Crowle Primary Academy

Developing Excellence Plan

2025-2026

School Documents

Self Evaluation Form

The current position of the school with next steps to inform Developing Excellence Plan.

Academy Effectiveness Report

Summary of all areas of the academy informed by the SEF, DEP, professional development priorities, professional conversations and finance and operations meetings.
Areas - Leadership & Management, Finance, Compliance, Quality of Education, Behaviour, Attitudes & Personal Development
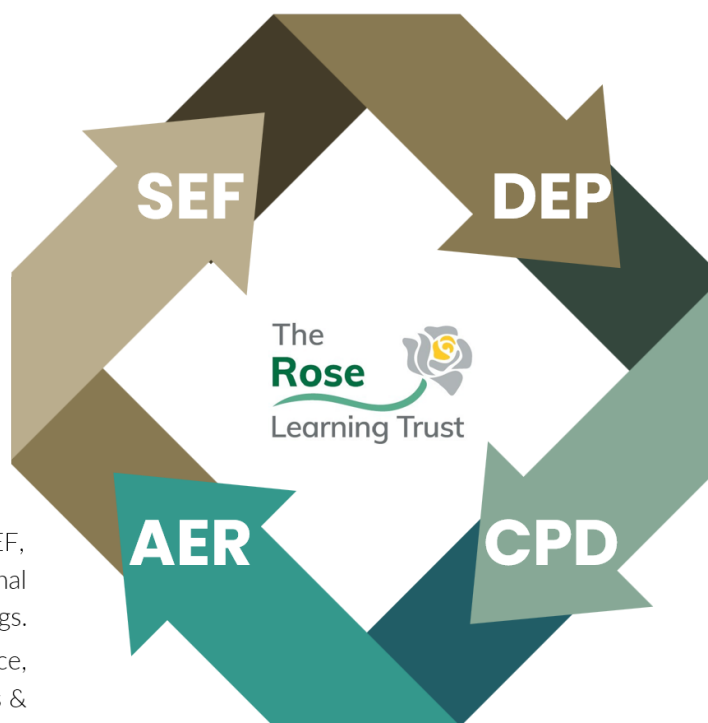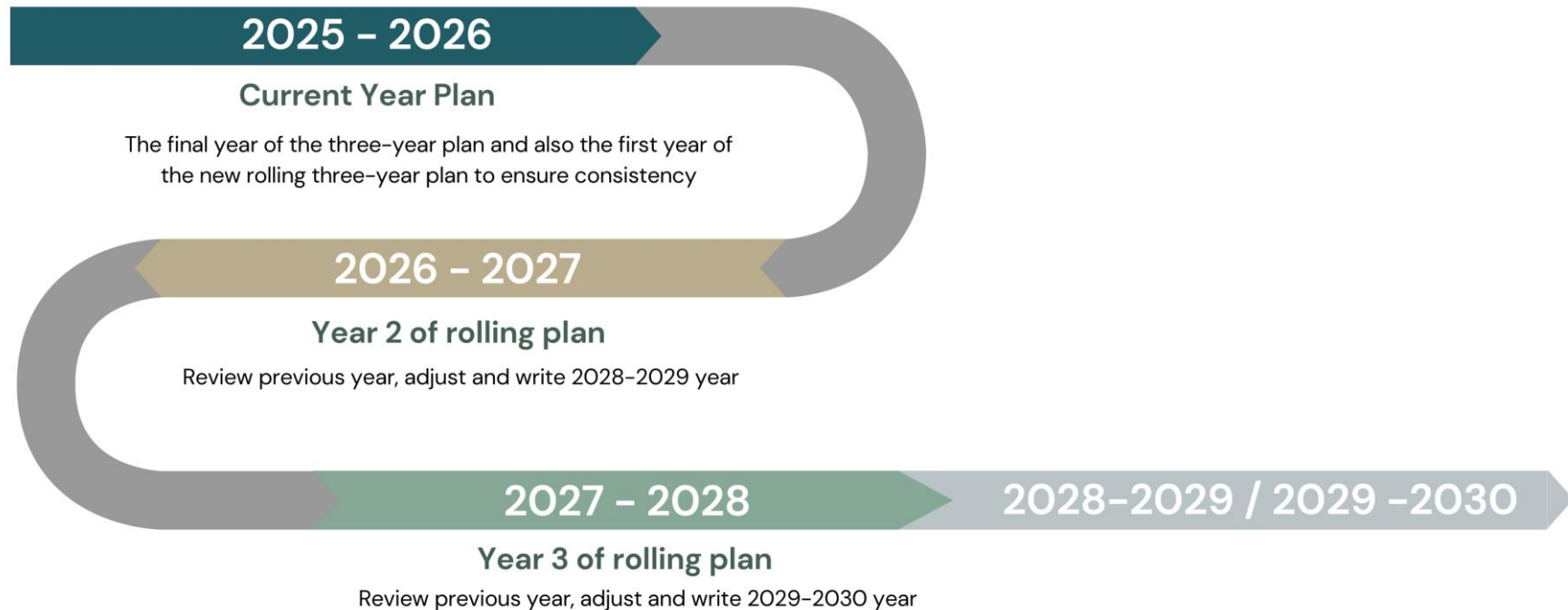
Developing Excellence Plan

The key priorities of the school (linked to the Trust DEP) with clear evidence-based rationale and implementation. Linked to staff professional Development

Staff Professional Development

Development areas for all staff which link to the Developing Excellence Plan and their own development areas

SEF   DEP   AER   CPD

Three Year Rolling Developing Excellence Plan

Our developing excellence plan now follows a rolling three-year programme so that we are not working towards an end point but continuously developing, evolving and making incremental improvements that have sustained impact

2025 – 2026

Current Year Plan

The final year of the three-year plan and also the first year of the new rolling three-year plan to ensure consistency

2026 – 2027

Year 2 of rolling plan

Review previous year, adjust and write 2028–2029 year

2027 – 2028

Year 3 of rolling plan

Review previous year, adjust and write 2029–2030 year

2028-2029 / 2029 -2030

Each year when you review the actions, save as new year and then remove completed actions and plan in actions that would be in year three.

