St Meryl School Development Plan 2025/26

Learning, growing, achieving-TOGETHER

Our Vision:

At our school we will provide a safe and stimulating learning environment which challenges all learners and promotes outstanding achievement.
We encourage all members of our learning family to be open, honest and accepting of others.
We seek to instil a thirst for and love of life-long learning in everyone who is a part of this family.
Everyone at our school works as a team; supporting, encouraging and caring for all who join us on their learning journey.

Our Values:

Enthusiasm, Respect, Creativity, Friendship, Resilience, Independence

Contextual Information: Pupil Outcomes 2025-26

EYFS

77% achieved GLD in 2025
(compared with 69% in 2024)

LA Average – 68%
National Average – 67%

More than 10% above national average
within 10%
More than 10% below

Year 1 Phonics

65% working at the correct standard in Year 1
(compared with 83% in 2024)

LA Average – 81%
National Average – 80%

More than 10% above
within 10%
More than 10% below

Key Stage 1

KS1 Data 2024-25	24/25	23/24
% expected standard in reading	77%	73%
% expected standard in writing	63%	70%
% expected standard in maths	67%	70%
% expected standard in science	100%	87%
% expected standard in RWM	57%	60%
% greater depth in reading	20%	40%
% greater depth in writing	13%	10%
%greater depth in maths	17%	27%
% greater depth in RWM	7%	7%

More than 10% above
within 10%
More than 10% below

Year 4 Multiplication Tables Check

25/25
20% scored 25/25 in 2025
Compared to 33% in 2024

Average Score: 17.6
Compared to 21.2 in 2024

25/25
National Average (estimated) – 38.2%
LA Average – *Available November 2025*

Average score:
National Average: 21.1
LA Average – *Available November 2025*
More than 10% above
within 10%
More than 10% below

Key Stage 2

KS2 Data 2024-25	School	LA	Nat
% expected standard in reading	67%	78%	75%
% expected standard in writing	70%	70%	72%
% expected standard in maths	73%	76%	74%
% expected standard in GPS	63%	76%	73%
% expected standard in RWM	57%	61%	62%
% greater depth in reading	27%	39%	33%
% greater depth in writing	23%	15%	13%
% greater depth in maths	33%	30%	26%
% greater depth in GPS	17%	34%	30%
% greater depth in RWM	13%	10%	8%

More than 10% above
within 10%
More than 10% below national figures

Whole School Data

	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
Y1	69%	23%	65%	12%	73%	15%
Y2	77%	20%	63%	13%	67%	17%
Y3	67%	37%	57%	17%	60%	23%
Y4	73%	23%	53%	23%	67%	27%
Y5	80%	33%	80%	0%	73%	40%
Y6	68%	27%	70%	23%	73%	33%
WS	76%	27%	70%	14%	72%	24%

Key Ofsted focus points from last inspection (June 2021) - "Leaders should ensure that all staff receive regular training in phonics to maintain consistency and rigour in phonics teaching and reading support for pupils across the school." - "Leaders should now consider how these curriculum plans can be further developed so that teaching in each subject contributes strongly to pupils' personal development and enables pupils to achieve exceptionally well in all areas of their learning. "		

School Development Plan 2025-26 Overview

Priority 1- Curriculum and Teaching **Intent:** To improve core outcomes in reading, writing and mathematics through high-quality teaching and targeted support.	1.1 - Embed consistent approaches to phonics teaching in EYFS and Key Stage 1, supported by regular monitoring and coaching. 1.2 - Implement targeted interventions for pupils at risk of falling behind in reading, particularly in Key Stage 2. 1.3 - Provide staff training on effective strategies for teaching writing, with a focus on sentence structure, vocabulary, and extended writing. 1.4 - Introduce structured opportunities for extended writing across the curriculum to improve fluency and stamina. 1.5 - Ensure systematic teaching and practice of multiplication facts, including regular low-stakes testing and recall activities. 1.6 - Use assessment data to identify gaps and adapt planning to address misconceptions promptly. 1.7 - Strengthen parental engagement by providing guidance on how to support reading, writing and maths learning at home.

Impact:	
Priority 2- Leadership and Governance **Intent:** To strengthen leadership so that all pupils, including disadvantaged and SEND, achieve highly through effective curriculum adaptations and a strong professional learning culture.	2.1 Strengthen systems for monitoring and evaluating the progress of disadvantaged and SEND pupils, ensuring leaders are held accountable for outcomes. 2.2 Provide subject leaders with training and coaching to support teachers in adapting lessons effectively for diverse learners. 2.3 Establish regular opportunities for staff to share best practice in curriculum adaptation and inclusion. 2.4 Ensure that professional development is carefully aligned to school priorities, research evidence, and staff needs. 2.5 Strengthen the Impact of Quality First and Adaptive Teaching to Meet the Needs of Pupils with SEND 2.6 Create structures for staff to reflect on their own practice and take ownership of their professional learning. 2.7 Monitor and evaluate the impact of adaptations on pupil learning, ensuring that barriers are reduced and knowledge is secured. 2.8 Strengthen communication with governors by reporting on the impact of leadership decisions for disadvantaged and SEND pupils. 2.9 Leaders at all levels to regularly review the effectiveness of interventions and adaptive teaching practices. 2.10 Ensure pupil premium and SEND funding are clearly linked to impact in pupil outcomes and experiences.
Impact:	
Priority 3 – Personal Development, and Wellbeing **Intent:** Promote a Culture of Respect, Responsibility and Resilience across the School Community	**Actions:** 3.1 - Embed the school's core values through assemblies, PSHE lessons, classroom routines and reward systems. 3.2 - Use pupil voice regularly to evaluate how well pupils understand and demonstrate the core values in different contexts. 3.3 - Celebrate positive behaviours and attitudes through recognition in assemblies, displays, newsletters and community events.

