Redcastle Family School

School Improvement & Development Plan 2026-2028

School Vision

"To give every child the skills and self-belief to succeed."

Introduction

This School Improvement and Development Plan (SIDP) sets out the strategic priorities for Redcastle Family School over the period 2026-2028. The plan builds upon the significant strengths identified through external inspection, internal self-evaluation, stakeholder feedback and ongoing monitoring activities. It reflects the school's ambition to provide an exceptional educational experience for every child whilst maintaining a relentless focus on inclusion, safeguarding and high achievement for all.

The plan has been deliberately streamlined to ensure clarity, strategic focus and accountability. Improvement priorities have been aligned to the school's vision, statutory responsibilities and the areas identified as having the greatest potential to improve outcomes and life chances for pupils. Each priority contains measurable success criteria, clear leadership accountability and robust evaluation processes.

School Context

Redcastle Family School serves a diverse community and operates within an increasingly complex educational landscape. The school has developed a reputation for excellence in inclusive practice, community engagement and pupil achievement. The presence of specialist resource base provision and extensive intervention systems enables the school to successfully meet the needs of a wide range of learners, whilst maintaining outcomes that consistently compare favourably with national expectations.

Leaders recognise that educational success is achieved through a combination of high-quality teaching, strong relationships, effective pastoral support and ambitious curriculum provision. This

plan therefore seeks to strengthen these areas further whilst ensuring pupils continue to develop academically, socially, emotionally and personally.

RFS SIDP: CURRICULUM & TEACHING

VISION STATEMENT

At Redcastle Family School, we are committed to delivering a broad, ambitious and coherently sequenced curriculum that equips every child with the knowledge, skills and cultural capital required to succeed. Through high-quality teaching, meaningful community engagement and consistently high expectations, pupils develop independence, resilience and a love of learning. Teaching is underpinned by the RFS Principles of Practice, ensuring that all pupils experience challenge, purpose and success in every classroom.

SCHOOL EVALUATION

Since the previous inspection, curriculum development has remained a significant strength. Curriculum progression has been strengthened across all subjects and is supported through rigorous monitoring by leaders and curriculum teams. Staff have successfully embedded the Challenge for All approach, ensuring that adaptive teaching, formative assessment and high expectations are evident throughout the school. Outcomes remain consistently above national averages and monitoring demonstrates increasingly effective teaching across all phases.

The school has successfully reduced unnecessary workload through streamlined assessment and recording expectations whilst maintaining high levels of accountability. Community-based learning has expanded significantly, creating purposeful links between curriculum content and the wider world. Intervention systems and SEND provision continue to support vulnerable learners effectively, ensuring that barriers to achievement are identified and addressed promptly.

Future development will focus on strengthening teacher modelling, metacognition, higher-order questioning and practitioner-led research, whilst further embedding community-based learning across all curriculum areas.

CURRICULUM DESIGN & IMPLEMENTATION

Expected Standard

The curriculum is broad, balanced and coherently sequenced, enabling pupils to develop secure knowledge and skills over time.

Strong Standard

The curriculum is ambitious, highly engaging and consistently implemented, enabling pupils to retain and apply knowledge confidently across all subjects.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain a broad, ambitious and coherently sequenced curriculum.	Annual curriculum review; progression mapping; subject audits; compliance review.	Curriculum monitoring cycle.	SLT / Subject Leaders
Strengthen curriculum implementation across all phases.	Subject leader reviews; learning walks; planning scrutiny; pupil voice.	Termly curriculum reviews.	Curriculum Leaders
Further develop community-linked learning opportunities.	Contextual learning projects; community partnerships; curriculum enrichment mapping.	Curriculum evaluations.	Subject Leaders

Success Criteria

- Curriculum progression is evident across all year groups.
- Subject leaders maintain accurate curriculum oversight.
- Community-linked learning is embedded across all subjects.
- Pupils retain and apply knowledge effectively.

QUALITY OF TEACHING & LEARNING

Expected Standard

Teaching enables pupils to acquire knowledge, develop understanding and make good progress.