This ensures that priorities and activities are current and evolving and the plan stays relevant.
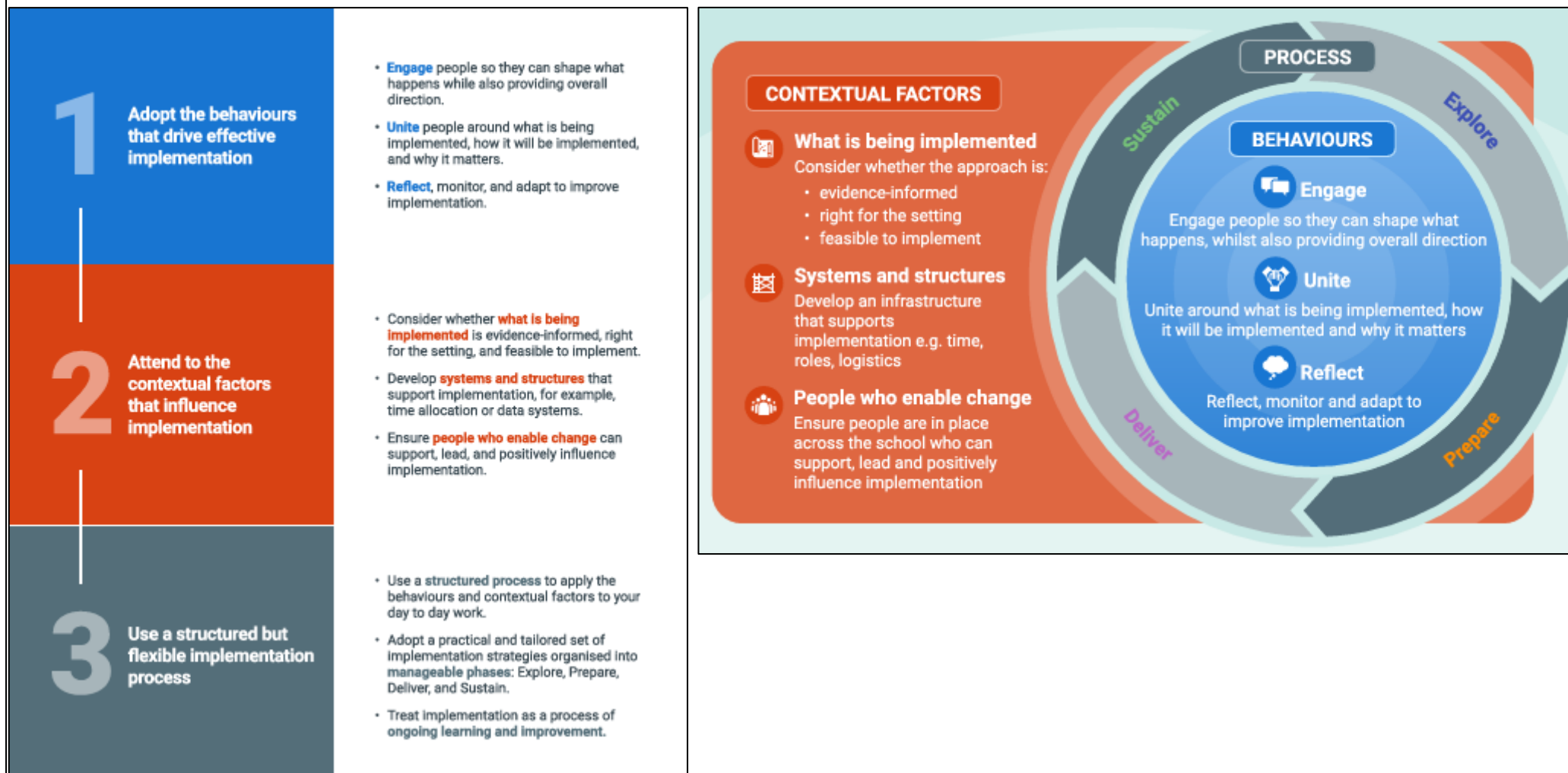
Key Priority		Rationale
1	**Excellent teaching** for every child	Attainment The Rose Learning Trust defines "mastery teaching and learning", as the expectation that, in almost all circumstances, every pupil can achieve age related expectations. Current data shows; EYFS remains an area of focus for the academy, results have dipped in 2025 but this is attributed to a cohort with significant additional needs. Children are still making significant progress from their starting points in phonics, the dip in results means that there continues to be a focus on this area, ensuring that more children achieve the expected standard by the end of year 1. Attainment in the multiplication tables check continues to improve. At the end of Key Stage 2, there is a strong upward trend in reading at age related and greater depth. Attainment at age related and greater depth in writing has improved over three years, the dip in 2024-25 results is due to higher numbers of SEND children in the cohort, writing was a particular barrier for many of these children. A greater number of children are achieving greater depth in maths, this is above national. However, the percentage of children achieving age related remains static. There is a three-year improving trend in grammar, punctuation and spelling. The academy continually strives to improve and achieve excellence.
2	**Excellent curriculum** for every child	Mary Myatt in her book 'The curriculum: Gallimaufry to coherence' states, 'a proper curriculum, grounded in the knowledge, concepts and overarching ideas of individual subjects is an entitlement for every child.' Biesta (2009) argues that a lack of attention to the aims and ends of education has led to a reliance on a 'common sense' view of education. A focus on academic achievement in a small number of curriculum domains or subjects is one example of the common sense approach. In schools, there is evidence of curriculum narrowing. Through an ongoing focus on our curriculum we aim to continue to ensure this does not happen at CPA. The DFE national curriculum document (2013) states - 'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.' Ofsted's guidance Inspecting the curriculum (2019b) states: 'Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. The end result of a good, well-taught curriculum is that pupils know more and are able to do more.' The curriculum in Crowle Primary Academy is reviewed in light of any new research, documentation or when then needs of the academy change (such as changes in numbers on roll). Using Ofsted subject research documentation, curriculum subjects have undergone recent developments resulting in the development of consistent curriculum documentation throughout 2024-25. The

