjoy learning and taking part in lessons.
- Have exciting playtimes and opportunities to join clubs.
- Feel welcomed when they arrive each morning.

Achieve their very best

- Become confident readers, writers and mathematicians.
- Build knowledge and skills in all subjects.
- Be proud of their work and achievements.

Be included and supported

- Get the help they need to succeed.
- Learn in a way that works for them.
- Feel that they belong and are valued.

Develop confidence and resilience

- Learn from mistakes and keep trying.
- Share their ideas and opinions.
- Become independent and responsible learners.

Be kind and respectful

- Treat others with kindness and understanding.
- Celebrate differences and learn from each other.
- Follow our school values of being **Ready, Safe and Respectful**.

Stay healthy and look after their wellbeing

- Learn how to make healthy choices.
- Understand their feelings and emotions.
- Know where to get support when they need it.

Be prepared for the future

- Discover different jobs and careers.
- Take on leadership roles and responsibilities.
- Leave primary school ready for the next stage of their education.

What Success Will Look Like

Children at Ashton West End will:

- Enjoy coming to school every day.
- Feel safe, included and respected.
- Make good progress from their starting points.
- Read, write and use maths confidently.
- Show kindness and respect towards others.
- Take pride in their school and community.
- Be ready for the next stage of their learning journey.

SAFEGUARDING					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
We protect our pupils from maltreatment and harm, both within and outside the home or online	Statutory staff safeguarding training including online training DSL's to complete level 3 training in the autumn term 2026. Staff and pupils' training organised for autumn 2026. Y6- Project Chameleon starting in September 2026 for 10 weeks.	Staff training records Monitoring shows there are effective systems in place to report concerns	DSL and DDSL's Whole school	Whole school safeguarding training- 13.10.26 Online safety all staff training – 10.11.26	Professional learning costs
To work closely with multi-agency professionals	Early help: Provide support to families as soon as difficulties emerge to stop issues from escalating. Information sharing: Work closely with local authorities, health teams, and social care when welfare concerns arise.	The pastoral teams hold a register of families receiving support at different levels and can evidence the family's movement within this framework. The pastoral team has developed a pastoral support offer to families who require additional support but	Pastoral team and DSL/ DDSLs.	Ongoing	Professional learning costs

		who don't formalize support at EHA level. All EHA's and minutes from subsequent meetings are shared with the Early Help advisor at Children's Social Care. All referrals identified during the Early Help process are completed in a timely manner to the relevant service. The pastoral team has developed close working relationships with a variety of professionals in various settings and share information appropriately. The pastoral team closely follows policies and procedures within the continuum of need and attends all relevant training and update sessions.			

Ensure that safeguarding is a strength through the curriculum.	Clear PSHE and computing progression from early years through to Year 6. Explicit links between safeguarding concerns and curriculum content Staff training on handling disclosures within lessons. Staff training regarding curriculum content linked to safeguarding.	Map safeguarding risks against curriculum coverage Audit gaps in topics such as consent, online behaviour, and peer relationships Build in retrieval and reinforcement opportunities. Training logs	AH, LG, SLT	Ongoing AH & LG to monitor in subject leader time.	Subject leader release time.

INCLUSION					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
We use a graduated approach of 'assess, plan, do and review' to ensure that pupils with SEND receive an appropriate level of support to meet their needs	Staff training on using the graduated approach Staff training on adaptive teaching practices.	Evidence of staff professional learning Evidence of adaptive teaching practices in lessons and planning. Staff surveys show confidence in delivering a graduated approach Monitor progress data for pupils with SEND	SENCO	End of school year	Professional learning costs
Intervention programs are clear, and effective ensuring pupils make progress and gaps are closed. Intervention programs are monitored and amendments and adaptations made to meet the needs of all pupils in order that they meet their full potential	Use data analysis to identify areas of need for intervention Inform class teachers about which pupils need intervention Provide support for these interventions to take place Monitor and evaluate the effectiveness of	Staff running interventions to evaluate sessions/progress EB/KD to monitor these evaluations Half termly/termly – assess progress of the pupils undertaking interventions	EB, KD, AM SENDCO KD/JL (analysis of progress in handwriting and reading) AM/RO (analysis of progress in Phonics interventions)	Ongoing. Termly assessment data	SLT management time