Strong Standard

Teaching consistently secures deep learning, independence and high achievement across all pupil groups.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Embed consistently effective teaching across the school.	Instructional coaching; teaching and learning communities; professional dialogue.	Learning walks and lesson reviews.	T&L Lead
Strengthen modelling and explanation strategies.	Staff development programme; peer observation; exemplification.	Teaching reviews.	Phase Leaders

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Develop higher-order questioning and metacognition.	CPD programme; action research; coaching support.	Monitoring cycle.	SLT
Maintain Challenge for All approaches.	Adaptive teaching review; challenge audits; planning support.	Learning observations.	SLT / Phase Leaders

Success Criteria

- Teaching remains consistently effective.
- Pupils demonstrate increasing independence.
- Challenge is evident in all classrooms.
- Monitoring evidences strong practice across phases.

ASSESSMENT, FEEDBACK & ADAPTIVE TEACHING

Expected Standard

Assessment accurately identifies learning needs and informs teaching.

Strong Standard

Assessment is used precisely to adapt teaching and secure accelerated progress for all learners.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain accurate assessment systems.	Moderation; assessment reviews; data analysis; curriculum checks.	Assessment cycle.	Assessment Lead
Strengthen adaptive teaching.	Assessment-informed planning; inclusion support; targeted CPD.	Learning walks and book scrutiny.	SLT
Improve responsiveness to pupil need.	Pupil progress meetings; intervention reviews; targeted support.	Data analysis.	Phase Leaders

Success Criteria

- Assessment information is accurate.
- Adaptive teaching is consistently evident.
- Progress is closely matched to pupil need.

- Staff demonstrate confidence in assessment processes.

PHONICS, READING & ORACY

Expected Standard

Pupils develop secure foundations in reading and communication.

Strong Standard

Reading, language development and oracy are strengths across the school and outcomes exceed national averages.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain high-quality phonics provision.	Fidelity to programme; intervention support; parental engagement.	Weekly monitoring cycle.	English Lead
Strengthen reading for pleasure and comprehension.	Reading curriculum review; enrichment opportunities; library development.	Reading assessments and pupil voice.	English Team
Develop oracy across the curriculum.	Structured talk strategies; vocabulary development; presentation opportunities.	Curriculum monitoring.	Subject Leaders

Success Criteria

- Phonics outcomes exceed national averages.
- Reading remains a school strength.
- Pupils communicate confidently.
- Language acquisition improves across all groups.

INTERVENTION & VULNERABLE GROUPS

Expected Standard

Additional support removes barriers and enables pupils to make expected progress.

Strong Standard

Intervention and inclusion systems secure accelerated progress and exceptional outcomes for vulnerable learners.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain effective intervention systems.	Termly intervention planning; impact reviews; provision mapping.	Intervention evaluations.	Intervention Lead
Strengthen progress for vulnerable groups.	SEND reviews; disadvantaged pupil tracking; attendance analysis.	Vulnerable group reports.	SEND Team
Ensure intervention remains evidence-informed.	Data analysis; programme evaluation; staff training.	Termly reviews.	Assessment Lead

Success Criteria

- Vulnerable groups make strong progress.
- Intervention impact is measurable.
- Attendance, attainment and engagement improve.
- Gaps between groups continue to narrow.

PROFESSIONAL DEVELOPMENT & RESEARCH

Expected Standard

Professional development improves classroom practice and pupil outcomes.

Strong Standard

Staff actively engage with research and professional enquiry, leading to sustained school improvement.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Deliver a structured professional learning programme.	Annual CPD calendar; teaching and learning communities; coaching.	CPD evaluation.	SLT
Develop practitioner research.	Action research projects; dissemination of effective practice.	Research review cycle.	T&L Lead
Strengthen leadership expertise.	Subject leader development; NPQs; mentoring opportunities.	Performance management cycle.	Headteacher

Success Criteria

- CPD demonstrates measurable impact.
- Staff expertise continues to grow.
- Leadership capacity is strengthened.
- Research-informed practice is embedded.

