Whitnash Primary School

‘Learning, growing and succeeding together’

School Improvement Plan

2026-27/ 2027-28

School Vision Statement
The ‘Whitnash Family’ is at the heart of everything we do at Whitnash Primary School. We care deeply about our pupils, staff and community and are committed to creating a safe, inclusive and nurturing environment where everyone feels valued, respected and able to thrive. We have high aspirations for every pupil and are committed to ensuring that all children achieve highly, regardless of their starting point. Through an ambitious, enriched and inclusive curriculum, high-quality teaching and consistently positive relationships, we support every child to make strong progress and develop the knowledge, skills, confidence and resilience they need for their future. Caring, empathy, kindness and respect underpin our relationships and our approach to school life. We model ‘unconditional positive regard’ while maintaining high expectations for behaviour, learning and personal development. We explicitly teach children the importance of positive relationships and their responsibilities towards themselves and others, including everyone’s right to learn, play, be respected and listened to, and to feel safe and be safe. These values and ambitions are embedded throughout the culture and ethos of Whitnash Primary School. They shape how we teach, how we support one another and how we work in partnership with families and our wider community. We are proud of what our school has achieved and remain ambitious for the future. We are committed to continuous improvement so that every member of our School Family can flourish and every child can achieve their full potential.

INTENT					
Target 1	Embed consistent classroom routines, high expectations and effective learning behaviours across the school so that pupils demonstrate consistently good behaviour, engage fully in learning and maximise learning time.	**OFSTED Framework Links**	**Attendance and Behaviour** – consistent expectations, good conduct, positive behaviour and effective use of learning time. **Curriculum and Teaching** – effective routines, high expectations, purposeful learning environments and strong pupil engagement. **Inclusion** – removing barriers to participation and ensuring all pupils can engage successfully in learning and school life. **Personal Development and Wellbeing** – positive relationships, resilience, independence, confidence and respectful interactions. **Leadership and Governance** – consistent implementation, monitoring, evaluation and professional development.		
IMPLEMENTATION					
Specific Actions	• Fully embed the school's Learning Behaviour approach, including shared language, expectations and reward systems across all classes and phases. • Embed OPAL play approaches, routines and play awards to promote positive interaction, cooperation, independence and engagement during unstructured times. • Establish and reinforce consistent classroom routines for lesson starts, transitions, independent learning and behaviour for learning, maximising learning time. • Use assemblies, school council, class meetings and other whole-school opportunities to explicitly teach and reinforce expectations, learning behaviours and the school's ethos. • Develop staff practice through professional reflection, coaching and feedback, ensuring consistently high expectations for behaviour, conduct and learning. • Use SLT monitoring, CPOMS, behaviour data and pupil voice to identify patterns, evaluate impact and respond promptly to emerging concerns. • Develop purposeful, language-rich and inclusive classroom environments that reflect the curriculum and promote independence, engagement and positive learning behaviours. • Provide targeted support for pupils experiencing difficulties with behaviour or engagement, ensuring barriers are identified and addressed promptly. • Consistently recognise and celebrate positive behaviour, conduct, effort, resilience and strong learning behaviours.				
IMPACT					
Intended Outcomes / Key Success Criteria	• Clear routines, expectations and Learning Behaviour language are consistently embedded across the school. • Pupils demonstrate good conduct, positive attitudes, strong learning behaviours and readiness to learn across lessons and unstructured times. • Learning time is maximised through efficient routines, positive behaviour and high levels of engagement. • Pupils demonstrate increasing independence, resilience, cooperation and responsibility for their learning and behaviour. • Classroom environments are purposeful, language-rich and inclusive, supporting high-quality teaching, engagement and strong learning outcomes. • OPAL approaches contribute to positive interactions, cooperation, creativity and independence during play and lunchtime. • Behaviour incidents and repeat incidents reduce over time, with appropriate support provided for pupils requiring additional intervention. • Pupil voice demonstrates that pupils feel safe, valued, respected and ready to learn. • Staff consistently demonstrate high expectations and effective strategies for promoting positive behaviour and learning, evidenced through monitoring and professional reflection. • A positive, respectful and inclusive culture is evident across the school.				
Evidence	• Learning walks and lesson observations	**Responsible Leaders**	Headteacher / SLT – strategic leadership, implementation, monitoring and evaluation. Deputy Head / Standards Leaders –	***Monitoring and Evaluation – see**	• Weekly: Review behaviour incidents, CPOMS information and emerging patterns; identify pupils requiring additional support. • Half-termly: Analyse behaviour trends, repeat incidents and pupil groups; evaluate Learning