	interventions outside of the classroom. Ensure interventions take place each week according to timetable. SLT to monitor use of (human) resources for the intervention. Monitor progress made.	Keep record of these groups on INSIGHT KD/EB check interventions are taking place (weekly) Effectiveness will determine which resources are made available for future interventions.	ST/EB (analysis of progress in MTC/maths intervention.		
Develop & refine an Inclusion Strategy which ensures excellence and equity for all.	Further enhance staff skill and knowledge base, related to effective inclusion strategies, through the delivery of CPD in order to strengthen practice and provision. Ensure a wider understanding,	Staff are more confident to support pupils for intervention work. They understand their needs and know their PCP/ EHCP targets. They are able to deescalate situations quickly. They have a good understanding of why some pupils	SENDCO, KP, EB, KD, AM	Half termly training planned to support staff.	CPD budget- £5000

	amongst all staff, of reasonable adjustments within our Relational Inclusion Policy so that expectations remain whilst supporting individual needs. Provide coaching, modelling and training to support staff in ensuring high aspirations and expectations for all pupils regardless of age, need or barrier. Ensure consistent, universal provision including use of visuals, times, movement breaks and other reasonable adjustments.	behave the way they do. Staff are able to identify a range of barriers to learning and adapt teaching to meet these needs. Visual resources, for example timetables, are consistently used. Staff questionnaire.			

Explore & promote opportunities across the curriculum, and beyond, to enable pupils with SEND and those who are disadvantaged to excel (e.g. through access to clubs, tutoring etc).	Thoughtful planning of school trips and visits to consider the needs of all pupils within a cohort. Engage with external providers to offer specialist clubs (e.g., sports, arts, languages). Create a timetable that allocates spaces and resources for clubs. Pupil voice- which clubs would they like to be offered. Set up a feedback mechanism to assess pupil engagement and satisfaction. OPAL play ensures that all pupils are included in play SEND pupils (including those in the specialist provision within school) are	Extracurricular participation data shows all groups of pupils attend, especially disadvantaged pupils and those with SEND. All pupils are able to attend school trips and visits with their cohort.	SLT Kelly Bell (Clubs' leader)	Ongoing each half term	N/A- staff directed time

	supported outside of play times to share equipment and build skills so that they can be fully immersed in OPAL play during lunch breaks. Timetables to support all abilities of pupils are adhered to including those children needing one-to-one support both in and out of the classroom.				
Refine and adjust The Learnasaurus and The Explorasaurus planning and provision so that there is sustained impact and high-quality provision.	SEND teachers to work closely with the curriculum leader and SENDCO to implement a new planning format. Consider the specific needs within each base to create bespoke learning. Links both the EYFS and the National Curriculum for KS1	Monitor the progress of the SEND pupils in both units.	SENDCO KD	Meet half termly	SEND teacher release time from class. SLT management time.

	and KS2 (age specific) however, with an emphasis on individual development and learning needs. Look at how this planning can be used in the mainstream classrooms when pupils have integrated time with their peers.				
Continue to evaluate, adjust and repurpose learning environments and furniture (inc. breakout spaces), as appropriate, in order to meet the varying needs of pupils at the school.	Three new sensory rooms to be installed.	Monitor how many children are using the rooms and which age range. How effective are they in regulating children and their emotions?	KP All staff working with pupils who access the sensory rooms.	Ongoing	Sensory room budget £54,000
Refine support in place for pupils with medical needs and physical conditions which may impact on their daily life or learning (e.g. medical conditions, illness, allergy etc).	Write care plans for named pupils. Staff to liaise with medical professionals where appropriate.	Training log Care plans - including medical input in place and followed.	SENDCO, pastoral team, SLT	Ongoing – on admission to school or notification of medical need.	Professional learning costs. Time allocated out of class for meetings.

	Staff training (e.g. diabetes, epilepsy, manual handling, Neurodiversity).	Record of medical involvement.			
To continue to offer Togetherness (formally Solihull) programme to parents when the need arises. To prepare to offer Riding the Rapids SEND parenting to families of children on the MAAT pathway and with complex needs.	TW and RP to identify parents/carers who may require additional support from the Togetherness programme. TW and RP to undertake training to facilitate Riding the Rapids within the school setting.	The Togetherness programme has been delivered as a rolling programmer throughout the past two years and has had a positive impact for families based on parental feedback and observed behaviour in children.	RP and TW	Riding the Rapids facilitator training to take place on 25th, 26th and 27th November 2026	Professional learning costs.