	3.4 - Ensure all staff apply behaviour expectations and rewards consistently across the school. 3.5 - Provide opportunities for pupils to take on responsibilities and leadership roles that reflect the core values. 3.6 - Develop partnerships with parents and the wider community to reinforce shared values and expectations. 3.7 - Monitor and review behaviour and attitudes data to identify trends, share successes and address areas for improvement. 3.8 - Use pupil voice to evaluate how well pupils demonstrate and understand the values in different contexts. 3.9 - Celebrate positive behaviours and attitudes through regular recognition, displays and community involvement.
Impact:	

Implementation – Priority 1

Priority 1- Curriculum and Teaching

Intent:

To improve core outcomes in reading, writing and mathematics through high-quality teaching and targeted support

Governor/s linked to this priority: Mrs Davina Raftery

	What actions will be taken to achieve this aim?	How will progress and impact be monitored?	What are the budgetary implications of this?	How will we know we have been successful?

1.1 - Embed consistent approaches to phonics teaching in EYFS and Key Stage 1, supported by regular monitoring and coaching.	1.1.1 Review current phonics provision across EYFS and Key Stage 1 to ensure consistency of approach and resources. 1.1.2 Provide whole-staff training to secure a shared understanding of the chosen phonics programme and its delivery. 1.1.3 Ensure fidelity to one systematic synthetic phonics programme across all classes. 1.1.4 Develop and share clear lesson structures, routines, and expectations for daily phonics sessions. 1.1.5 Provide high-quality resources and ensure classrooms are equipped to deliver effective phonics teaching. 1.1.6 Implement regular monitoring through lesson observations, learning walks, and book scrutinies to check consistency and impact. 1.1.7 Establish a coaching model where subject leaders or phonics leads provide feedback and ongoing support for staff. 1.1.8 Use assessment data to identify pupils who need targeted support and provide timely interventions. 1.1.9 Share good practice through peer observations and staff meetings. 1.1.10 Communicate regularly with parents to promote understanding of phonics and encourage practice at home.	- Regular lesson observations, learning walks and book looks to ensure fidelity to the phonics programme. - Half-termly pupil progress checks and phonics screening data to measure impact. - Feedback from coaching sessions to evaluate staff confidence and consistency.		Success will be evident when all staff deliver phonics sessions with fidelity to the agreed programme, pupils show strong progress in phonics assessments and the phonics screening check, and staff demonstrate increased confidence and consistency in teaching.

1.2 - Implement targeted interventions for pupils at risk of falling behind in reading, particularly in Key Stage 2.	1.2.1 - Identify pupils at risk of falling behind in reading using assessment data and teacher observations. 1.2.2 - Establish clear entry and exit criteria for interventions, with measurable targets for progress. 1.2.3 - Provide training for staff to deliver evidence-based and effective reading interventions. 1.2.4 - Deploy trained teaching assistants or specialist staff to deliver small-group or one-to-one sessions. 1.2.5 - Focus interventions on specific areas of need (e.g., fluency, comprehension, vocabulary, decoding). 1.2.6 - Monitor pupil progress regularly and adapt interventions to maximise impact. 1.2.7 - Integrate opportunities for pupils to apply and practise reading skills across the wider curriculum. 1.2.8 - Engage parents with resources and guidance to support reading at home. 1.2.9 - Evaluate the effectiveness of interventions termly and refine provision as required. 1.2.10 - Share successful strategies and pupil progress with class teachers to ensure consistency of approach. 1.2.11 - Evaluate the overall effectiveness of intervention programmes at termly intervals and refine provision as needed.	-Termly analysis of reading assessment data to track progress of pupils receiving interventions. - Intervention records (entry/exit data) to evidence impact. - Pupil voice surveys to gauge confidence and engagement in reading.		We will know this has been successful when identified pupils make accelerated progress in reading assessments, intervention records show clear evidence of impact, and pupils report increased confidence and enjoyment in reading.

1.3 - Provide staff training on effective strategies for teaching writing, with a focus on sentence structure, vocabulary, and extended writing.	1.3.1 - Audit current teaching approaches to writing across the school to identify strengths and areas for development. 1.3.2 - Deliver staff training on research-informed strategies for teaching sentence construction, vocabulary development, and extended writing. 1.3.3 - Provide exemplar lesson models and resources to support high-quality teaching of writing. 1.3.4 - Incorporate opportunities for staff to observe best practice within and beyond the school. 1.3.5 - Ensure that teaching sequences build progressively from sentence-level work to extended writing. 1.3.6 - Embed consistent use of subject-specific vocabulary and writing frameworks across year groups. 1.3.7 - Establish peer coaching and professional dialogue sessions to support the implementation of strategies. 1.3.8 - Monitor the impact of training through lesson observations, book scrutinies, and pupil voice. 1.3.9 - Review outcomes in writing termly and adapt professional development accordingly	- Monitoring through lesson observations and book scrutinies to check use of sentence structure, vocabulary, and extended writing strategies. - Staff feedback and self-evaluations post-training to measure effectiveness. - Termly writing outcomes compared with previous baselines.		Success will be measured by improved quality of pupil writing in terms of sentence structure, vocabulary and extended pieces, consistent implementation of taught strategies across classes, and staff feedback indicating greater confidence in teaching writing.
1.4 - Introduce structured opportunities for extended writing across the curriculum to improve fluency and stamina.	1.4.1- Map opportunities for extended writing across all subjects to ensure regular and purposeful practice. 1.4.2-Provide staff with guidance and exemplars on planning extended writing tasks in different curriculum areas 1.4.3 - Ensure writing tasks are linked to meaningful	- Work scrutiny and moderation to assess quality and quantity of extended writing.		We will know this has been achieved when pupils produce extended writing of increasing fluency and stamina across a range of