	• Behaviour and CPOMS data, including analysis of repeat incidents • Pupil and staff voice • OPAL/playtime observations • Classroom environment reviews • Book scrutiny and evidence of pupil engagement • Learning Behaviour reward records • Coaching and professional development records • Attendance data where behaviour impacts attendance • Parent/carer feedback where appropriate • Governor monitoring and school visits		consistency of routines, expectations and learning behaviours. Inclusion Team / SLT – behaviour monitoring, CPOMS analysis and targeted support. OPAL Lead – implementation and evaluation of OPAL approaches. All Staff – consistent implementation of agreed routines, expectations and Learning Behaviour approaches. Governors – challenge, support and oversight of impact.	**Monitoring Calendar**	Behaviour implementation and targeted interventions. • Half-termly: Conduct learning walks/BEARs focused on routines, expectations, engagement, learning behaviours and classroom environments. • Termly: Evaluate progress against success criteria and report impact to governors. • Termly: Review OPAL implementation and impact through observations and pupil voice. • Termly: Review staff development, coaching and professional reflection to identify further support required. • Annually: Evaluate whole-school impact using behaviour data, pupil voice, staff voice, attendance and learning outcomes to inform the next cycle of school improvement.

INTENT			
Target 2	Ensure teaching enables all pupils, particularly disadvantaged pupils and those with SEND, to successfully access an ambitious curriculum through effective adaptive teaching, responsive assessment and timely support.	**OFSTED Framework Links**	**Inclusion** – identifying and removing barriers to learning and ensuring all pupils can access the ambitious curriculum. **Curriculum and Teaching** – consistently effective teaching, adaptive practice, responsive assessment, effective questioning and appropriate use of resources. **Achievement** – addressing misconceptions and gaps so that pupils make strong progress from their starting points. **Attendance and Behaviour** – monitoring engagement and identifying barriers that affect pupils' participation in learning. **Personal Development and Wellbeing** – building confidence, independence and positive engagement through inclusive classroom practice. **Leadership and Governance** – rigorous monitoring, professional development and evaluation of teaching quality and provision.
IMPLEMENTATION			
Specific Actions	• Develop and embed effective adaptive teaching approaches through focused CPD, coaching and professional dialogue. • Implement a robust monitoring programme using learning walks, lesson observations, book scrutiny, coaching and pupil voice to evaluate teaching quality and curriculum access. • Use structured SLT reviews, including BEAR reviews, attendance meetings/action plans and half-termly pupil progress meetings, to identify barriers and coordinate timely support for disadvantaged and vulnerable pupils. • Ensure teachers and teaching assistants adapt support promptly in response to pupils' needs, while maintaining high expectations and access to ambitious learning through regular review, teaching observation and intervention scrutiny. • Strengthen questioning to check understanding, address misconceptions and deepen pupils' thinking, participation and independence through targeted CPD.		

	• Ensure teachers systematically identify and address misconceptions and learning gaps through effective modelling, scaffolding, mastery approaches, adult deployment and responsive teaching through regular moderation and data gaps analysis. • Review classroom resources, displays and Working Walls to ensure they support the intended curriculum, independence and access to learning. • Embed mastery approaches in mathematics, including fluency, reasoning and problem-solving, with appropriate adaptation to support access and challenge. • Use robust assessment to identify pupils requiring targeted intervention and evaluate impact half-termly, adapting provision where necessary. • Use monitoring evidence to identify professional development priorities and provide targeted coaching or support where teaching practice requires further development.				
IMPACT					
Intended Outcomes / Key Success Criteria	• Teaching is consistently effective, with high expectations and appropriate adaptation enabling pupils to engage successfully in learning. • All pupils, including disadvantaged pupils and those with SEND, access and participate successfully in an ambitious, well-sequenced curriculum. • Barriers to learning are identified early and addressed effectively through responsive classroom practice and targeted support. • Teachers routinely identify and address misconceptions, resulting in improved understanding and stronger progress. • Disadvantaged pupils make accelerated progress where gaps exist, with attainment gaps continuing to narrow. • All pupil groups make strong progress from their starting points. • Classroom practice demonstrates effective questioning, scaffolding, modelling, adult deployment and use of resources to support learning and independence. • Assessment and intervention are responsive to identified need and result in measurable improvements for targeted pupils. • Monitoring evidence demonstrates increasingly consistent high-quality teaching and effective curriculum access across the school.				
Evidence	• Learning walks and lesson observations • Book scrutiny and work sampling • Pupil voice and engagement evidence • Coaching and professional development records • BEAR Reviews and SLT provision reviews • Attendance meetings and individual attendance action plans • Half-termly pupil progress records • Assessment and intervention impact records • Attainment and progress data by pupil group • Classroom resource, display and Working Wall reviews • TA deployment and adaptive teaching evidence • SIP External review evidence.	**Responsible Leaders**	Headteacher / SLT – strategic leadership, quality assurance and evaluation of teaching and provision. Deputy Head / Standards Leaders – consistency of adaptive teaching, curriculum access and classroom practice. SENCO / Inclusion Lead / Inclusion Team – oversight of barriers, SEND provision and adaptive support. Teachers and SLT – analysis of attainment, progress, misconceptions and intervention impact. Subject Leaders – curriculum implementation and subject-specific development. Class Teachers – high-quality teaching, assessment and responsive adaptation. Teaching Assistants – effective deployment and targeted adaptive support under close teacher direction.	***Monitoring and Evaluation - see Monitoring Calendar**	• Weekly/fortnightly: SLT review emerging concerns relating to engagement, attendance, behaviour and pupils requiring additional support. • Half-termly: BEAR reviews and pupil progress meetings evaluate provision, progress and barriers for disadvantaged and vulnerable pupils. • Half-termly: Learning walks, book scrutiny and pupil voice evaluate adaptive teaching, curriculum access, questioning, resources and pupil engagement. • Half-termly: Review intervention impact and adapt, continue or discontinue provision based on evidence. • Termly: Evaluate teaching quality and professional development priorities; provide targeted coaching where required. • Termly: Analyse attainment and progress by pupil group, including disadvantaged pupils and pupils with SEND, and identify next steps. • Annually: Evaluate the impact of adaptive teaching and inclusive provision on curriculum access, engagement, progress