CURRICULUM & TEACHING DASHBOARD

Key Improvement Measures

Measure	2026	2027	2028
Teaching judged effective or better	90%	95%	100%
Curriculum monitoring judged effective	90%	95%	100%
Subject leaders completing monitoring cycle	100%	100%	100%
Community learning projects delivered	All Year Groups	Maintained	Enhanced
Vulnerable group progress targets achieved	85%	90%	95%

Professional Development Measures

Measure	2028 Target
Staff participating in action research	100% Teaching Staff
Subject leaders completing annual reviews	100%
Staff reporting CPD impact	90%+ positive responses
Monitoring actions completed within timescale	95%+

SECTION SUCCESS CRITERIA BY 2028

- Curriculum implementation is consistently strong across all phases.
- Teaching remains a significant strength of the school.
- Pupils develop secure knowledge and skills across all subjects.
- Reading outcomes remain above national averages.
- Vulnerable groups achieve highly from their starting points.
- Adaptive teaching and inclusion are embedded across all classrooms.
- Community-linked learning is fully established within curriculum delivery.
- Professional development demonstrably improves teaching quality and pupil outcomes.

RFS SIDP: PERSONAL DEVELOPMENT & WELLBEING (SAFEGUARDING)

VISION STATEMENT

At Redcastle Family School, we are committed to developing confident, resilient and responsible citizens who are fully prepared for life beyond school. Through a rich curriculum, strong pastoral support and meaningful community engagement, pupils develop the knowledge, skills and character required to succeed personally, socially and academically.

SCHOOL EVALUATION

The school's personal development offer continues to be a significant strength. Community-based learning, enrichment opportunities, outdoor learning and extra-curricular participation provide pupils with a broad range of experiences which promote aspiration and support future success. The revised PSHE and RSE curriculum is fully aligned with school values and behaviour systems, ensuring pupils develop a strong understanding of citizenship, wellbeing and British Values.

Pastoral systems have been strengthened through close alignment between safeguarding, intervention and wellbeing teams. Leadership capacity has increased through the expansion of the DSL team, enhanced THRIVE provision and greater therapeutic support through ELSA and nurture interventions. As a result, barriers to learning are identified early and support remains highly responsive to pupil need.

Future priorities focus on strengthening parental engagement, refining curriculum sequencing and ensuring that safeguarding systems continue to adapt to the increasingly complex needs of the local community.

CURRICULUM EXPERIENCES, PSHE & RSE

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain a coherent and ambitious personal development curriculum.	Annual curriculum review; curriculum mapping updates; alignment with learning behaviours and school values; targeted staff CPD.	Curriculum monitoring, pupil voice, curriculum review.	PSHE Lead
Ensure high-quality RSE delivery across all phases.	Review sequencing; provide staff training; monitor lesson delivery; evaluate outcomes and adjust provision.	Learning walks, pupil voice, curriculum monitoring.	PSHE Lead / SLT
Strengthen pupils' knowledge of wellbeing, citizenship and healthy relationships.	Embed curriculum opportunities across subjects and enrichment provision.	Pupil outcomes and engagement.	All Staff

Success Criteria

- Pupils demonstrate secure understanding of PSHE and RSE concepts.
- Curriculum reflects statutory requirements.
- Personal development contributes positively to behaviour and wellbeing.
- Monitoring evidences consistent curriculum delivery.

MODERN BRITISH VALUES & DIVERSITY

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Promote understanding of protected characteristics, diversity and British Values.	Curriculum audit; subject mapping; assemblies; pupil leadership opportunities.	Curriculum review and pupil voice.	Curriculum Leaders
Ensure pupils are prepared for life in modern Britain.	Contextual learning; community engagement; citizenship experiences.	Participation and monitoring records.	PSHE Lead

Success Criteria

- Pupils demonstrate respect and tolerance.
- British Values are clearly understood.
- Diversity is reflected across the curriculum.
- Pupils are confident and socially responsible.

EXTRA-CURRICULAR OPPORTUNITIES

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Ensure all pupils access a wide range of enrichment opportunities.	Annual enrichment review; contextual learning planning; targeted participation support.	Participation tracking and evaluation.	SLT
Increase participation amongst vulnerable groups.	Targeted clubs; parental engagement; financial support where needed.	Termly participation review.	Inclusion Team

Success Criteria

- High participation across year groups.
- Increased engagement from vulnerable pupils.

- Positive impact on aspiration and wellbeing.