		curriculum remains high on the academy's agenda in order to meet the aim of ensuring a high quality, broad and balanced curriculum for all with an approach to teaching and learning deeply rooted in research and knowledge of what works best for our community.
3	**Excellent standards** of behaviour, attitudes, attendance and safeguarding	The DFE Behaviour in Schools (2022) document states 'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.' Behaviour at CPA is a strong standard and the academy continually strives to further improve this to ensure that all pupils can succeed. The academy has undergone a behaviour review in recent years which included the approach now followed for consistent behaviour management. Crowle Primary Academy fully agrees with the statement made in The Education hub blog (2023); 'Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.' Although our school attendance is currently above national, we are committed to tackling the issues which might cause any child to miss school unnecessarily. Safeguarding is essential for keeping our children safe which includes robust policies, procedures and staff who are well trained and confident in identifying and raising concerns.
4	**Excellent targeted support** for every child that needs it	The academy supports the DFE Parent Pledge (promising that every child would have targeted support to meet their full potential in English and Maths) and therefore is consistently reviewing policies and procedures to ensure this is achieved. The number of pupil premium and SEND children at the academy has increased over the last three years, increasing the importance of ensuring targeted support is excellent across the curriculum. The academy continually seeks to ensure that there is a shared culture of inclusion.

Links to Ofsted	Key Priorities	Links to SEF	Links to Ofsted	Key Priorities	Links to SEF
Leadership & governance	**1, 2, 3 & 4**	• Vision and values • Professional development, inc NQTs • Gaming and off rolling: (Including QA of curriculum pathways and strategies to address EHE, CME and use of AP) • Stakeholder engagement • (Parent / community engagement) • Staff engagement, workload and well-being • Governance • Statutory duties (inc website compliance) • Safeguarding	**Attendance**	**3**	• Attendance and punctuality • Staff identify and tackle barriers • All staff have a high-profile role in promoting attendance. • strong relationships with families
Curriculum	**2**	• Ambition for all (including Disadvantaged and SEND) • Curriculum planning and sequencing • Curriculum for SEND • Curriculum offer including narrowing	**Personal development & well-being**	**3 & 4**	• Pupils' broader development: • SMSC: • Character development: • Physical and mental health: • Opportunities to develop talents and interests: • British values; • Equality of opportunity and diversity: • Citizenship:
Developing teaching	**1**	• Teacher's subject knowledge • Development of pedagogy/ appropriate activity choices • Planning for retention of knowledge and skills • Learning environment and resources • Reading; mathematical knowledge and skills • Pupils' work	**Inclusion**	**1, 2, 3 & 4**	• Relationships and culture • Inclusive practices are strong. • all staff are highly vigilant in identifying pupils • understanding of the barriers that individual pupils face • use a rich set of well-analysed quantitative and qualitative data
Achievement	**1, 2 & 3**	• External results (relevant historical performance) • Readiness for next stage • Remote provision • Use of assessment	**Safeguarding**	**3**	• culture in which safeguarding is everyone's responsibility • Fulfil the statutory requirements for safeguarding. • pupils are kept safe and feel safe. • staff are vigilant • receptive to challenge and are reflective about their own practices
Behaviour and attitudes	**3**	• Expectations of pupils • Behaviour management – consistency and policy into practice • Use of internal provision; internal exclusion and Alternative Provision (external) • Low level disruption – levels and how it is challenged • Bullying – policy, procedures and impact on frequency and resolution • Attitudes to learning • Exclusions	**Early years**	**1, 2, 3 & 4**	• Staff from across the school understand the importance of the early years • Curriculum is expertly designed • Interactions with children are highly effective • Children develop a broad range of vocabulary

EEF - A School's Guide to Implementation

The EEF - A School's Guide to Implementation should be used to plan effective implementation that is right for the contextual factors of the school and has a clear, structured, manageable process.

1 Adopt the behaviours that drive effective implementation

- **Engage** people so they can shape what happens while also providing overall direction.
- **Unite** people around what is being implemented, how it will be implemented, and why it matters.
- **Reflect**, monitor, and adapt to improve implementation.