CURRICULUM AND TEACHING					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
Our curriculum in all subjects is coherently planned and sequenced to build pupils' knowledge and skills sequentially and cumulatively	Curriculum planning monitoring Pupil workbook scrutinies	Monitoring shows that the curriculum is suitable, well-planned and sequenced across all subjects Pupil workbook scrutinies show that plans are generally followed and that pupils gain foundational knowledge and skills through the Key Stages	Curriculum subject leaders	Ongoing	N/A
Provision is made within curriculum teaching for pupils working at greater depth and those with SEND as part of the universal offer.	Monitoring planning. Lesson drop ins. Monitoring books. Pupil voice.	Monitoring shows that pupils working at greater depth and those with SEND are challenged in their learning and make progress.	Subject leaders.	Ongoing.	N/A

Update reading model to ensure that attainment in reading continues to be broadly in line with the National and Local Authority average.	English to streamline and monitor the whole school approach to reading to raise the expectation across KS2 Teachers to plan and deliver whole class reading lessons at the start of everyday. Children are exposed to high-quality texts. Intervention teachers to support those pupils who have fallen behind in reading.	Monitoring shows reading is delivered consistently and pupils make progress.	Subject leaders.	Ongoing.	N/A
To continue to raise pupils' attainment in writing in order to improve the percentage of pupils achieving the expected and greater depth standard in writing by the end of KS2.	To implement the 'Pathways to Write' Scheme across all year groups fully into its third year.	Monitoring shows an increase in standards in writing as well as consistency of approach in the teaching of writing.	Subject leaders.	Ongoing	N/A

	To empower staff to focus on oracy in writing lessons. To adapt the scheme to meet the needs of pupils under the guidance of the English Lead. Teaching and learning reflects all end of Key Stage writing strands in the National Curriculum.				
To update whole-school approach to handwriting and handwriting interventions, incorporating Read, Write, Inc. Handwriting, in order to improve pupil outcomes.	Introduce the new approach to staff with full training in September 2026. Implement interventions. Implement new pencil grips to encourage improved pupil outcomes.	Pupil outcomes in handwriting show improvement. Handwriting approach is followed. There is a greater focus in EYFS on gross, leading to fine, motor development. Handwriting is taught per the policy. Handwriting interventions are timely and	Subject leaders.	Ongoing	N/A

		demonstrate improvement.			
To continue to monitor the outcomes of teaching for mastery.	To continue to monitor the MY/YT approach in maths in its 2nd year. To continue to give opportunities for staff to have CPD for teaching for mastery through Turing NW. To make sure all children are able to access the lesson through mastery, support SEN and challenge GD. To give additional time towards fluency. KS2 to have a maths fluent in 5 Monday to Thursday. Year 1-2 to have number bond activities. Year 2 (when ready) to Year 5 to have TT Rockstars daily.	Lessons cover mastery, SEN and GD opportunities. Teachers to adapt WRM to the children's needs. Staff to showcase knowledge from maths courses into lessons. Staff to feel confident within their own subject knowledge. Children to apply fluency in additional sessions to maths lessons. Children to be confident in using resources in their learning. Children to apply concrete to visual and then to abstract. Teachers to analyse and use the	Maths lead Staff	On going	N/A

	Year 6 to use this time to input fractions or gaps from the curriculum. Teachers to use resources in lessons. Maths lead to update the calculation policy	calculation policy in their lessons.			
To continue to raise pupils' attainment in mathematics to improve the percentage of pupils achieving the expected and greater depth standard by the end of KS2.	To continue to monitor the MY/YT approach in maths in its 2nd year. To continue to support and monitor the mastery approach in lessons. Teachers to be confident in planning and delivering the mastery teaching 'my turn/your turn' approach. KS1, EYFS and Year 3 to continue to follow the Mastery Maths Programme daily.	Lessons include a range of fluency and reasoning problems, challenging pupils to carefully think and reason. Progress is clear and repeated mistakes and misconceptions are addressed. Monitoring assessments and books shows that children are making progress.	Subject leaders.	Ongoing	N/A

	Interventions are in place to support learners achieving National expected standard and National curriculum objectives at the end of KS1, lower KS2 and upper KS2. Interventions are in place to bridge gaps with MTC and support SEN/ disadvantaged pupils. Lessons follow a mastery approach – allowing all learners to make progress including challenging GD children. Fluency activities in KS2 (fluent in 5 – Monday to Thursday) and TTRockstars daily is having an impact. Offer CPD to teachers with Turing NW to help the mastery vision.				