PASTORAL SUPPORT & WELLBEING

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Ensure pupils can access timely support when required.	Maintain THRIVE; ELSA; nurture provision; pastoral interventions.	Termly wellbeing review.	Pastoral Team
Strengthen early identification of wellbeing concerns.	Vulnerability reviews; attendance and behaviour analysis; pupil voice.	Fortnightly reviews.	DSL Team

Success Criteria

- Pupils report feeling safe and supported.
- Emotional wellbeing improves.
- Barriers to learning are reduced.

SAFEGUARDING

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain an outstanding safeguarding culture.	DSL oversight; staff training; safeguarding audits; SCR reviews.	Half-termly compliance checks.	DSL Team
Ensure safeguarding systems respond effectively to local need.	Fortnightly vulnerable pupil meetings; multi-agency working; case oversight.	Safeguarding monitoring cycle.	DSL Team
Strengthen parental engagement in safeguarding.	Family support pathways; information sharing; targeted intervention.	Safeguarding evaluation reports.	DSL Team

Success Criteria

- Safeguarding remains fully compliant.
- Staff demonstrate strong safeguarding knowledge.
- Pupils feel safe and protected.
- Vulnerable pupils receive timely support.

RFS SIDP: LEADERSHIP & GOVERNANCE

SCHOOL EVALUATION (CONDENSED)

Leadership capacity continues to strengthen through sustained professional development, NPQ participation, robust monitoring systems and effective succession planning. Staff development pathways have supported high levels of recruitment and retention despite national workforce challenges. Internal and external monitoring confirms strong teaching, effective safeguarding and compliance across all key areas. Leaders actively contribute to system-wide improvement through collaboration with local schools and networks.

STRATEGIC LEADERSHIP

Objective	Strategic Actions	Monitoring	Lead
Maintain high-quality strategic leadership.	Self-evaluation; monitoring cycle; succession planning; capacity building.	Termly review.	Headteacher/SLT
Ensure improvement priorities drive decision making.	Align resources, staffing and CPD to priorities.	Governor monitoring.	SLT

PROFESSIONAL LEARNING

Objective	Strategic Actions	Monitoring	Lead
Develop professional expertise across all staff groups.	CPD calendar; action research; NPQs; coaching.	CPD impact review.	SLT
Maintain evidence-informed professional learning.	TLC model; collaborative enquiry; leadership development.	Monitoring and appraisal.	SLT

GOVERNANCE

Objective	Strategic Actions	Monitoring	Lead
Strengthen strategic challenge and accountability.	Governor visits; training; committee review; compliance monitoring.	Governor reports.	Governors

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STAFF WELLBEING

Objective	Strategic Actions	Monitoring	Lead
Maintain a positive wellbeing culture.	Workload review; wellbeing funding; staff consultation; support services.	Annual survey and reviews.	SLT/Governors

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Success Criteria

- Leadership capacity continues to strengthen.
- Governance provides effective support and challenge.
- CPD demonstrates measurable impact.
- Staff wellbeing remains positive.
- School improvement priorities are achieved.

RFS SIDP: ACHIEVEMENT

VISION STATEMENT

At Redcastle Family School, every child will flourish academically, personally and socially. Through consistently strong teaching, a highly ambitious curriculum and effective intervention, all pupils will acquire the knowledge, skills and self-belief needed to succeed in the next stage of education and beyond. We are committed to ensuring all groups, including disadvantaged pupils and those with SEND, achieve exceptionally well from their individual starting points.

SCHOOL EVALUATION

Outcomes have remained consistently above national averages across key stages despite increasing levels of disadvantage and need. Strong assessment systems, targeted intervention and high-quality teaching ensure that most pupils achieve well across the curriculum. Vulnerable groups, including pupils with SEND, demonstrate strong progress through carefully planned support and well-targeted provision.

Curriculum development and improved assessment systems have strengthened progression across foundation subjects while intervention systems continue to accelerate progress for priority groups. Early Years outcomes significantly exceed contextual expectations and pupils enter Key Stage 2 with increasingly secure foundations in reading, writing and mathematics.

Future priorities include strengthening curriculum articulation, maintaining high levels of attainment across all groups and continuing to develop assessment systems that support pupils to achieve highly throughout their school journey.

PUPIL KNOWLEDGE, SKILLS & LEARNING OUTCOMES

Expected Standard

Pupils develop secure knowledge and skills across the curriculum and are prepared well for the next stage of education.