			Governors – challenge, support and oversight of impact.		and attainment, informing the next improvement cycle.

INTENT			
Target 3	Improve overall attendance to at least national average, while reducing persistent absence through early identification, consistent monitoring, strong family engagement and timely, targeted support that addresses barriers to regular attendance.	**OFSTED Framework Links**	Attendance and Behaviour – improving attendance, reducing persistent absence, addressing barriers and ensuring pupils are in school and ready to learn. Inclusion – identifying and addressing individual barriers to attendance and ensuring vulnerable pupils receive appropriate support. Personal Development and Wellbeing – promoting belonging, engagement, wellbeing and positive attitudes towards school. Curriculum and Teaching – reducing lost learning time and ensuring pupils benefit fully from the curriculum. Leadership and Governance – clear accountability, rigorous monitoring, effective escalation and evaluation of attendance practice.
IMPLEMENTATION			
Specific Actions	• Implement a whole-school attendance approach/ policy with clear roles, responsibilities, thresholds and escalation procedures for monitoring and responding to individual pupil attendance. • Review attendance weekly and identify pupils whose attendance is declining or who are at risk of persistent absence, ensuring prompt action. • Analyse attendance by pupil, year group and key groups, including disadvantaged pupils and pupils with SEND, to identify patterns, barriers and emerging concerns, using LA Attendance Officer feedback to support. • Provide individualised attendance support through an appropriate graduated approach, including attendance plans, regular reviews, family meetings and external agency involvement where required. • Strengthen communication with parents and carers about attendance expectations, the link between attendance and learning, and available support. • Work proactively with pupils and families to identify and address barriers to attendance, including ESBA, wellbeing, behaviour, transport, routines and other individual circumstances and provide necessary support e.g. attendance plans, the ESBA framework and Early Support. • Establish clear escalation pathways where attendance does not improve despite appropriate support, ensuring challenge is proportionate, timely and consistent. • Use attendance information to identify lost learning and work with teachers and families to support pupils' to remain on-track. • Promote and celebrate excellent attendance, improved attendance and positive attendance behaviours through consistent whole-school systems. • Use attendance data and case reviews to evaluate the effectiveness of interventions and refine whole-school practice and evidence the school's commitment to improving attendance.		
IMPACT			
Intended Outcomes / Key	• Overall school attendance is at or above the national average and rate of improvement in line with DfE generated target. • Persistent absence reduces year on year and is below the national average. • All pupils at risk of persistent absence are identified promptly and receive appropriate support, intervention or escalation.		