2 Attend to the contextual factors that influence implementation

- Consider whether **what is being implemented** is evidence-informed, right for the setting, and feasible to implement.
- Develop **systems and structures** that support implementation, for example, time allocation or data systems.
- Ensure **people who enable change** can support, lead, and positively influence implementation.

3 Use a structured but flexible implementation process

- Use a structured process to apply the behaviours and contextual factors to your day to day work.
- Adopt a practical and tailored set of implementation strategies organised into manageable phases: Explore, Prepare, Deliver, and Sustain.
- Treat implementation as a process of ongoing learning and improvement.

CONTEXTUAL FACTORS

What is being implemented
Consider whether the approach is:
- evidence-informed
- right for the setting
- feasible to implement

Systems and structures
Develop an infrastructure that supports implementation e.g. time, roles, logistics

People who enable change
Ensure people are in place across the school who can support, lead and positively influence implementation

PROCESS

Sustain · Explore · Deliver · Prepare

BEHAVIOURS

Engage
Engage people so they can shape what happens, whilst also providing overall direction

Unite
Unite around what is being implemented, how it will be implemented and why it matters

Reflect
Reflect, monitor and adapt to improve implementation

Key Priority 1: Excellent teaching for every child

	Purpose & Intended Outcome	Implementation (what are the core components)	Timescale (see milestones for specific actions and timescales)	Led by
1a	Every child will have equitable access to high quality teaching and evidence-based pedagogy at every stage of their primary journey, building from their starting points. Attainment in KS2 is above national. Greater percentage of children achieving greater depth in KS2. Children progress through the RWI programme at the right speed and make good or better progress leading to consistently high phonic assessment results. MTC results are above national.	→ Implement and follow the planned schedule of QA activities. Share with stakeholders once completed. → Review whole school grammar teaching, implement whole school long term plan, refresh training and monitor to ensure high quality teaching throughout the academy → Implement new academy approach to teaching of mathematics, ensure staff are trained and attainment in maths continues to rise through high quality teaching, including raising attainment in multiplication tables check (see maths DEP for specific actions) → Continue to improve attainment in each key stage in reading and writing including recommendations and research findings from The Reading Framework and The Writing Framework (see specific DEP plans). → Ensure training and coaching supports continued high quality teaching of RWI throughout the academy → Use of The Great teaching Toolkit to further improve teaching and learning, focusing on areas highlighted through pupil voice → Continue to embed adaptive practices to reduce barriers to learning, promote equity, and improve outcomes for all learners	Ongoing throughout 2025-26 By end 2026 End of 2026 Reading end of 2026 Writing ongoing 2026-2028 Ongoing 2025-26	SLT/ subject leader Writing lead Maths lead Reading/ writing lead Phonics lead
1b	Every child in the early years will have access to excellent teaching, underpinned by an evidence -based pedagogy which reflects the developmental needs of all children. EYFS GLD is consistently higher than national and LA. Children have the foundations to access the phonics scheme in reception and make good progress as a result. A strong early years workforce who have the skills and knowledge to support children through their early years.	→ Ensure EYFS engage in support and quality assurance from trust early years director → Develop communication and language provision and teaching in EYFS → Further develop and strengthen PSED self-regulation strand → Ensure that strong foundations in transcription are established	Ongoing Ongoing 2025-26	EYFS lead

1c	Promote a culture of ongoing professional development which positively impacts on the expertise of adults and outcomes for all. Consistently good or better teaching across the academy.	→ Use of GTT to support training and development (both whole staff and individual) → Engage in subject pioneer meetings/ training, ensuring outcomes/ impact are clear → Further embed robust TA training and measure impact when looking at use of TAs	Ongoing 2025-26	SLT
1d	Intelligent use of assessment and tracking information ensure children can fulfil their potential at every stage of their learning. Data is used to inform teaching and raise attainment for all children	→ Ongoing development of assessment and tracking of foundation subjects. Ensure this is being used to inform teaching and learning. → Further develop assessment systems within the academy, monitor to ensure systems are supporting data literacy, improving teaching/ attainment and supporting teachers to address gaps. → Strengthen moderation procedures (both internal and external).	Ongoing 2025-26	SLT
1e	A transparent and collaborative approach to improvement and a culture of accountability. All staff are accountable for subject development and attainment of children within their subjects.	→ Continuation and development of the phase and subject reviews using QA documentation	Ongoing 2025-26	SLT/ Subject leaders

Milestone indicators

Purpose and intended outcomes	Autumn 2025	Spring 2026	Summer 2026
1a	Revisit of Rainbow grammar writing approach CPD, ensures that this is used consistently across the academy Grammar content is mapped out and shared with teaching staff ensuring appropriate coverage at all stages.	Monitoring of grammar teaching shows an impact on children's writing progress. Monitoring of maths (lessons and pupil voice) shows a greater use of manipulatives in lessons, supporting progress and attainment.	Children reach targets set for reading, writing and maths. QLA of maths papers shows that reasoning is improving across school.