Strong Standard

Pupils demonstrate deep knowledge, articulate their learning with confidence and consistently produce work of a high standard across the curriculum. [RFS_SIDP_F...Draft_Full | Word]

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Ensure pupils develop secure knowledge and skills across all curriculum areas.	Maintain assessment cycle; curriculum monitoring; subject leader reviews; pupil progress meetings.	Assessment reviews and subject monitoring.	SLT / Subject Leaders
Strengthen curriculum progression and subject-specific knowledge.	Curriculum refinement; vocabulary development; progression mapping.	Curriculum review cycle.	Subject Leaders
Ensure pupils are well prepared for transition between phases.	Transition planning; curriculum alignment; phase review meetings.	Transition evaluation.	Phase Leaders

Success Criteria

- Strong progress across all year groups.
- Curriculum knowledge retained and applied effectively.
- Pupils articulate learning confidently.
- Outcomes remain above national expectations.

FOUNDATIONS IN READING, WRITING & MATHEMATICS

Expected Standard

Pupils secure the foundational knowledge and skills required for future learning.

Strong Standard

Any gaps in foundational learning are identified quickly and addressed effectively through high-quality teaching and intervention. [RFS_SIDP_F...Draft_Full | Word]

Objective	Strategic Actions	Monitoring & Evaluation	Lead

Maintain high-quality phonics and early reading provision.	Fidelity to phonics programme; early identification; intervention support; parental engagement.	Phonics assessment and monitoring.	English Lead
Strengthen writing outcomes across all phases.	Writing for purpose; vocabulary development; moderation; curriculum writing opportunities.	Writing moderation and outcomes review.	English Team
Secure mathematical fluency and reasoning.	Retrieval practice; fluency development; targeted intervention; mastery approaches.	Mathematics monitoring cycle.	Maths Lead

Success Criteria

- Strong phonics outcomes.
- Writing outcomes remain above national benchmarks.
- Pupils demonstrate mathematical fluency and confidence.
- Identified gaps close rapidly.

ACHIEVEMENT OF VULNERABLE GROUPS

Expected Standard

All groups make at least expected progress from their starting points.

Strong Standard

Differences between groups continue to narrow, with vulnerable pupils achieving highly across the curriculum. [RFS_SIDP_F...Draft_Full | Word]

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Ensure vulnerable groups make sustained progress.	Targeted intervention planning; provision mapping; progress reviews; attendance monitoring.	Termly vulnerable pupil review.	SEND Team
Evaluate intervention impact rigorously.	Data reviews; intervention evaluation; adaptation of provision.	Intervention audits.	Intervention Lead
Maintain ambitious expectations for all pupils.	Adaptive teaching; Challenge for All; curriculum access for all learners.	Lesson visits and data analysis.	SLT

Success Criteria

- SEND and disadvantaged pupils make strong progress.
- Interventions demonstrate measurable impact.
- Progress gaps continue to diminish.
- Pupils access the full curriculum successfully.

ATTAINMENT & OUTCOME TARGETS

Key Strategic Measures

Measure	Strategic Target
EYFS	Sustain outcomes above local and national averages
Phonics	Maintain outcomes above national averages
Reading	Outcomes remain above national expectations
Writing	Outcomes remain above national expectations
Mathematics	Outcomes remain above national expectations
Combined RWM	Sustain strong outcomes across all groups
Vulnerable Groups	Progress and attainment continue to improve

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ASSESSMENT & SELF-EVALUATION

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain accurate assessment information.	Moderation; assessment reviews; diagnostic assessment; curriculum checks.	Assessment calendar.	Assessment Lead
Strengthen use of assessment to inform teaching.	Professional development; adaptive teaching; progress meetings.	Teaching and learning review.	SLT
Ensure assessment drives improvement planning.	Annual achievement review; curriculum evaluation; strategic planning cycle.	SIDP review process.	Headteacher

Success Criteria

- Assessment is accurate and reliable.
- Data informs teaching and intervention.
- Leaders maintain an accurate view of pupil achievement.

- School improvement priorities are informed by evidence.