Success Criteria	• Attendance responsibilities are clearly understood, with individual pupils tracked, monitored and supported by the most appropriate member of staff. • Attendance gaps between disadvantaged pupils, pupils with SEND and their peers continue to narrow. • Barriers to attendance are identified early and addressed through effective support, challenge and appropriate external agency involvement. • Parents and carers understand the importance of regular attendance and engage positively with school attendance processes. • Pupils demonstrate improved engagement, belonging and readiness to attend school regularly. • Attendance improvements are sustained rather than dependent on short-term interventions. • A positive whole-school culture is evident in which regular attendance is valued, promoted and celebrated.				
Evidence	• Weekly attendance reports and pupil-level attendance tracking • Persistent absence and severe absence data • Attendance analysis by year group and pupil group • Individual attendance plans and case reviews • Records of parent/carer meetings and communication • Attendance intervention and escalation records • External agency involvement and multi-agency support records where appropriate • Pupil voice and parent/carer voice • Attendance rewards and celebration records • Lost learning analysis • Governor attendance monitoring and challenge • SIP external attendance review evidence where applicable • LA Attendance Officer meetings	**Responsible Leaders**	Headteacher / SLT – strategic leadership, accountability and evaluation. Attendance Lead – day-to-day monitoring, analysis, intervention and escalation and weekly meeting with Headteacher. SLT – individualised support and barrier identification. Deputy Head/ Standards Leads / Class Teachers – monitoring pupil engagement, identifying concerns and supporting re-engagement. SENCO / Inclusion Lead / Pupil Premium Lead / Inclusion Team – oversight of attendance barriers and support for pupils with additional needs. DSLs – support where attendance concerns relate to safeguarding or welfare. Governors – challenge, oversight and evaluation of attendance improvement.	***Monitoring and Evaluation – see Monitoring Calendar**	• Daily/Weekly: Review attendance information, follow up absence and identify pupils whose attendance is declining or who are approaching persistent absence. • Weekly: Head/Attendance Lead review pupils requiring intervention, agree actions and ensure clear accountability. • Half-termly: Analyse attendance by pupil, year group and key groups, including disadvantaged pupils and pupils with SEND. • Half-termly: Review individual attendance plans and intervention impact with the LA Attendance Officer; escalate or adapt support where attendance has not improved as advised. • Termly: Evaluate the effectiveness of whole-school attendance systems, family engagement and graduated intervention. • Termly: Report attendance, persistent absence and group-level trends to governors, including actions and impact. • Annually: Evaluate whole-school attendance practice and outcomes against national benchmarks and use findings to inform the next improvement cycle.

INTENT			
Target 4	Strengthen the accuracy, consistency and effective use of assessment across all year groups, with a particular focus on identifying and accelerating the progress of pupils who are underachieving and non-	**OFSTED Framework Links**	**Achievement** – ensuring assessment is accurate and used effectively to identify underachievement, gaps and next steps for learning. **Curriculum and Teaching** – using formative and summative assessment to inform responsive teaching and improve learning.

	SEND pupils working below age-related expectations.		**Inclusion** – identifying barriers and ensuring pupils requiring additional support receive timely, appropriate provision. **Leadership and Governance** – developing consistent assessment practice, effective moderation and rigorous evaluation of pupil outcomes. **Early Years** – ensuring accurate assessment and moderation support strong foundations and continuity into Key Stage 1.

IMPLEMENTATION	
Specific Actions	• Establish and maintain a planned programme of internal moderation across all year groups and key subjects to secure consistent assessment judgements. • Strengthen collaborative moderation through clear, supportive documentation, agreed exemplification and shared professional dialogue. • Deliver targeted assessment CPD to ensure all teachers are confident and consistent in using the Sonar system to record, analyse and interpret assessment information. • Embed the daily and weekly use of formative assessment and Sonar information to identify misconceptions, learning gaps and pupils at risk of underachievement. • Use assessment information routinely to inform responsive first-quality teaching, ensuring teaching addresses identified gaps before additional intervention is considered. • Analyse attainment and progress half-termly by year group, subject and pupil group to identify strengths, underachievement and priorities for action. • Use pupil progress meetings to agree specific actions for pupils working below age-related expectations, with clear accountability and review dates. • Evaluate the impact of targeted interventions through regular assessment and adapt, continue or discontinue provision according to evidence of progress. • Use assessment information to identify patterns of underachievement among non-SEND pupils and ensure appropriate support is provided without lowering expectations. • Use moderation, assessment analysis and SIP and curriculum consultant external validation and LA Agreement Trailing/CPD opportunities to quality assure school judgements and inform professional development.