	Use of manipulatives CPD delivered ensuring staff have a better understanding of how to use these to support teaching and learning in maths. Reasoning CPD ensures staff are knowledgeable to include reasoning in all maths lessons. Reading CPD delivered, staff have enhanced knowledge of incorporating more fluency into reading lessons. Continued RWI training (including online resources and coaching sessions) ensures that teaching is good or better. Review of writing approaches in line with the writing framework supports improvements in teaching and learning. QA completed ensuring adaptive teaching is being used to meet the needs of all learners	Monitoring shows that reasoning is embedded in lessons and children reasoning skills are improving (pupil voice). Monitoring of reading (lessons and pupil voice) increased teaching of reading fluency within lessons. Leading to greater outcomes. Phonic assessment outcomes show good or better progress. Staff supported with adaptive teaching strategies where necessary (identified through QA activities)	Phonics results are in line with or above national. KS2 attainment in line with or above national and LA.
1b	Continued support from school and trust EYFS lead ensures that new EYFS team are working effectively to meet the needs of the children. Baseline assessments highlight transcription strengths and gaps Clarity of writing progression in EYFS is understood by practitioners	Communication and language needs are well met through the use of well-planned resources and interventions. Targeted intervention for transcription skills means that children are catching up quickly	Increased number of children achieved ELG by the end of the academic year. This is above national average. Strong transcription teaching and intervention ensures that EYFS children have strong foundations to move to Y1
1c	TA training focuses on adaptive teaching better equipping TAs to support needs of all children. SLT are trained on the new GTT platform and implementation plan is in place.	TA training focuses on reading support ensuring the bottom 20% of readers are well supported. A revisit of research and the TA policy ensures that teaching assistants continue to be used effectively across the curriculum. The introduction of TA training sessions using GTT module identified by teachers based on pupil voice feedback, CPD sessions are used for personal research and reflection. Coaching sessions allow staff to support development cycles and self-reflection.	Consistently good or better teaching across the academy. QA shows positive impact of GTT unit on teaching and learning. A highly skilled workforce who ensure that continuing CPD impacts positively on classroom practise (as observed through monitoring).
1d	Maths lead has worked with trust colleagues to refine tracking systems for times tables leading to more robust systems in place.	Monitoring of tables outcomes shows good or better progress. Continued engagement in moderations sessions ensures that judgements are robust. Increased opportunities for internal moderation ensure staff knowledge of attainment throughout the academy continues to improve.	MTC results show an improvement from previous academic year. STAR/ Testbase assessments are used effectively to monitor progress and close gaps (as evidenced through data meetings throughout the academic year). Foundation subject assessments are in line with the new curriculum overview and support teaching and learning.

1e	SEND QA documentation continues to be used effectively to monitor the effectiveness of SEND provision throughout the academy. Subject leaders from focus areas have monitored classrooms to ensure good or better teaching in their subject area.	SEND governor has good awareness of QA outcomes and the impact of work undertaken. Subject leaders from focus areas have monitored classrooms to ensure good or better teaching in their subject area.	All staff are accountable for subject development and attainment of children within their subjects.

Review of Key Priority 1: Excellent teaching for every child

Year	Review and update to inform following terms and years		
	Autumn	Spring	Summer
2025-2026			
2026-2027			
2027-2028			

Key Priority 2: Excellent curriculum for every child

	Purpose & Intended Outcome	Implementation (what are the core components)	Timescale (see milestones for specific actions and timescales)	Led by
2a	All our children have the very best start from the early years, building solid foundations to thrive, enjoy and achieve their full potential. A well designed, well taught equitable curriculum is in place for EYFS, leading to improved academic and wider outcomes over time.	→ A review of the EYFS curriculum and approach to teaching and learning ensures robust long term plans are in place which are aligned to EYFS statutory framework → Ensure all subject leads have developing knowledge of their subject within the EYFS → Continue to develop the high quality indoor and outdoor provision to support developments within the curriculum	End of autumn 2025 Ongoing Ongoing 2025-26	EYFS lead/ subject leaders
2b	An ambitious and knowledge rich curriculum is in place which is progressive, coherent and sequential.	→ All subject long-term plans continue to be reviewed to ensure they are progressive and sequential → Opportunities for ongoing development of skills and knowledge throughout the curriculum are planned	Ongoing	SLT/ Subject leaders

		→ Focus on oracy development throughout the academy		
2c	Our curriculum uses evidence-based research ensuring it is best practice, effective and impacting positively on pupil outcomes and development. Strong subject leadership impacts positively on pupil outcomes.	→ Develop strong subject leaders and the role of subject leadership within the academy → Engagement with North Lincolnshire subject pioneer networks and trust moderation/network activities → Further embedding of metacognitive approaches to teaching ensuring this is evident in all curriculum teaching and includes a focus on improving reflection skills. → Ensure staff (including TA development) subject knowledge is strong with regular training based on evidence-based research to include knowledge of potential misconceptions and addressing these	Ongoing Ongoing 2025-26 Ongoing	SLT/ Subject leaders
2d	Our high-quality extra-curricular provision enables children to explore and express their character, build the skills they need for resilience, empathy and future opportunities.	→ Robust trips and visits curriculum allows opportunities for extracurricular development across all subject areas whilst supporting parents' financial pressures → Further development of extra-curricular provision/ programme → Engagement with trust choir and further development of school choir → Continuation of forest school provision → Engagement in links opportunities with Hill House and Axholme Academy → Engagement in trust art project	In place 2025, review ongoing basis Ongoing Wider engagement 2025-26	Curriculum lead SLT
2e	Partnership working with families, responsive to the community that it serves, promoting opportunities for building cultural capital enabling children to succeed.	→ Further development parental engagement in learning including actions on the parental engagement action plan → Continue to develop approaches to reading at home for pleasure → Continued development of community engagement activities	Ongoing	SLT/ wider leaders
2f	Equality of opportunity and recognition of diversity is promoted, ensuring curriculum equity of access and inclusive pedagogy	→ Diversity is embedded in all curriculum subjects on long term and short-term planning	Ongoing 2025-26	SLT/ subject leaders
2g	To embed a culture of aspiration ensuring that all pupils are regularly exposed to diverse role models, career pathways, and opportunities for personal goal-setting leading to improvements in pupil engagement, confidence, and ambition.	→ Opportunities within the curriculum to explore a wide range of careers, role models, and life experiences that broaden pupils' horizons is embedded. → Ethos of high expectations and growth mindset promotes a belief that effort leads to achievement. → Extended opportunities for children to express their opinions and take on leadership roles builds confidence and agency.	Ongoing	SLT/ subject leaders/ class teachers