SECTION SUCCESS CRITERIA BY 2028

- Outcomes remain consistently above national averages.
- Pupils leave each phase prepared for the next stage of learning.
- Vulnerable groups make strong progress.
- Assessment systems accurately inform improvement.
- Reading, writing and mathematics outcomes remain strengths.
- Curriculum knowledge and skills continue to improve across all subjects. [RFS_SIDP_F...Draft_Full | Word]

ACHIEVEMENT & OUTCOMES 2026-2028

Whole School Achievement Targets

Measure	2025 Baseline	2026 Target	2027 Target	2028 Target
EYFS GLD	77%	80%	82%	85%
Year 1 Phonics	77%	82%	84%	85%+
Combined Reading, Writing & Maths (KS2)	Above National	Top 25% Nationally	Top 20% Nationally	Top 15% Nationally
Reading ARE	Maintain above National	+2% above baseline	+3% above baseline	+5% above baseline
Writing ARE	Maintain above National	+2% above baseline	+3% above baseline	+5% above baseline
Mathematics ARE	Maintain above National	+2% above baseline	+3% above baseline	+5% above baseline
Foundation Subjects ARE	Consistent assessment established	85%+ ARE	88%+ ARE	90%+ ARE

SEND & Vulnerable Groups

Measure	2026	2027	2028
SEND pupils making expected progress	90%	92%	95%
SEND pupils making accelerated progress	35%	40%	50%
Disadvantaged pupils meeting ARE	Gap reduced by 25%	Gap reduced by 50%	Gap eliminated where possible

EAL pupils meeting ARE	Above national EAL averages	Above national EAL averages	Sustain above national averages
Intervention impact programmes demonstrate measurable progress	85%	90%	95%

Quality of Education Measures

Indicator	2026	2027	2028
Teaching consistently good or better	90%	95%	100%
Curriculum monitoring judged effective	90%	95%	100%
Subject action plans completed successfully	90%	95%	100%
Staff meeting expectations within monitoring cycle	90%	95%	100%

Reading Strategy Measures

Measure	Target
Pupils reading at least 3 times weekly at home	85%
Pupils reading daily in school	100%
Target pupils receiving reading intervention	100%
Reading attainment above national	Sustain annually

Writing Measures

Measure	2028 Target
ARE Writing	85%+
Greater Depth Writing	20%+
Pupil voice demonstrates confidence in writing	90%+ positive responses
Moderation accuracy	100%

Mathematics Measures

Measure	2028 Target
ARE Mathematics	85%+
Greater Depth Mathematics	25%+
Multiplication Check	90%+
Pupil confidence in mathematics	90%+ positive responses

Foundation Subject Achievement

Measure	2028 Target
Curriculum subjects with fully embedded assessment systems	100%
Subjects achieving external accreditation/quality mark	Minimum 5
Pupils achieving ARE across foundation subjects	90%+
Community-based learning projects delivered	Every year group, every year

End of SIDP Success Criteria (July 2028)

By July 2028:

- EYFS outcomes exceed 85%.
- Phonics outcomes exceed 85%.
- Reading, Writing and Mathematics outcomes remain significantly above national averages.
- At least 95% of SEND pupils demonstrate expected progress.
- Teaching is consistently effective across the school.
- Foundation subjects demonstrate measurable attainment and progression.
- Gaps between vulnerable groups and peers continue to narrow.
- Pupils leave Redcastle Family School exceptionally well prepared for secondary education.

RFS SIDP: INCLUSION

VISION STATEMENT

At Redcastle Family School, we are committed to creating a culture where every learner feels valued, respected and able to succeed. We maintain high expectations for all pupils and work proactively to remove barriers to learning through inclusive practice, high-quality teaching and targeted support. Through strong partnerships with families, external professionals and the wider community, we ensure all children have equitable opportunities to flourish academically, socially and emotionally.

SCHOOL EVALUATION

The school has developed a strong reputation for inclusion through its mainstream provision, specialist resource bases and integrated intervention systems. Robust assessment, graduated support and effective intervention enable pupils with SEND and

additional needs to make significant progress from their starting points. The introduction of local authority recognised assessment pathways and strengthened monitoring systems has improved leaders' ability to track progress and measure impact across all provision.