To make sure maths language is being supported in lessons to pupils.	STEM sentences are being used in lessons to support children's reasoning. Vocabulary and STEM sentences are being used in lessons and referred to on the Working wall.	Lessons have STEM sentences included. Children are confident applying this on MT/YT approach through teacher modelling. Monitoring teacher lessons.	Subject leaders	On going	N/A

ACHIEVEMENT					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
Improve pupil outcomes so that attainment and progress in national tests and examinations are at least in line with national averages for all groups, particularly disadvantaged pupils	Use assessment data to identify pupil knowledge gaps Monitor and adapt the pupil premium strategy Put evidence-based interventions in place.	School data compared with local and national Evidence of substantial and sustained progress from pupils' starting points The attainment gap between disadvantaged pupils and those without identified disadvantages has narrowed	EB	End of school year	N/A

Pupils are ready for the next stage of education, employment or training. They have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. Pupils show success in a balanced curriculum which teaches knowledge as well as skills.	Each stage of learning links to the next and there is transition between EYFS, KS1, lower and upper KS2. Specific transition times at both the start and end of each academic year. School is signed up to Primary Futures scheme which includes virtual and 'real life' links to people in employment – STEM subjects in particular. Pupils see the link between their learning and future careers/life opportunities Pupils have opportunities to hold positions of responsibility with school council/head	Teachers have time to plan and meet previous teachers and their new classes Inter-stage transitions need greater time for planning and phased time for transition eg: Between EYFS and Y1, Y2 and Y3 and Y6 and High school. Pupils have opportunities to meet people in employment. Older pupils have transition to high school and colleges Pupils are encouraged to share aspirations Pupils reflect their knowledge during	Assessment and Curriculum lead. SLT Subject leaders Class teachers Y6 team Science Lead	By the end of the academic year	N/A

	boy and girl/ librarians/OPAL leaders etc	‘pupil voice’ interviews Older pupils in school have met with visitors to ask about their jobs. Opportunities in regular virtual meetings to ask about employment opportunities Pupils are taught that their opinions matter and that they are valued members of society			

Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.	Pupils are assessed using WellComm and appropriate support is put in place. Intervention programme for those children needing more support. Pencil grips for those pupils who need them. Handwriting taught three times a week using new scheme of work. Interventions for those not on track.	Data shows children are making progress and gaps are closing. Evidence in pupils' work.	Assessment and curriculum lead Subject leaders Class teachers	By the end of the academic year	N/A
Pupils, including those with barriers to their learning and/or wellbeing, achieve well. Their attainment and progress in national tests and examinations are broadly in line with national averages.	Assessment data showing ELG Phonics screening MTC and KS2 testing is close to or above National averages	Careful monitoring and tracking shows progress from starting points to final assessment (INSIGHT) Interventions are monitored to see that	Assessment lead EYFS Lead SLT	By the end of the academic year	N/A

	Where pupils do not meet National averages, analysis of tests identifies need for Intervention program for: Handwriting, reading, maths, writing, EAL, Wellcomm, spelling	gaps are being closed			
Pupils, including disadvantaged pupils, those with SEND/ known to children's social care/ who may face other barriers to their learning generally make suitable progress from their starting points.	Analysis of attainment and progress of groups of pupils Gaps in knowledge identified and interventions put in place to close these quickly SEND groups also tracked on INSIGHT	Tracking of progress of 'groups' of pupils is evaluated half termly Interventions are timetabled and directed at need Targets for SEND pupils reviewed half termly at PCP meetings	Assessment Lead, SLT, teachers and support staff SENDCO Class teachers Support staff	By the end of the academic year	N/A