	contexts to engage and motivate pupils. 1.4.4 - Establish clear expectations for extended writing, including length, structure, and presentation. 1.4.5 - Build in scaffolding and gradual release strategies to support pupils in developing independence. 1.4.6 - Celebrate extended writing outcomes through displays, assemblies, and sharing events. 1.4.7 - Monitor the quality of extended writing through regular book scrutinies and moderation activities. 1.4.8 - Provide feedback to staff and pupils on strengths and areas for development in extended writing. 1.4.9 - Evaluate pupil progress in fluency and stamina over time and refine approaches accordingly.	- Tracking pupil writing stamina and fluency over time. - Pupil voice feedback on motivation and engagement with extended writing tasks.		subjects, moderation confirms consistency and quality of work, and pupils express motivation and pride in their writing outcomes.
1.5 - Ensure systematic teaching and practice of multiplication facts, including regular low-stakes testing and recall activities.	1.5.1 - Review current provision for teaching multiplication facts across year groups to ensure consistency and progression. 1.5.2 - Establish a clear whole-school strategy for teaching multiplication facts, including agreed methods and expectations. 1.5.3 - Provide staff training on effective strategies for teaching and reinforcing multiplication recall. 1.5.4 - Integrate daily or weekly recall activities into maths lessons and wider routines. 1.5.5 - Introduce regular low-stakes quizzes to monitor fluency and build pupils' confidence in recall. 1.5.6 - Provide targeted support and interventions for pupils who are struggling to retain or recall multiplication facts. 1.5.7 - Engage parents with guidance and resources to support multiplication practice at home. 1.5.8 - Track and analyse pupil progress in multiplication recall to inform teaching and interventions. 1.5.9 - Celebrate success in multiplication fluency through rewards, challenges, and whole-school events.	- Monitoring outcomes of regular low-stakes quizzes to measure recall. - Analysis of assessment data in mathematics to evaluate progress in fluency. - Lesson observations and planning reviews to ensure consistency of practice.		Success will be evident when pupils demonstrate secure recall of multiplication facts in low-stakes quizzes and formal assessments, teaching and practice are consistent across all classes, and progress data shows improved fluency in mathematics.

1.6 - Use assessment data to identify gaps and adapt planning to address misconceptions promptly.	1.6.1 - Establish clear systems for collecting and analysing assessment data across reading, writing, and mathematics. 1.6.2 - Train staff on effective use of assessment data to identify gaps in knowledge and understanding. 1.6.3 - Ensure assessment outcomes are discussed regularly in pupil progress meetings to inform planning. 1.6.4 - Adapt medium- and short-term planning to address identified misconceptions swiftly. 1.6.5 - Incorporate targeted re-teaching and practice activities to consolidate learning where gaps are identified. 1.6.6 - Provide additional support or interventions for pupils who require further consolidation. 1.6.7 - Monitor the effectiveness of adaptations through lesson observations, work scrutiny, and pupil outcomes. 1.6.8 - Share successful strategies for addressing misconceptions across year groups and phases. 1.6.9 - Review the impact of data-informed adaptations termly and refine approaches as required.	- Regular pupil progress meetings to discuss assessment outcomes and next steps. - Planning scrutiny to check adaptations are made in response to identified misconceptions. - Evaluation of impact through improvements in subsequent assessments.		We will know this has been successful when teachers routinely adapt planning to address misconceptions, subsequent assessments show clear improvement in previously identified gaps, and lesson monitoring confirms responsive teaching based on assessment evidence.
1.7 - Strengthen parental engagement by providing guidance on how to support reading, writing and maths learning at home.	1.7.1 - Audit current parental engagement strategies to identify strengths and areas for development. 1.7.2 - Develop clear, accessible guidance materials for parents on supporting reading, writing, and mathematics at home. 1.7.3 - Host workshops, drop-in sessions, or online webinars to model effective strategies for home learning. 1.7.4 - Provide regular updates through newsletters, the school website, and digital platforms to share tips and resources. 1.7.5 - Ensure resources are tailored to be age-appropriate and practical for families to use. 1.7.6 - Establish regular opportunities for parents to	- Attendance at workshops or parent events monitored to assess reach and participation. - Parent surveys or feedback forms to evaluate usefulness of guidance provided. - Analysis of pupil progress in core subjects to identify any correlation		Success will be measured by increased parental participation in workshops and engagement opportunities, positive feedback from parents about the usefulness of guidance, and evidence of improved pupil progress in reading, writing and mathematics linked to home support.

	engage with their children's learning through events such as reading mornings or maths challenges. 1.7.7 - Gather feedback from parents to refine guidance and ensure it meets their needs. 1.7.8 - Encourage consistent communication between teachers and parents about children's progress and next steps. 1.7.9 - Monitor the impact of parental engagement on pupil outcomes and adapt strategies accordingly.	with strengthened home engagement.		