2h	To embed sustainability within the curriculum, equipping children with the knowledge, skills, and attitudes needed to make environmentally responsible choices and contribute positively to a sustainable future.	→ Eco-schools schemes are completed which add to the academy's curriculum offer → Sustainable travel is promoted within the academy → Sustainability is promoted through a range of curriculum areas → Eco committee is established and leads on initiatives	Ongoing	SLT/ Curriculum lead/ pupils

Milestone indicators

Purpose and intended outcome	Autumn 2025	Spring 2026	Summer 2026
2a	Leaders and teachers have a secure understanding of all new EYFS legislation, ensuring the academy is meeting the needs of all learners. Review of EYFS procedures ensure that new guidelines are adhered to. Review of EYS curriculum ensures that teaching prepares children to access all curriculum subjects in year 1 (in line with new curriculum documents)	Monitoring of the EYFS provision (indoor and outdoor) shows that the needs of all learners are met and children are making good or better progress.	A well designed, well taught equitable curriculum is in place for EYFS, leading to improved academic and wider outcomes.
2b	Monitoring shows that curriculum plan documents are understood by all practitioners and are used to ensure a progressing and consistent curriculum. Oracy CPD ensures approaches to oracy within the wider curriculum are used. Findings of the national curriculum review are understood by all and planning is in place to ensure the curriculum meets any new requirements (to be updated when curriculum review is released)	Monitoring shows that the academy's approach to oracy development is widely understood and adhered to leading to better outcomes for learners. Recommendations from curriculum review being implemented ensuring the academy is meeting requirements.	A review of newly introduced approaches in some curriculum areas leads to refinements and improvements of the curriculum moving forward. All requirements following the national curriculum review are in place leading to continued improvements within the academy's curriculum and enhanced cultural capital for all learners.
2c	Revisit subject development plans to ensure that the impact of CPD is evident and impacting curriculum development within the academy. Revisit the academy's approach to metacognition through CPD ensuring this still supports teaching and learning.	Subject leaders have completed all activities detailed within subject leader handbook, ensuring that they are knowledgeable of their subject and can support other staff.	Outcomes within all wider curriculum subjects are strong due to a strong curriculum offer throughout the academy.
2d	The academy's curriculum enhancement is further developed leading to widening opportunities.	Further engagement with the Doncaster Arts project ensures that creativity is more widely embedded in classroom teaching.	A wide range of enhancement activities are on offer leading to improvements in cultural capital for all children.

	Trips and visits curriculum is refined, outline a range of opportunities throughout the academy.	Engagement with the Creative arts project is having a positive impact on learning and creativity within the classroom.	Aspiration events have taken place throughout the academic year leading to enhanced knowledge and understanding of career opportunities. Musical opportunities have been further enhanced to include a wider range of children. Raising the profile of music further within the academy.
2e	The reintroduction and rebrand of phonic parent workshops lead to greater engagement and improved parental understanding of how to support their children.	Reading and maths workshops continue, parents have an enhanced understanding of how to support their children. Forest school afternoons continue to ensure parents and children understand the benefits of outdoor learning.	Actions on the parental engagement action plan completed. Further survey shows improvements in parental engagement. Parental satisfaction in the academy remains high (end of year survey).
2f	Curriculum driver 2 is well embedded within each curriculum subject planning.	Curriculum subject monitoring shows that diversity is taught within each subject area.	Children have a good understanding of diversity and have visited this through a range of subjects and disciplines.
2g	A range of pupil voice groups are established and begin to meet to discuss matters regarding school improvement.	Ways to extend aspirations events throughout the school year are explored and start to take place across the curriculum.	Aspirations day, ongoing asportations work and extended pupil voice activities contribute to support the culture of aspiration, agency, and achievement.
2h	Eco ambassadors are in place and have an action plan to ensure projects are completed that have an impact on the academy's sustainability agenda	Subject leaders are aware of where sustainability can be promoted within subjects, these are included in curriculum plans.	Eco committee showcase sustainability development through submission to Trust eco award.