ATTENDANCE AND BEHAVIOUR					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
Improve attendance and punctuality for the whole school and for specific groups, including pupils who are occasionally, persistently, or severely absent	Monitor and analyse attendance data every fortnight. Identify patterns, trends, and the causes of poor attendance for specific groups and individuals Work closely with the EWO. Regularly update parents on their child's attendance and report in days missed rather than percentages. Attend all TAG meetings to ensure relevant information is shared along with best practice. Hold timely attendance meetings with	Data shows evidence of high overall attendance for all groups of pupils PA % has reduced from the year before.	KP, SB, RP, GS	End of school year	N/A

	parents when a concern is identified. The pastoral team to be present at parents' evenings to highlight the importance of good school attendance and to support with any concerns. The attendance and pastoral team roller banners are visual at all school events.				
Raise the profile of attendance to everyone in the school so that it is a whole school approach.	All staff to complete Inclusive Attendance training during the year. Attend face to face training and complete online training modules. Attendance information to be included on the	Pupils are happy to attend the school. They feel supported and their needs are met. Attendance % is in line with national data and the % of PA is lower than national.	All staff	Ongoing throughout the year.	Over time claimed by staff attending the training.

	staff notice board in the staff room.				
In September 2026, implement a new ‘Social Skills’ curriculum to help pupils understand how to navigate school and the wider world. The curriculum then has an impact on pupil behaviours.	Social Skills curriculum is delivered through assemblies. Monitor whether pupils exhibit behaviours discussed in the curriculum.	Pupil behaviour will show an improvement in outcomes.	Assistant headteachers	End of school year.	N/A

Continue to develop our play spaces in line with the OPAL approach to ensure playtimes offer enjoyable and constructive learning opportunities for all children. Maintain the platinum status.	OPAL play team to meet at least once a half term. OPAL assemblies held every two-weeks to introduce the new areas and share expectations for playtimes- EB EB and A Mather to meet weekly fortnightly to discuss the OPAL action plan and order resources if needed.	There are fewer incidents of hurtful play outside. Pupils feel safe outside (pupil survey)	KP, EB, AMather	Ongoing	£6500 OPaL budget
Further enhance staff skill and knowledge base, related to effective behaviour management strategies, through the delivery of CPD in order to strengthen practice and provision.	Team Teach Training Educational Phycologist training- trauma informed.	Staff are confident to support pupils showing challenging behaviors. Staff are able to de escalate situations.	KP SENDCO	Termly	Educational Phycologists- part of the SLA- £10,000 Team Teach Training- £2500
Ensure a consistent and relational approach to behaviour management which considers recognises the rights of all children to learn in a	Monitor the implementation of policies. Monitor logs on CPOM.	Children say they feel safe in school and they know what to do if they have a problem.	SLT, SENDCO, Teachers	Termly	Training budget

safe and secure environment.	Pupil voice.	Staff report fewer incidents in and out of class.			

PERSONAL DEVELOPMENT AND WELLBEING					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
Our pupils have a comprehensive personal development curriculum, beyond the PSHRE scheme of work, that teaches them age-appropriate knowledge to keep themselves healthy and safe, and prepare them for life in modern Britain To equip pupils to become responsible, active, and respectful citizens who positively contribute to modern democratic society Pupils take responsibility Pupils have an active voice Pupils positively contribute to school life	Maintain and increase extracurricular opportunities in arts, music, and sport Support and leadership for school council Peer leadership responsibilities Align our school core values of Ready, Safe and Respectful with our whole school curriculum and approach Regular assemblies support our core values and link to British Values Charitable events support our core values and British Values Aspirational Assemblies and Display work	Extracurricular participation data shows all groups of pupils attend, especially disadvantaged pupils and those with SEND (Registers are kept showing group membership) MacMillan	SLT Clubs curriculum lead K Pizuti to lead School Council	End of school year	Outside agency costs to run extracurricular activities