End of Year Review of Impact

Implementation – Priority 2

Priority 2- Leadership and Governance

Intent: To strengthen leadership so that all pupils, including disadvantaged and SEND, achieve highly through effective curriculum adaptations and a strong professional learning culture.

Governor/s linked to this priority: Mrs Shruti Morjaria

	What actions will be taken to achieve this aim?	**How will progress and impact be monitored?**	**What are the budgetary implications of this?**	**How will we know we have been successful?**
2.1-Strengthen systems for monitoring and evaluating the progress of disadvantaged and SEND pupils, ensuring leaders are held accountable for outcomes.	2.1.1 Review and use a clear, centralised tracking system to monitor the progress of disadvantaged and SEND pupils across all year groups and subjects.	- Regular data analysis, -Termly pupil progress meetings,		Leaders have clear, accessible data tracking progress for all disadvantaged and SEND pupils, termly pupil progress meetings result

	2.1.2 Ensure regular data collection and analysis to identify pupils at risk of underachievement or plateauing progress. 2.1.3 Schedule termly pupil progress meetings where subject leaders, SENDCo, and senior leaders review outcomes and plan targeted support. 2.1.4 Set measurable targets for disadvantaged and SEND pupils, linking these to leadership responsibilities and accountability. 2.1.5 Provide training for leaders and staff on interpreting data effectively to inform planning and intervention strategies. 2.1.6 Implement a system for tracking the impact of interventions and support, including regular review cycles. 2.1.7 Conduct regular book looks, lesson observations, and learning walks focused on the progress and engagement of disadvantaged and SEND pupils. 2.1.8 Use findings from monitoring to inform professional development and targeted support for teachers and leaders. 2.1.9 Report progress to governors and senior leaders termly, ensuring transparency and accountability for outcomes.	-Review of intervention records.		in targeted actions that address gaps in learning, and there is observable improvement in outcomes and narrowing of attainment gaps.

2.2-Provide subject leaders with training and coaching to support teachers in adapting lessons effectively for diverse learners.	2.2.1 Audit current knowledge and skills of subject leaders in differentiating teaching for diverse learners, including SEND and disadvantaged pupils. 2.2.2 Deliver targeted training sessions for subject leaders on strategies for adapting lessons to meet a range of learning needs. 2.2.3 Provide coaching and mentoring opportunities for subject leaders to develop confidence in supporting teachers with differentiation. 2.2.4 Ensure subject leaders can model effective lesson adaptations and demonstrate practical strategies in classrooms. 2.2.5 Encourage subject leaders to provide structured feedback and guidance to teachers on lesson planning and delivery for diverse learners. 2.2.6 Create opportunities for subject leaders to observe lessons across year groups and share best practice in adapting teaching. 2.2.7 Establish regular review meetings to monitor how subject leaders are supporting teachers and the impact on pupil engagement and progress. 2.2.8 Use evidence from observations, planning, and pupil outcomes to identify further professional development needs for both leaders and staff. 2.2.9 Celebrate and share successful strategies across the school to build a culture of high-quality differentiation for all learners.	- Monitor lesson observations and planning for evidence of effective differentiation. - Collect staff feedback on confidence and ability to adapt lessons. - Track pupil progress to measure the impact of adapted teaching strategies		Subject leaders demonstrate confidence in coaching staff on differentiation, teachers consistently apply adaptive strategies in planning and lessons, and engagement and progress for diverse learners improve, as evidenced through assessment data.

2.3-Establish regular opportunities for staff to share best practice in curriculum adaptation and inclusion.	2.3.1 Schedule termly or half-termly professional learning sessions focused on curriculum adaptation and inclusive teaching strategies. 2.3.2 Create a system for staff to share examples of successful lesson adaptations and strategies that have improved engagement for diverse learners. 2.3.3 Encourage peer observations where teachers can observe colleagues implementing inclusive practices in real classroom settings. 2.3.4 Develop a shared digital repository or resource bank for staff to upload and access best practice examples and teaching resources. 2.3.5 Facilitate discussion groups or staff forums to reflect on successes, challenges, and practical solutions for inclusion. 2.3.6 Identify staff champions for specific areas of inclusion to lead workshops and model effective practice. 2.3.7 Incorporate time in staff meetings for sharing approaches and celebrating innovative strategies for curriculum adaptation. 2.3.8 Monitor engagement and participation in these sessions, using feedback to improve and tailor future opportunities. 2.3.9 Evaluate the impact on teaching quality and pupil outcomes, using lesson observations, planning reviews, and pupil progress data.	- Record attendance and participation in peer observations and sharing sessions. - Evaluate adoption of strategies through planning reviews and classroom practice. - Monitor pupil engagement and outcomes to assess effectiveness of shared approaches.		Staff actively participate in sharing sessions, peer observations, and resource exchanges, effective strategies are consistently implemented across classrooms, and pupils show increased engagement and attainment in lessons benefiting from shared approaches.