Review of Key Priority 2: Excellent curriculum for every child			
Year	**Review and update to inform following terms and years**		
	Autumn	**Spring**	**Summer**
2025-2026			

2026-2027			
2027-2028			

Key Priority 3: Excellent standards of behaviour, attitudes, attendance and safeguarding

	Purpose & Intended Outcome	Implementation (what are the core components)	Timescale (see milestones for specific actions and timescales)	Led by
3a	There is a strong culture of safeguarding and the arrangements for safeguarding are effective across the academy. Pupils feel safe as a result	→ Active engagement in the trust safeguarding network → Monitoring coverage of the safeguarding curriculum ensures pupils have a good understanding of how to keep themselves safe → Monitor the use of Every training requirements regarding compliance within these areas → Engagement with the safeguarding curriculum and the use of common sense for safeguarding curriculum coverage/staff training → Ongoing staff CPD on safeguarding matters	Ongoing	SLT Computing lead
3b	Behaviour management is consistent which leads to less incidents of poor behaviour. Children learn in calm, orderly, safe and supportive environment with high expectations for every child.	→ Policies and procedures for behaviour are revised to ensure clear and progressive steps of support and intervention → Behaviour tracking system refined, ensuring robust data is available for analysis → Manners and expectations for behaviour i.e. lunchtime/ with adults are outlined and fully embedded → Use of behaviour tracker to quickly identify and support children who need enhanced support → Further development of the zones of regulation approach develops children and staff understanding of emotional literacy, self-regulation, and strategies for managing behaviour and wellbeing.	Annually Ongoing 2025/26	SLT
3c	Strong relationships are promoted across the whole school community in collaboration with families as co-educators. Parents agree that behaviour is good at the academy.	→ Behaviour tracking system refined to ensure that parents are aware of system and when parents will be informed so that they can support school with behaviour expectations → Revisit and embed unconditional positive regard with all stakeholders	Ongoing 2025-26 Autumn 2025	SLT
3d	Strong pastoral approaches are developed alongside academic, acting early to address absence, with a focus on maximising access to learning.	→ Active engagement in the trust attendance network/ PCA network, resources shared develop academy approaches to improving attendance → Analysis of attendance including persistent absence to shape training and development needs	Ongoing End of each term	Attendance lead and attendance admin

	An improvement in attendance and reduction in persistent absence is evident with effective strategies and practice to engage children and families.	→ Attendance of key groups is closely monitored and early intervention in place when required		
3e	Children and adults flourish in a culture of safety and dignity which permeates every aspect of school life. Children make a positive, tangible contribution to the life of the school, trust and wider community. Children feel that their voice is heard, and they are valued members of the school community.	→ Embed and enhance the ambassador roles across the academy → Head boy and head girl roles are developed to ensure they are active in the improvements across the academy → Pupil voice is strengthened → A focus on anti-bullying increases pupil's and parent's understanding of this	Ongoing	SLT (leading on different ambassador roles) Inclusion mentor
3f	High expectations and positive relationships through mutual respect in order to maximise children's engagement in their own self-regulation and learning potential. Children are highly motivated, engaged and have a sense of pride in themselves and the academy.	→ Pupil 'jobs' across the academy are developed to ensure children are given greater responsibility and have a greater sense of pride → TA training around positive behaviour management with small groups and whole classes → Embed the academy's approach to metacognition across all learning	Ongoing	SLT

Milestone indicators

Purpose and intended outcome	Autumn 2025	Spring 2026	Summer 2026
3a	The relaunch of the academy's approach to teaching PSHE ensures that all aspects of safety are covered well. All staff have read and understood KCSIE 2025	Monitoring (lessons and pupil voice) shows that the ESafety curriculum is embedded and supporting children's knowledge and understanding of how to keep themselves safe online.	A revisit of the safeguarding questions within the children's wellbeing survey shows that children feel safe within the academy.

	Safeguarding audit completed with COG and shared with governors	Staff continue to receive safeguarding updates via the weekly bulleting and termly CPD sessions	Staff voice shows that staff are confident with safeguarding, supervision sessions and CPOMS monitoring ensures that all incidents are reported and dealt with in a timely manner
3b	All teaching and support staff have access to Positive Regard training, enhancing their understanding of how best to support behaviour within the academy. Proud to be purple approach to tracking behaviour is in place for years 1 to 6, all children understand the expectations for behaviour.	Staff are using new titles to refer to staff members. All staff members will be part of the learning team or the play team leading to greater respect for all adults by the children.	Children learn in calm, orderly, safe and supportive environment with high expectations for every child. The Deputy Headteacher has completed training as a behaviour lead (through Positive Regard), ensuring increased knowledge of supporting behaviour and ensuring high standards of behaviour throughout the academy.
3c	Systems refined to ensure that parents are aware of the proud to be purple tracking system and when they will be notified about their child's behaviour. Zones of regulation lessons continue throughout the academy. Break out areas for regulation established	Shared end of term 'Proud to be purple' outcomes (ongoing for identified children) lead to better parental understanding and support for behaviour management within the academy.	Parents agree that behaviour is good at the academy. Children independently accessing regulation zones effectively and able to then access learning after periods of regulation.
3d	New systems in place (soft start, moving of assembly times) lessen anxiety for SEND children leading to improved attendance. Close analysis of day-to-day attendance of SEND children leads to a better understanding of triggers and plans in place to reduce these.	Pastoral support plans in place ensuring that children's needs continue to be met in a timely manner. Support for PA SEND/ Disadvantaged pupils is leading to improvements in their attendance.	Monitoring of attendance of SEND/ disadvantaged children and actions taken in response lead to improved wellbeing and increased attendance.
3e	Elections of head pupils and class ambassadors ensures that the profile of pupil voice remains high. Anti bullying and eco warriors are in place with a programme of work for the academic year ensuring that they have a high profile within the academy.	Children feedback in regular assembly slots showing the impact that pupil voice is having across the academy.	Children make a positive, tangible contribution to the life of the school, trust and wider community. Children feel that their voice is heard, and they are valued members of the school community.
3f	Year 6 continue to engage in their responsibilities around the academy, ensuring that they are motivated and have a sense of pride in what they have achieved. Identification of proud pieces in learning continues, ensuring a sense of pride in personal achievements.	OPAL leader roles established for year 4 and 5 children, giving them an increased sense of purpose and pride.	Children are highly motivated, engaged and have a sense of pride in themselves and the academy.