IMPACT					
Intended Outcomes / Key Success Criteria	• Assessment judgements are accurate, reliable and consistent across year groups and subjects. • Teachers use assessment information confidently and routinely to identify misconceptions, gaps and precise next steps for teaching. • Assessment informs responsive first-quality teaching and timely, evidence-informed intervention. • Pupils who are underachieving or working below age-related expectations are identified early and make accelerated progress. • Attainment gaps for disadvantaged pupils and other identified groups continue to narrow. • All pupils, including those with SEND, access an ambitious curriculum and make strong progress from their starting points. • Teachers demonstrate improved confidence and consistency in using Sonar to support assessment, planning and pupil progress. • Moderation evidence demonstrates secure and increasingly consistent teacher assessment judgements. • Pupil progress meetings result in clear, timely actions that lead to measurable improvements in pupil outcomes.				
Evidence	• Internal moderation records and exemplification materials • Collaborative/Trust moderation records • Sonar assessment records and data analysis • Assessment CPD records and staff confidence feedback	**Responsible Leaders**	Headteacher / Deputy Head / Standards Leads / SENCo – strategic leadership, quality assurance and evaluation of assessment practice. SLT / Teachers – assessment systems, Sonar implementation, data analysis and moderation. Standards Leads / Deputy Head –	***Monitoring and Evaluation – see Monitoring Calendar**	• Weekly: Teachers use formative assessment and Sonar information to identify misconceptions, gaps and pupils requiring additional support. • Half-termly: Analyse attainment and progress by year group, subject and pupil group, identifying underachievement and next steps.

	• Learning walks and lesson observations • Book scrutiny and work sampling • Half-termly attainment and progress analysis • Pupil progress meeting records and action plans • Intervention records and impact evaluations • Attainment and progress data by pupil group • External or Trust moderation/quality assurance evidence • Governor monitoring and challenge		consistency of assessment and moderation within phases. Subject Leaders – assessment expectations and subject-specific moderation. Class Teachers – accurate assessment, responsive teaching and timely action for identified pupils. SENCO / Inclusion Lead – oversight of assessment and progress for pupils with SEND and identification of barriers. Governors – challenge, support and oversight of impact.		• Half-termly: BEAR reviews and pupil progress meetings evaluate provision, progress and barriers for disadvantaged and vulnerable pupils. • Half-termly: Pupil progress meetings review pupils working below age-related expectations and evaluate the impact of agreed actions. • Half-termly: Review intervention impact and adapt provision based on evidence of progress. • Termly: Internal moderation and collaborative moderation to evaluate accuracy and consistency of assessment judgements. • Termly: Learning walks, book scrutiny and professional dialogue evaluate how effectively assessment informs teaching. • Termly: Review staff confidence and consistency in using Sonar and provide targeted CPD or support where required. • Annually: Evaluate the impact of assessment practice on accuracy, teaching, progress and attainment and use findings to inform the next improvement cycle.

INTENT			
Target 5	Sustain the strong outcomes achieved in the Early Years Foundation Stage (EYFS) and improve attainment at the end of Key Stage 1, particularly in reading, writing and mathematics, through strong curriculum continuity, high-quality teaching and secure foundations for learning.	**OFSTED Framework Links**	**Early Years** – securing strong foundations, effective transition, ambitious curriculum and high-quality provision that prepares children for Year 1 and beyond. **Curriculum and Teaching** – ambitious, well-sequenced curriculum, strong subject progression, effective pedagogy, language development and responsive teaching. **Achievement** – improving KS1 attainment and ensuring strong progress from EYFS starting points. **Inclusion** – identifying and addressing barriers early, particularly for children who start behind and disadvantaged pupils. **Attendance and Behaviour** – consistent routines, positive behaviour and effective use of learning time. **Personal Development and Wellbeing** – developing communication, independence, confidence and positive learning behaviours. **Leadership and Governance** – rigorous evaluation of EYFS and KS1 provision, transition and outcomes.
IMPLEMENTATION			