2.4-Ensure that professional development is carefully aligned to school priorities, research evidence, and staff needs.	2.4.1 Conduct a whole-school audit of staff development needs linked to school improvement priorities. 2.4.2 Review current professional development provision to ensure it reflects evidence-based practice and supports key school priorities. 2.4.3 Develop a coherent professional development plan that sequences training over the year and aligns with school goals. 2.4.4 Ensure opportunities for professional development include a mix of workshops, coaching, mentoring, and collaborative learning. 2.4.5 Tailor training to meet individual staff needs, including subject-specific or role-specific support. 2.4.6 Evaluate the effectiveness of professional development through staff feedback, observation of practice, and pupil outcomes. 2.4.7 Provide follow-up support to ensure learning from professional development is embedded in classroom practice. 2.4.8 Share successful approaches and evidence of impact across the school to foster a culture of continuous improvement. 2.4.9 Regularly review and adjust the professional development plan to reflect evolving priorities, research findings, and emerging staff needs.	- Review professional development plans for alignment with priorities and research evidence. - Collect staff feedback on usefulness and impact of training. -Track improvements in teaching practice and pupil outcomes linked to development activities.		Professional development plans clearly reflect school priorities and evidence-based strategies, staff report increased confidence and capability in implementing new approaches, and there is a positive impact on pupil outcomes and teaching quality.

2.5- Strengthen the Impact of Quality First and Adaptive Teaching to Meet the Needs of Pupils with SEND	2.5.1 Review current teaching practices to identify strengths and areas for improvement in meeting the needs of SEND pupils. 2.5.2 Provide training for teachers on Quality First teaching strategies and adaptive approaches tailored to SEND needs. 2.5.3 Develop and share practical resources, scaffolds, and lesson planning guidance to support differentiation in the classroom. 2.5.4 Encourage the use of targeted, evidence-based strategies within everyday teaching to maximise engagement and progress for SEND pupils. 2.5.5 Implement a system for regular monitoring through lesson observations, learning walks, and book scrutiny, focusing on the effectiveness of adaptive teaching. 2.5.6 Provide coaching and feedback to teachers to support continuous improvement in inclusive teaching practices. 2.5.7 Track the progress of SEND pupils through assessment data and adjust teaching strategies where gaps are identified. 2.5.8 Facilitate opportunities for teachers to share best practice and learn from colleagues about effective adaptive teaching approaches.	- Conduct observations, learning walks, and book scrutiny focused on adaptive teaching. - Monitor engagement and progress of SEND pupils. - Evaluate use of Quality First strategies and identify areas for further improvement.		SEND pupils demonstrate improved engagement, progress, and attainment, adaptive teaching strategies are consistently evident in lessons and planning, and staff use Quality First approaches effectively to meet diverse learning needs.

	2.5.9 Evaluate the overall impact on SEND pupil outcomes termly and refine Quality First teaching strategies accordingly.			
2.6-Create structures for staff to reflect on their own practice and take ownership of their professional learning.	2.6.1 Develop a clear framework for professional reflection, including expectations for self-evaluation and goal-setting. 2.6.2 Schedule regular opportunities for staff to reflect on their practice, such as dedicated time during staff meetings, professional learning sessions, or individual reflection periods. 2.6.3 Provide guidance and tools to support structured reflection, including reflective journals, self-assessment templates, and peer feedback forms. 2.6.4 Encourage staff to identify personal professional development goals aligned with school priorities and their own areas for growth. 2.6.5 Establish mentoring or coaching arrangements to support reflective practice and provide constructive feedback. 2.6.6 Facilitate professional learning communities or peer discussion groups where staff can share reflections and learning experiences. 2.6.7 Monitor engagement with reflection activities and provide support where staff may need guidance in taking ownership of their learning.	- Track engagement with reflection tools, mentoring, and professional learning communities. - Collect evidence of changes in teaching practice following reflection. - Evaluate the impact on pupil outcomes linked to improvements in staff practice.		Staff regularly engage in reflection and set personal professional goals, observable improvements in teaching practice occur following reflection, and there is a positive impact on pupil outcomes as a result of self-directed professional growth.

	2.6.8 Use evidence from reflections to inform wider professional development planning and school improvement priorities. 2.6.9 Celebrate examples of reflective practice and professional growth to reinforce a culture of continuous improvement and self-directed learning.			
2.7-Monitor and evaluate the impact of adaptations on pupil learning, ensuring that barriers are reduced and knowledge is secured.	2.7.1 Establish clear criteria for evaluating the effectiveness of lesson adaptations in addressing pupil needs. 2.7.2 Collect and analyse assessment data to identify gaps in learning and measure the impact of adaptations on pupil outcomes. 2.7.3 Conduct regular lesson observations, learning walks, and book scrutinies to evaluate how adaptations are implemented in practice. 2.7.4 Engage in pupil voice activities to gather feedback on how adaptations affect understanding, engagement, and confidence. 2.7.5 Provide structured feedback to teachers on the effectiveness of adaptations and suggestions for improvement. 2.7.6 Track progress of pupils with barriers to learning, including SEND and disadvantaged pupils, to ensure knowledge is being secured. 2.7.7 Review and refine adaptations based on evidence from monitoring activities and pupil outcomes.	- Analyse pupil assessment data to measure progress and identify learning gaps. - Conduct lesson observations and book scrutiny to evaluate adaptations. - Collect pupil feedback to understand the effectiveness of adjustments on learning.		Adaptations are consistently implemented and informed by evidence, pupils' learning gaps are addressed and knowledge retention is secured, and assessment data shows measurable improvement in outcomes for targeted pupils.