Pupil wellbeing is integrated into daily routines	support our pupils in becoming active citizens Subject Focus Days – support the wider education of our pupils to show how their Primary learning relates to the wider world Emphasis on the vocabulary of democracy – teaching the pupils that their voice matters. British Values are integrated deeply into our daily form-time and school routines, building a strong moral framework and zero tolerance for prejudice Zones of Regulation are used to give snapshot of Pupil wellbeing as soon as they enter the classroom (and routines are in place	Pupils have a say in the Aspiration Station inspirational people. Pupils understand and use the term 'democracy' for decision making Pupils will talk about what tolerance means to them and know the ethical and legal			

	for this to be acted upon when necessary)				
Ensure all staff are trained and confident in spotting and supporting mental health issues at an early stage and understand the impact of good mental health on learning.	Mental health practitioner to continue to work in school once a week. Becky and Tracey alongside teachers are to identify pupils who need support. LG to deliver/organise training to all staff. Inclusion handbook to included 'what to look out for' sections.	Pupil voice reports pupils feel listened to and safe. Early intervention is recorded for key pupils. Staff voice indicates awareness of and confidence in systems. Colouring club held daily at lunchtimes for children to drop in and access support The learning mentor supports children who require additional support and is available at lunchtime	SLT, Mental health lead, pastoral team.	End of year	Training budget. Subject lead time

		and throughout the day. The learning mentor has a dedicated, child friendly space where children feel comfortable accessing support. There is a post box outside of the pastoral room where the children can share their voice. Each classroom has a worry monster where children can voice their worries and then receive suitable support.			
To continue to develop the PSHRE curriculum, in line with any DfE amendments, ensuring all teachers are confident with the teaching of the new scheme of work (1decision) and to amend the topic overview to	The new scheme will be implemented by all staff. Curriculum overviews amended to reflect learners and the community.	Pupil voice shows coverage. Assessments show progress Staff are able to feedback to curriculum design	PSHE Lead, SLT	End of year	Cost of scheme Staff meeting time allocated. Subject leader time/ PPA

reflect our learners and community.	Lesson observations Pupil voice	based on lessons taught.			
To continue to promote community cohesion through trips, visits and visitors.	Planned trips, visits and visitors for each year group. A range of experiences planned to compliment and extend curriculum learning. Consideration of British values when planning trips.	Children can confidently talk about their trips or what they learnt from having visitors in school.	Teachers, Curriculum leader	Ongoing during the year	Trips budget
To ensure we continue to support and encourage our pupils to make healthy choices in terms of their physical well-being.	Curriculum opportunities in PSHRE, DT and PE schemes of work.	Pupils can talk confidently about making healthy choices in terms of their physical wellbeing. They know how to stay healthy.	Purvi, Julie C, Lucy	Ongoing monitoring-subject leader time	Subject leader release time.

To promote wellbeing for all staff and ensure systems are in pace to support staff where required.	Opportunities for team building (organised events, staff breakfast, end of term buffet etc.) Reducing unnecessary workload or repetition of tasks. Time back for online training and additional duties. Wellbeing days for all staff (1 per year). Opportunities to drop in with wellbeing lead and pastoral team – including signposting. Opportunities for anonymous staff feedback.	Staff retention is good. Staff voice shows positive impact of wellbeing measures.	SLT, Pastoral Team, Wellbeing lead	Ongoing Staff voice termly.	Wellbeing budget

To expand our lunchtime and after school club programme maintaining links to the curriculum and wider interests which will provide further opportunities for all pupils to access enrichment.	Collaborate with subject leaders to create a list of curriculum-linked club ideas. Engage with external providers to offer specialist clubs (e.g., sports, arts, languages). Create a timetable that allocates spaces and resources for clubs Promote lunchtime clubs through assemblies and posters. Set up a feedback mechanism to assess pupil engagement and satisfaction.	Extracurricular participation data shows all groups of pupils attend, especially disadvantaged pupils and those with SEND.	SLT Kelly Bell	Ongoing each half term.	N/A- staff directed time

LEADERSHIP AND GOVERNANCE					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
Our staff have a high-quality professional learning programme throughout the year including safeguarding, health and safety and SEND.	All staff receive face to face training and asked to complete online training. Staff skills audits	Impact on staff performance Impact on staff retention Impact on staff workload	SLT member with responsibility for those areas.	End of school year (July 2027)	Training course costs
Provide further training for staff, as necessary, on curriculum delivery so that there is a consistent high standard of delivery across all subject areas (core and non-core). AMc- Provide coaching, modelling and training to support staff expertise in RWI.	Training during staff meetings (KD) Staff to attend some external courses where possible - Subject leaders to also identify CPD needs AMc- weekly monitoring and support to all staff teaching RWI.	Impact on pupil progress and attainment. Phonics screening check results in line with national or higher.	KD/ SLT AMc/ SLT	Ongoing each term Weekly/ Fortnightly	N/A Management time for AM.