Specific Actions	• Review EYFS–KS1 curriculum progression to ensure clear continuity in knowledge, vocabulary and skills from Nursery/Reception through to Year 2. • Strengthen transition through joint curriculum planning, shared pedagogy, moderation, purposeful transition activities and opportunities for staff to share practice. • Explicitly define and sequence the essential knowledge and skills pupils need at each stage, with particular focus on reading, writing, language development and mathematics. • Review provision for strong foundations across EYFS and KS1, ensuring consistent mastery of early reading, phonics, handwriting, sentence construction, oral language and number fluency. • Embed ambitious, knowledge-rich and well-sequenced teaching approaches, with consistently high expectations and appropriate adaptation for pupils' starting points and needs. • Develop language-rich classrooms and structured talk across EYFS and KS1 to strengthen vocabulary, communication, comprehension and oracy. • Continue to strengthen consistency in mathematics provision from EYFS through KS1, including secure number sense, fluency, reasoning and problem-solving. • Identify children who start behind at the earliest opportunity and provide timely, targeted support, with progress reviewed regularly. • Use formative and summative assessment effectively to identify misconceptions, inform responsive teaching and ensure pupils build securely on prior learning. • Monitor the quality and impact of EYFS and KS1 provision through learning walks, observations, book/work scrutiny, moderation, pupil voice and attainment analysis.				
IMPACT					
Intended Outcomes / Key Success Criteria	• Strong EYFS outcomes are sustained and provide secure foundations for future learning. • Curriculum progression from EYFS through Year 2 is clear, coherent and consistently implemented. • There is strong continuity of learning with no significant dip in attainment between EYFS and Year 1. • KS1 outcomes in reading, writing and mathematics are at least in line with national averages, with improvement towards above-national outcomes where appropriate. • An increasing proportion of pupils achieve the Expected Standard and Greater Depth at the end of KS1. • Children develop secure foundations in early reading, writing, language, handwriting and mathematics. • Teaching is consistently effective, with high expectations, appropriate adaptation and responsive assessment supporting strong engagement and outcomes. • Children who start behind make accelerated progress through timely identification and targeted support. • Disadvantaged pupils make strong or accelerated progress and gaps in attainment continue to narrow. • Pupils demonstrate increasing confidence, independence, communication skills and effective learning behaviours.				
Evidence	• EYFS profile and KS1 attainment data • EYFS–KS1 transition records and joint planning • Curriculum progression documents and subject progression maps • Phonics and early reading assessment data • Writing and mathematics work scrutiny • Learning walks and lesson/learning observations • Moderation records across EYFS and KS1, including cluster moderation. • Pupil voice and structured talk/oracy evidence • Assessment and intervention records	**Responsible Leaders**	Headteacher / SLT – strategic leadership, quality assurance and evaluation. EYFS Lead – EYFS provision, assessment, curriculum and transition. KS1 Standards Lead – continuity, curriculum implementation and teaching quality. Reading, Writing and Phonics Leads – reading, writing, language and oracy progression. Maths Lead – mathematical	***Monitoring and Evaluation – see Monitoring Calendar**	• Half-termly: Review EYFS and KS1 attainment and progress, identifying pupils or groups requiring additional support. • Half-termly: Learning walks, observations and work scrutiny evaluate curriculum progression, teaching quality, strong foundations and learning environments. • Half-termly: Review progress of children who start behind and disadvantaged pupils, with actions agreed where progress is not strong enough.

	• Progress reviews for children starting behind and disadvantaged pupils • Classroom environment and strong foundations reviews • SIP external review evidence where applicable • Governor monitoring and challenge		progression and pedagogy from EYFS through KS1. NQT Lead – support provided to ensure consistency and high-quality teaching. SLT – attainment, progress, moderation and identification of pupils requiring additional support. SENCO / Inclusion Lead – early identification of barriers and appropriate support. Class Teachers – high-quality provision, assessment and responsive teaching. Governors – challenge, support and oversight of impact.		• Termly: Joint EYFS–KS1 moderation and curriculum review to evaluate consistency and continuity. • Termly: Review phonics, early reading, writing, mathematics and language/oracy outcomes and identify priorities for improvement. • Termly: Evaluate transition arrangements and evidence of continuity between EYFS and Year 1. • Annually: Evaluate the impact of EYFS and KS1 provision against attainment, progress and strong foundation outcomes, informing the next improvement cycle.

INTENT			
Target 6	Strengthen subject leadership so that all subject leaders have an accurate, evidence-informed understanding of curriculum implementation, teaching and pupil achievement in their subject, enabling them to evaluate impact, identify priorities and drive sustained improvement.	**OFSTED Framework Links**	**Leadership and Governance** – leaders have an accurate understanding of their school, use evidence to evaluate impact and take effective action to improve provision and outcomes. **Curriculum and Teaching** – subject leaders secure coherent curriculum progression, effective implementation and appropriate subject-specific teaching approaches. **Achievement** – subject leaders use assessment and attainment information to evaluate progress, identify underachievement and improve outcomes. **Inclusion** – subject leaders ensure pupils, including disadvantaged pupils and those with SEND, can access and succeed within the full curriculum. **Early Years** – where applicable, subject leaders support clear progression from EYFS into KS1 and secure foundations for future learning. **Personal Development and Wellbeing** – subject leadership ensures curriculum opportunities contribute to pupils' wider development, confidence and engagement.
IMPLEMENTATION			
Specific Actions	• Continue to embed the clear expectations for subject leadership, including responsibility for curriculum intent, progression, implementation, assessment, achievement, inclusion and subject-specific improvement priorities. • Ensure subject leaders have a secure understanding of curriculum progression, end points and essential knowledge within their subject across the school through specific coaching and CPD.		