	2.7.8 Share findings and best practice with staff through meetings, workshops, or collaborative sessions. 2.7.9 Evaluate the overall impact of adaptations termly and use this to inform strategic planning and future teaching approaches.			
2.8-Strengthen communication with governors by reporting on the impact of leadership decisions for disadvantaged and SEND pupils.	2.8.1 Establish a clear reporting schedule to provide governors with termly updates on disadvantaged and SEND pupil outcomes. 2.8.2 Include analysis of progress, attainment, and impact of interventions in reports to governors. 2.8.3 Highlight areas of success and any emerging concerns, alongside actions taken to address gaps. 2.8.4 Encourage discussion at governor meetings, allowing governors to ask questions and challenge leaders on the effectiveness of strategies. 2.8.5 Use governor feedback to inform ongoing school improvement planning and decision-making. 2.8.6 Maintain a record of reports and discussions to track progress over time and demonstrate transparency. 2.8.7 Share examples of best practice or successful initiatives with governors to celebrate impact and inform strategic priorities.	- Provide termly reports to governors detailing outcomes and interventions. - Include evidence of leadership accountability and actions taken. - Track governor engagement and use of reports to inform strategic decision-making.		Governors receive timely, clear, and actionable reports, the reports inform challenge, oversight, and strategic decision-making, and leadership actions lead to demonstrable improvements in pupil outcomes.

2.9-Leaders at all levels to regularly review the effectiveness of interventions and adaptive teaching practices.	2.9.1 Establish a clear schedule for leaders at all levels to review interventions and adaptive teaching practices across year groups and subjects. 2.9.2 Collect and analyse assessment data to measure the impact of interventions on pupil progress and attainment. 2.9.3 Conduct lesson observations, learning walks, and book scrutinies focused on the quality and effectiveness of adaptive teaching. 2.9.4 Gather feedback from teachers, teaching assistants, and pupils on the effectiveness of interventions and teaching adaptations. 2.9.5 Provide structured feedback and guidance to staff to refine interventions and adaptive strategies where necessary. 2.9.6 Track the progress of pupils receiving targeted interventions to ensure learning gaps are addressed and knowledge is secured. 2.9.7 Share findings and best practice across teams to promote consistent, high-quality adaptive teaching. 2.9.8 Review and adjust interventions based on evidence gathered from monitoring activities to maximise impact. 2.9.9 Report outcomes to senior leaders and governors termly to ensure accountability and inform strategic planning.	- Schedule regular review meetings and capture outcomes in monitoring records. - Track pupil progress and engagement to assess effectiveness of interventions. - Provide feedback to teachers to improve practice and adjust strategies where needed.		Leaders conduct regular reviews and provide structured feedback to staff, interventions are adjusted based on evidence and pupil needs, and pupil outcomes improve as a result of responsive leadership and adaptive teaching.

2.10-Ensure pupil premium and SEND funding are clearly linked to impact in pupil outcomes and experiences.	2.10.1 Review current allocation of pupil premium and SEND funding to map expenditure against intended outcomes. 2.10.2 Establish clear links between funding decisions and specific strategies, interventions, or resources designed to improve pupil outcomes. 2.10.3 Require staff to provide evidence of impact when requesting funding for initiatives or resources. 2.10.4 Monitor and evaluate the effectiveness of funded interventions on academic progress, engagement, and wider pupil experiences. 2.10.5 Maintain detailed records of funding allocation, implementation, and outcomes for transparency and accountability. 2.10.6 Share impact reports with senior leaders, governors, and relevant stakeholders to demonstrate the effectiveness of funding decisions. 2.10.7 Adjust future funding allocations based on evidence of what has the greatest impact on pupil outcomes and experiences. 2.10.8 Celebrate and communicate successful strategies supported by funding to encourage continued high-impact practice. 2.10.9 Conduct regular reviews of funding processes to ensure they remain strategic, evidence-based, and aligned with school priorities.	- Maintain detailed records of funding allocation, interventions, and associated outcomes. - Analyse impact data to evaluate effectiveness of funded strategies. - Adjust future funding and initiatives based on evidence of what has the greatest impact.		Funding decisions are explicitly linked to strategies that improve outcomes, evidence demonstrates that funded interventions positively impact learning and engagement, and future funding allocations are informed by measured impact, ensuring continued effectiveness.

End of Year Review of Impact

Implementation – Priority 3

Priority 3 – Personal Development and Wellbeing

Intent: Promote a Culture of Respect, Responsibility and Resilience Across the School Community

Governor/s linked to this priority: ??

	What actions will be taken to achieve this aim?	How will progress and impact be monitored?	What are the budgetary implications of this?	How will we know we have been successful?
3.1 - Embed the school's core values through assemblies, PSHE lessons, classroom routines and reward systems.	3.1.1 Review the school's core values to ensure clarity, relevance, and shared understanding among staff and pupils. 3.1.2 Integrate core values explicitly into assembly planning, ensuring each assembly reinforces at least one value. 3.1.3 Incorporate discussions of the core values into PSHE lessons, linking them to real-life scenarios and pupil experiences. 3.1.4 Model the core values consistently through classroom routines, teacher language, and expectations for behaviour. 3.1.5 Embed the core values into the school reward system, recognising pupils who demonstrate them in learning and wider school life.	- Review lesson plans, assembly content, and classroom routines to ensure consistent reinforcement of core values. - Monitor engagement and participation in lessons and assemblies that promote values. - Gather evidence that pupils can articulate and demonstrate the values in everyday school life.		Pupils consistently demonstrate the core values in lessons, assemblies, and around the school, staff routinely reinforce the values in classroom routines and interactions, and evidence from observations, assemblies, and reward systems shows strong alignment with the school values.