Review of Key Priority 3: Excellent standards of behaviour, attitudes, attendance and safeguarding

Year	Review and update to inform following terms and years		
	Autumn	Spring	Summer
2025-2026			
2026-2027			
2027-2028			

Key Priority 4: Excellent targeted support for every child that needs it

	Purpose & Intended Outcome	Implementation (what are the core components)	Timescale (see milestones for specific actions and timescales)	Led by
4a	All adults have the knowledge and skills of diagnostic assessment to precisely target support holistically. Diagnostics are leading to early identification, positively impacting on progress and attainment.	→ Enhance screening for gaps in maths across the academy → Ensure STAR/ Testbase assessments and PKS statements are supporting with tracking progress and attainment of SEND children → Embed the use of SALT and OT toolkits across the academy	Ongoing 2025-26	SENDCO Maths lead
4b	2. School has a thorough understanding of specific needs that require consideration: • SEND • Pupil Premium • English as an Additional Language • LAC/PLAC/CWSW • SIBS (young carers) There is a shared belief that disadvantaged pupils/other pupil groups can attain well and be successful in all aspects of school life. There is a shared belief that SEND pupils can attain well and be successful in all aspects of school life.	→ SENDCO continues active engagement of SEND networks within trust and LA further enhancing knowledge and skills through taking part in associated training and development → CPD continues to be carefully planned to meet the needs of the children within our school → Provision mapping is robust and ensures needs are catered for → Monitoring of updated systems and quality/ impact of support provided → Whole staff involved in identification of barriers to learning and actions to be taken as a result (inc. pupil premium strategy) → PP lead CPD ensures that planned activities on the PP strategy are research informed and best meet the needs of the children/ support the closure of gaps	Ongoing	SENDCO SLT
4c	All adults are responsible for building an inclusive learning community without exception The school culture enables all pupils to excel, having a clear understanding of the needs of all pupils is embedded.	→ Continue to embed approaches to supervision of staff following incidents of challenging behaviour → CPD continues to develop knowledge and understanding of trauma informed practise (whole staff and individual) → Behaviour tracker is effectively used to ensure inclusive approach for all children (see behaviour section)	Ongoing	SLT SENDCO

	There is unconditional positive regard across the academy for all our pupils and families.			
4d	Distinctive teaching approaches engage and support vulnerable children to make the best possible progress. Children who are identified as needing academic, pastoral or specialist intervention will receive high quality evidence-based support. Children make good progress as a result.	→ Embed the use of the Bosanquet framework so that is it the definitive approach used with the academy, all adults and children use the language of the framework → Embed the use of mastering number.	Ongoing 2025-26	SLT Maths lead SENDCO

Milestone indicators

Purpose and intended outcome	Autumn 2025	Spring 2026	Summer 2026
4a	S&L and OT interventions are prioritised within provision mapping ensuring individual needs are met.	Further research into the Ready to Progress Maths documents support the development of pre and post teach maths interventions	Diagnostics are leading to early identification, positively impacting on progress and attainment.
4b	TA training which focuses on adaptive teaching techniques ensures that children are well supported and make progress as a result. Staff discussion of vulnerable pupils and barriers to learning shapes the review of the pupil premium strategy for 2025-26 PP lead engagement in the education research school 'Evidence into Action: Implementing an Effective Pupil Premium Strategy ' further supports effective provision for pupil premium children.	Use of refined trigger trackers is embedded ensuring that actions taken and impact are closely evaluated to support need. Trigger tackers detail clearly work of external agencies, better tracking support and trailed interventions. Pupil progress meetings ensure that barriers to learning are being addressed to ensure progress is made for vulnerable children. Continued engagement with the education research school CPD strengthens PP knowledge and understanding of supporting PP children. This knowledge is shared with staff.	Capacity of the SEND team is further enhanced through the development of an early years SEND lead ensuring early identification and support is prioritised. Pupil premium and SEND children are performing better than their peers nationally, gaps are closing.

4c	Regular supervision in place for adults working within the hub ensures that adults are supported when working with the highest needs children within the academy.	Training following on from Positive Regard whole staff training focused on trauma informed practise ensuring staff have increased knowledge and understanding to better support children's needs.	The replacement of wellbeing time with a well-planned and consistently delivered PSHE session ensures that children's wellbeing is continually supported and developed.	
4d	Further development of the use of the Bosanquet framework ensures that children and staff use a consistent language and have a shared understanding of the levels of support.	Bosanquet approaches to support is fully embedded into the feedback policy, improving the understanding of when support has been provided.	Children who are identified as needing academic, pastoral or specialist intervention will receive high quality evidence-based support. Children make good progress as a result.	

Review of Key Priority 4: Excellent targeted support for every child that needs it

Year	Review and update to inform following terms and years		
	Autumn	**Spring**	**Summer**
2025-2026			
2026-2027			
2027-2028			