Our subject leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact within their subject.	KD to devise release timetable for all subjects leads 1x per term. Subject leads to share reports with the SLT during their release time. SLT to also share these with governors.	Release time used effectively to inform CPD needs of all staff in all subject areas. Curriculum offers for all foundation subjects evidenced to be offering good or outstanding opportunities for learning.	KD/ SLT Subject leaders	Every term new rota is written and shared.	HLTA and additional teacher cover.
Ensure all governors have a clear understanding based on first-hand evidence and knowledge of the curriculum offer for our pupils.	Governors continue to visit the school for curriculum days (Computing focus planned for October 22nd 2026) Subject leads to attend curriculum governor meetings (rolling programme taking in turns different subjects) to talk about their subjects.	Governors can evidence an increased knowledge of curriculum offer for each of the subject areas. Governors have a good understanding of the curriculum offer in the school and the progress that pupils are making.	KP Subject leaders/ KD	Ongoing during the year. Governors invited in every term to focus on a different subject.	Internal cover for staff involved

Continue to build networks with other leaders across the local authority	KD attend English subject cluster AMc attend EYFS network meetings SB, AMc, KD, EB to attend the DHT and AHT network meetings KP attend the HT cluster and network meetings	Evidence of new ideas seen in other schools- then shared with SLT to see if this something that might work in our school.	SLT Teachers	Ongoing during the year	Release time to attend networks.
Supervision to take place termly in EYFS (See policy)	EYFS lead to carry out termly.	Impact of staff and wellbeing/ retention.	EYFS Lead	Ongoing	N/A

EARLY YEARS					
TARGET	**ACTIONS**	**EVALUATION**	**WHO'S RESPONSIBLE**	**WHEN IT'S TO BE ACHIEVED BY**	**COST**
To improve attendance in the EYFS.	Pastoral team to phone all nursery and new to reception parents in June/ July 2026 to introduce themselves and speak about the importance of attendance in the early years. Pastoral lead and headteacher to speak at the reception and nursery welcome meetings. Pastoral team to attend stay and play sessions to welcome new parents and outline what support is available if required.	Impact on pupil progress and attainment as pupils are attending school more regularly.	RP, AM & KP	Ongoing. Attendance team meet every fortnight to monitor attendance closely.	N/A

	Parents with pupils in the EYFS will be invited into school to attend a meeting with the pastoral leader if their child is at risk of becoming PA or is PA.				
Our early years curriculum identifies and sequences key knowledge across all 7 areas of learning, and strongly focuses on communication, language, and early reading	Curriculum monitoring Wellcomm skills added to curriculum map Staff phonics training Say a poem added to curriculum New maths curriculum for nursery to improve mastery	Pupils reach a good level of development by the end of reception Pupils develop a wide vocabulary and secure knowledge of phonics Pupils can read accurately	EYFS lead	Ongoing	Staff training costs

To increase the number of children achieving ELG in Communication and Language/ level 9 WellComm	More WellComm training for staff Internal moderation between nursery and reception Right to Succeed support All staff aware of level vocab – on curriculum map	Pupils make accelerated progress in C+L More pupils able to access the curriculum Higher percentage of pupil achieving ELG therefore GLD	EYFS Lead C+L Lead EYFS team	July 2027	Covered by Right to Succeed funding
Oracy and vocabulary to be taught explicitly	Say a poem to be introduced to the curriculum in EYFS and follow through to Y1. All taught vocab (tier 1/2/3) to be displayed and referred to	Children use a wide variety of vocabulary and language. Children able to speak clearly and confidently	EYFS team	Ongoing	Included in RWI subscription
Improve handwriting throughout EYFS	RWI handwriting scheme to be used from Spring 1 in discreet handwriting lessons	More children reaching GLD for fine motor. Increase in the quality of children's handwriting	English Lead EYFS Lead Nursery Team	Implemented Autumn 1 2026	Fine motor equipment allocated in EYFS budget

	Fine motor opportunities to be visible throughout provision Nursery to have fine motor progression from Squiggle whilst you wiggle to dough disco throughout the year				