	3.1.6 Provide staff training and guidance on promoting and reinforcing core values in all areas of school life. 3.1.7 Create visual prompts and displays around the school that reflect and celebrate the core values. 3.1.8 Regularly review the impact of assemblies, lessons, and rewards on pupils' understanding and demonstration of the core values. 3.1.9 Gather pupil feedback to inform adjustments to approaches and ensure core values are meaningful and impactful across the school.			
3.2 - Use pupil voice regularly to evaluate how well pupils understand and demonstrate the core values in different contexts.	**3.2.1** Develop a clear framework for gathering pupil voice, including surveys, interviews, and focus groups. **3.2.2** Schedule regular opportunities throughout the year for pupils to share their views on the core values. **3.2.3** Provide guidance and training for staff on effectively facilitating pupil voice activities. **3.2.4** Analyse pupil feedback to identify patterns in understanding and application of the core values across different contexts. **3.2.5** Share findings with staff and leaders to inform teaching, assemblies, and classroom routines.	- Conduct structured pupil surveys, focus groups, and interviews to collect feedback. - Analyse feedback to identify pupils' understanding and application of core values. - Ensure pupil suggestions are acted upon to improve teaching and reinforcement of values.		Pupils can articulate the core values and explain how they apply them in different situations, feedback from pupil surveys and focus groups indicates understanding and engagement with the values, and suggestions from pupil voice are acted upon to improve reinforcement and teaching of values.

	3.2.6 Encourage pupils to reflect on their own demonstration of core values and set personal goals for improvement. **3.2.7** Use pupil voice to identify areas where further reinforcement of core values is needed in lessons, assemblies, or reward systems. **3.2.8** Review and adapt pupil voice methods regularly to ensure they remain engaging, inclusive, and effective. **3.2.9** Celebrate and showcase examples where pupils demonstrate the core values strongly, based on pupil voice feedback.			
3.3 - Celebrate positive behaviours and attitudes through recognition in assemblies, displays, newsletters and community events.	**3.3.1** Review current recognition systems to ensure they capture a wide range of positive behaviours and attitudes. **3.3.2** Incorporate opportunities to celebrate achievements and positive behaviours in assemblies regularly. **3.3.3** Use classroom displays to highlight examples of pupils demonstrating positive behaviours and attitudes. **3.3.4** Feature pupil achievements and examples of positive attitudes in school newsletters and digital communications. **3.3.5** Recognise and celebrate pupils at community events or wider school activities to extend positive reinforcement beyond the classroom.	- Track instances of recognition in assemblies, displays, newsletters, and community events. - Monitor pupil engagement and response to recognition opportunities. - Evaluate whether recognition reinforces core values effectively.		Pupils are motivated to demonstrate positive behaviours and attitudes consistently, recognition is visible, meaningful, and reinforces the school values, and staff, pupils, and the wider community acknowledge and celebrate pupil achievements.

	3.3.6 Provide guidance for staff on consistent and meaningful recognition of positive behaviours across the school. **3.3.7** Encourage peer-to-peer recognition and pupil-led initiatives to promote positive behaviours. **3.3.8** Regularly review the impact of recognition strategies on behaviour, attitudes, and engagement. **3.3.9** Adapt and refine recognition methods based on feedback from staff, pupils, and the school community to maintain motivation and relevance.			
3.4 - Ensure all staff apply behaviour expectations and rewards consistently across the school.	**3.4.1** Review the school behaviour policy to ensure clarity, fairness, and alignment with core values. **3.4.2** Provide staff training on consistent application of behaviour expectations and reward systems. **3.4.3** Model and reinforce consistent behaviour management approaches across all areas of the school. **3.4.4** Monitor classroom practice and playground supervision to ensure consistent application. **3.4.5** Provide structured feedback and support to staff where inconsistencies are identified. **3.4.6** Incorporate discussions of consistency in staff meetings and professional development sessions. **3.4.7** Use data from behaviour logs to identify patterns and inform targeted interventions. **3.4.8** Communicate expectations clearly to pupils and parents to support consistency. **3.4.9** Review and refine approaches to maintain high standards and fairness across the school.	- Conduct classroom observations and review behaviour logs to check consistency. - Collect staff feedback on the application of behaviour policies. - Track improvements in pupil conduct and reduction of behavioural incidents.		Behaviour expectations are applied fairly and consistently by all staff, there is a reduction in behavioural incidents and improved overall conduct across the school, and positive feedback from pupils and staff confirms a consistent approach to behaviour management.