	• Develop and implement subject monitoring programmes using learning walks, pupil voice, work scrutiny, planning/curriculum reviews and assessment information. • Strengthen subject leaders' confidence in analysing Sonar and other assessment information to identify attainment, progress, misconceptions, gaps and trends for different pupil group through CPD and regular review cycles. • Ensure subject leaders evaluate the implementation and impact of agreed curriculum approaches and identify where further action or support is required. • Provide targeted subject leadership CPD and coaching focused on monitoring, evaluation, evidence analysis, professional dialogue and effective curriculum leadership. • Introduce a consistent subject leadership review format enabling leaders to evaluate strengths, areas for development, actions, impact and next steps. • Ensure subject leaders use evidence to refine subject action plans, closely aligned to the School Improvement Plan and demonstrate how leadership actions improve curriculum quality, teaching and pupil outcomes. • Continue to provide and further develop opportunities for subject leaders to moderate and collaborate across the school and with local schools, sharing effective practice and validating judgements where appropriate. • Ensure subject leaders evaluate curriculum access, progress and outcomes for disadvantaged pupils, pupils with SEND and other groups who may face barriers to learning. • Develop subject leaders' confidence in communicating their findings and priorities to SLT, governors and external partners through coaching and individualised support.				
IMPACT					
Intended Outcomes / Key Success Criteria	• All subject leaders provide a clear, accurate and evidence-informed evaluation of their subject. • Subject leaders can confidently articulate curriculum strengths, areas for development, priorities and the impact of their actions. • Subject leaders demonstrate a secure understanding of curriculum progression, end points and essential knowledge within their subject. • Subject leaders accurately evaluate curriculum implementation and the quality of teaching in their area of responsibility. • Assessment information is used effectively to identify progress, attainment, misconceptions and gaps, including for different pupil groups. • Underachievement is identified promptly and appropriate action is taken to improve outcomes. • Subject action plans are focused on impact, with clear actions, success measures and review points. • Monitoring evidence demonstrates increasingly consistent curriculum implementation and teaching across the school. • Subject leaders can demonstrate how their actions have contributed to measurable improvements in pupil knowledge, skills, progress or attainment. • Disadvantaged pupils, pupils with SEND and other identified groups access the full curriculum and make strong progress within each subject. • Subject leadership is increasingly self-evaluative, proactive and focused on sustained improvement rather than compliance.				
Evidence	• Subject leader evaluations and action plans • Curriculum progression documents and subject plans • Learning walks and lesson observations • Book/work scrutiny • Pupil voice • Subject-specific assessment and Sonar data • Analysis of attainment and progress by pupil group • Moderation records	**Responsible Leaders**	Headteacher / SLT – strategic oversight, quality assurance and development of subject leadership. Curriculum Standards Leads / Deputy Headteacher – coordination, monitoring and professional development of subject leaders and support consistency of curriculum implementation and progression. Subject Leaders – curriculum leadership, monitoring, evaluation, assessment and improvement within their subject. SLT / Deputy Head – support with Sonar,	***Monitoring and Evaluation – see Monitoring Calendar**	• Half-termly: Subject leaders review assessment information and identify pupils or groups requiring action. • Half-termly: Subject leaders undertake focused monitoring linked to subject priorities and evaluate impact. • Half-termly: SLT reviews progress against subject action plans and identifies support or challenge required. • Termly: Subject leader meetings with SLT evaluate curriculum implementation, teaching, achievement and impact. • Termly: Subject leader coaching opportunities.

	• Intervention and impact records • Subject leader CPD and coaching records • Staff voice and professional dialogue • SIP external review evidence • Governor monitoring and challenge • Examples of curriculum or teaching improvements resulting from subject leader evaluation		data analysis and assessment practice. SENCO / Inclusion Lead – support subject leaders in evaluating curriculum access and outcomes for pupils with SEND and other vulnerable groups. Governors – challenge, support and oversight of curriculum leadership and impact.		• Termly: Learning walks, work scrutiny and pupil voice provide evidence of curriculum quality and pupil experience. • Termly: Subject leaders update priorities and action plans in response to evidence of impact. • Termly: Governors receive an appropriate overview of curriculum leadership, strengths, priorities and impact. • Annually: Full subject leadership evaluation considers curriculum progression, implementation, achievement and impact and informs the following year's improvement priorities.