3.5 - Provide opportunities for pupils to take on responsibilities and leadership roles that reflect the core values.	**3.5.1** Identify a range of leadership and responsibility roles suitable for different year groups. **3.5.2** Promote opportunities through assemblies, newsletters, and classroom discussion. **3.5.3** Provide guidance and training for pupils taking on responsibilities to ensure they understand expectations. **3.5.4** Monitor engagement and effectiveness of pupils in leadership roles. **3.5.5** Recognise and celebrate contributions of pupils in leadership positions. **3.5.6** Encourage reflection by pupils on how they demonstrate core values in their roles. **3.5.7** Gather feedback from staff and pupils on the effectiveness of leadership opportunities. **3.5.8** Adjust roles and responsibilities to ensure all pupils have meaningful opportunities over time. **3.5.9** Share examples of pupil leadership to inspire and motivate others.	- Monitor participation in leadership roles and responsibilities. - Observe pupils demonstrating core values in their roles. - Collect feedback from pupils and staff on the effectiveness of leadership opportunities.		Pupils actively participate in leadership and responsibility roles, demonstrate core values in these roles and report increased confidence, and staff and pupils recognise the positive impact of pupil leadership on the school community.
3.6 - Develop partnerships with parents and the wider community to reinforce shared values and expectations.	**3.6.1** Communicate the school's values and expectations clearly to parents and carers. **3.6.2** Organise workshops, meetings, or events to engage parents in supporting core values. **3.6.3** Share examples of pupil achievements and positive behaviours with the wider community. **3.6.4** Develop links with local organisations to support and extend learning about values. **3.6.5** Provide guidance and resources for parents to reinforce expectations at home. **3.6.6** Gather feedback from parents and community partners to evaluate engagement. **3.6.7** Encourage parents to participate in school-led initiatives promoting core values. **3.6.8** Monitor the impact of community engagement on pupil behaviour and attitudes.	- Record parent engagement and community event participation. - Gather feedback from parents, carers, and community partners. - Monitor pupils' attitudes and behaviours for evidence of shared value reinforcement.		Parents and community members engage positively with school values initiatives, pupils' attitudes and behaviours show reinforcement of shared expectations at home and in the community, and feedback from parents and partners indicates understanding and support of the school values.

	3.6.9 Review and refine partnership activities to strengthen their effectiveness and reach.			
3.7 - Monitor and review behaviour and attitudes data to identify trends, share successes and address areas for improvement.	**.7.1** Establish systems for regular collection and analysis of behaviour and attitude data. **3.7.2** Review patterns and trends termly to identify strengths and areas for improvement. **3.7.3** Share successes and best practice with staff to reinforce effective approaches. **3.7.4** Develop targeted interventions where behaviour or attitude issues are identified. **3.7.5** Provide feedback to pupils and parents on behaviour trends and expectations. **3.7.6** Use data to inform staff training and professional development. **3.7.7** Ensure leadership teams regularly review the impact of strategies on behaviour and attitudes. **3.7.8** Celebrate improvements and achievements in behaviour school-wide. **3.7.9** Adjust policies and approaches based on evidence from data monitoring.	- Analyse behaviour and attitude data regularly to identify patterns and trends. - Share findings with staff to inform interventions and best practice. - Track improvements in behaviour and attitudes across the school.		Behaviour and attitudes data show improvement over time and reduction of negative trends, successes and best practice are shared with staff and inform future strategies, and targeted interventions are effective in addressing areas for improvement.
3.8 - Use pupil voice to evaluate how well pupils demonstrate and understand the values in different contexts.	**3.8.1** Develop pupil voice surveys, focus groups, or interviews to gather feedback on values. **3.8.2** Schedule regular opportunities for pupils to reflect on their own demonstration of values. **3.8.3** Provide staff guidance on facilitating meaningful pupil voice activities. **3.8.4** Analyse feedback to identify strengths and areas for further development. **3.8.5** Share findings with staff to inform teaching, assemblies, and reward systems. **3.8.6** Encourage pupils to set personal goals for improving how they demonstrate values. **3.8.7** Review pupil voice methods to ensure they remain inclusive and effective. **3.8.8** Use insights to tailor classroom approaches and	- Conduct repeated pupil surveys, interviews, and reflective activities. - Analyse pupils' understanding and demonstration of values across contexts. - Adjust teaching and reinforcement strategies based on pupil feedback.		Pupils can explain and demonstrate core values consistently across different settings, staff use pupil feedback to adjust teaching and reinforcement strategies effectively, and pupil voice shows increasing awareness and application of school values over time.

	reinforce core values in multiple contexts. **3.8.9** Celebrate and showcase pupils who demonstrate values consistently across different settings.			
3.9 - Celebrate positive behaviours and attitudes through regular recognition, displays and community involvement.	**3.9.1** Identify a range of behaviours and attitudes to recognise regularly across school life. **3.9.2** Highlight achievements and positive examples in assemblies. **3.9.3** Use classroom and corridor displays to showcase pupils' positive contributions. **3.9.4** Feature pupils' achievements in newsletters and digital communications. **3.9.5** Celebrate pupils at community events or wider school activities. **3.9.6** Provide guidance for staff on consistent and meaningful recognition strategies. **3.9.7** Encourage peer-to-peer recognition initiatives to reinforce positive behaviours. **3.9.8** Monitor the impact of recognition on attitudes, engagement, and motivation. **3.9.9** Adjust recognition methods over time based on staff, pupil, and community feedback to maintain relevance.	- Track recognition events, display updates, and community celebrations. - Monitor pupil motivation and engagement with positive behaviour initiatives. - Evaluate the consistency and visibility of values reinforcement across the school community.		Pupils remain motivated to display positive behaviours and attitudes consistently, recognition and displays visibly reinforce values across the school and wider community, and feedback from staff, pupils, and community members confirms that recognition initiatives are effective and meaningful.
<u>End of Year Review of Impact</u>				