INTENT			
Target 7	Deepen pupils' understanding of environmental sustainability and strengthen the implementation of the school's Environmental Action Plan, with a particular focus on reducing energy consumption, developing biodiversity and empowering pupils to lead positive environmental change.	**OFSTED Framework Links**	**Personal Development and Wellbeing** – developing pupils' understanding of sustainability, responsibility, community and their role as active citizens. **Curriculum and Teaching** – enriching the curriculum through meaningful cross-curricular learning and real-world environmental contexts. **Leadership and Governance** – implementing, monitoring and evaluating the Environmental Action Plan and demonstrating the impact of school actions. **Inclusion** – ensuring all pupils have meaningful opportunities to participate in environmental learning, leadership and practical activities. **Achievement** – developing pupils' knowledge, vocabulary, understanding and application of environmental concepts across the curriculum
IMPLEMENTATION			
Specific Actions	• Continue to develop the Eco-Council, OPAL initiatives and Smart School Council as vehicles for pupil leadership, environmental decision-making and whole-school action. • Promote environmental awareness through assemblies, communications, focus weeks, campaigns and curriculum-linked school initiatives. • Develop a wildlife and sensory garden that provides meaningful learning opportunities and is accessible to pupils across all year groups. • Embed environmental sustainability within cross-curricular planning and strong STEM links, identifying purposeful opportunities across subjects rather than treating it as an isolated theme. • Implement further practical measures to reduce energy consumption, informed by energy-use data and pupil-led environmental audits. • Develop clear measures and reporting mechanisms to track energy use, savings and the impact of environmental actions over time. • Use the Eco-Council and Smart School Council to identify, implement and review practical actions that reduce waste, conserve energy and improve the school environment. • Provide opportunities for pupils to investigate local and global environmental issues, develop solutions and communicate their learning to the wider school community. • Celebrate and share environmental achievements, including energy savings, biodiversity improvements and pupil-led initiatives, to strengthen participation and ownership. • Review the Environmental Action Plan annually and use evidence of impact to establish priorities for further improvement.		
IMPACT			

Intended Outcomes / Key Success Criteria	• School energy consumption reduces over time, with measurable savings demonstrated through energy-use data. • Financial savings are realised through effective energy-reduction measures and reinvested or used to support school priorities where appropriate. • Pupils demonstrate increased knowledge and purposeful understanding of environmental sustainability and the environmental challenges facing their community and the wider world. • Pupils can explain how individual and collective actions can reduce environmental impact and contribute to positive change. • Pupils are empowered to initiate, lead and evaluate environmental actions through the Eco-Council and Smart School Council. • Environmental sustainability is meaningfully embedded across the curriculum, enriching pupils' learning and providing authentic real-world contexts. • The wildlife and sensory garden provide accessible opportunities for learning, biodiversity and pupil wellbeing across year groups. • The school community demonstrates increased participation in environmental initiatives and a stronger culture of sustainability. • The impact of environmental actions is clearly evidenced and communicated through measurable outcomes, pupil voice and school reporting.				
Evidence	• Energy consumption and cost data • Environmental Action Plan and annual impact review • Eco-Council and Smart School Council minutes and action records • Pupil voice and pupil surveys • Curriculum planning and examples of cross-curricular environmental learning • Environmental awareness assemblies, focus weeks and communications • Wildlife/sensory garden development and usage records • Pupil-led environmental projects and presentations • Photographic evidence and displays • Waste, recycling or biodiversity monitoring data where applicable • Financial savings and reinvestment records • Governor monitoring and challenge	**Responsible Leaders**	Headteacher / SLT – strategic leadership, implementation and evaluation of the Environmental Action Plan. Eco-Council Lead/ OPAL, STEM and Science Lead – pupil leadership, environmental initiatives and monitoring. Smart School Council Lead – pupil participation, communication and action planning. Curriculum Standards Leaders – integration of environmental sustainability across subjects. Caretaker – energy reduction measures, monitoring and environmental improvements. Class Teachers / STEM / Science Lead – curriculum delivery, pupil participation and environmental learning. Pupils – leadership, implementation and evaluation of environmental actions. Governors – challenge, support and oversight of impact.	***Monitoring and Evaluation – see Monitoring Calendar**	• Half-termly: Eco-Council, OPAL and Smart School Council review progress against environmental actions and identify next steps. • Half-termly: Review pupil participation, environmental learning and curriculum opportunities through pupil voice and curriculum monitoring. • Termly: Review energy consumption and cost data to evaluate the impact of energy-reduction measures. • Termly: SLT / relevant curriculum leads evaluates progress against the Environmental Action Plan and identifies further actions or support required. • Termly: Review the development and use of the wildlife/sensory garden and its contribution to learning and wellbeing. • Termly: Share key environmental outcomes and pupil-led achievements with the school community and governors. • Annually: Evaluate the overall impact of environmental actions, including energy reduction, financial savings, pupil knowledge, participation and curriculum enrichment, and use findings to inform the next Environmental Action Plan.