The school's integrated approach through Learning Bubbles, THRIVE, intervention programmes and specialist resource bases has been recognised as a model of good practice. Strong collaboration between SEND, teaching and pastoral teams ensures barriers to achievement are identified early and addressed effectively. Future priorities focus on maintaining inclusive excellence, strengthening adaptive teaching and ensuring continued integration across all settings.

STRATEGIC LEADERSHIP OF INCLUSION

Expected Standard

Leaders ensure all pupils have equitable access to a broad and balanced curriculum through high-quality teaching, effective intervention and appropriate adaptations.

Strong Standard

Leaders create a culture where inclusive practice is fully embedded across all aspects of school life and outcomes for vulnerable groups consistently exceed expectations.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain an ambitious culture of inclusion across the school.	Annual SEND and inclusion review; provision mapping; strategic development planning; policy review.	Termly inclusion review.	SEND Team / SLT
Ensure inclusion remains central to all school improvement priorities.	Align SIDP priorities with SEND, attendance, behaviour and achievement systems.	Leadership monitoring and governor review.	Headteacher / SENDCO
Strengthen staff accountability for inclusive practice.	Monitoring cycle; coaching; adaptive teaching reviews; targeted CPD.	Learning walks and pupil outcomes.	SLT / SEND Team

Success Criteria

- Inclusive practice is consistently evident across all classes.
- Staff demonstrate confidence in adapting learning.
- Vulnerable groups make strong progress.
- Leaders maintain an accurate understanding of provision quality.

SEND PROVISION, ASSESSMENT & INTERVENTION

Expected Standard

Assessment and intervention systems accurately identify need and enable all pupils to make progress.

Strong Standard

Provision is highly responsive and ensures barriers are removed quickly, enabling pupils to thrive in all aspects of school life.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain a graduated approach to SEND support.	Provision mapping; assessment reviews; intervention planning; EHCP monitoring.	Termly review cycle.	SEND Team
Strengthen intervention effectiveness.	Data-driven interventions; impact reviews; programme evaluation.	Intervention monitoring.	Intervention Lead
Ensure assessment accurately measures progress.	Continue use of NAPs and SEND assessment frameworks; regular moderation.	Assessment reviews.	Assessment Lead
Refine deployment of support staff and specialist provision.	Annual staffing review and workforce planning.	Intervention outcomes.	SLT

Success Criteria

- SEND pupils demonstrate measurable progress.
- Provision plans remain accurate and responsive.
- Interventions demonstrate clear impact.
- Assessment systems support informed decision making.

SPECIALIST RESOURCE BASES & LEARNING BUBBLES

Expected Standard

Specialist provision effectively supports pupils' educational, social and emotional needs.

Strong Standard

Specialist provision is recognised externally as a model of effective inclusive practice.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain high-quality specialist provision across resource bases.	Resource base review; curriculum access monitoring; integrated provision planning.	Termly provision evaluation.	SRB & SHIP Leads
Extend Learning Bubble provision where appropriate.	Review integration opportunities; evaluate pupil outcomes and social development.	Half-termly review.	Inclusion Team
Strengthen transition pathways between provisions.	Transition planning; pupil review meetings; family engagement.	Annual review.	SEND Team

Success Criteria

- Pupils access a broad and balanced curriculum.
- Positive integration experiences are evident.

- Improved social inclusion and engagement.
- Resource base provision remains highly effective.

ADAPTIVE TEACHING & INCLUSIVE PRACTICE

Expected Standard

Teachers adapt learning effectively to meet pupil needs.

Strong Standard

Adaptive teaching is highly skilled, resulting in exceptional pupil engagement and achievement.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Develop consistent adaptive teaching across all phases.	Targeted CPD; coaching; modelling; monitoring.	Learning walks and lesson visits.	T&L Lead
Ensure classroom adaptations remove barriers to learning.	Review classroom practice; provide targeted support and guidance.	Monitoring cycle.	SEND Team
Strengthen staff understanding of complex needs.	SEND-focused professional development programme.	CPD evaluation.	SEND Team

Success Criteria

- Adaptive teaching evident in all classes.
- Pupils access learning successfully.
- Teachers demonstrate strong SEND knowledge.
- Monitoring evidences highly effective practice.

FAMILY PARTNERSHIPS & MULTI-AGENCY WORKING

Expected Standard

Families and professionals work collaboratively to support pupils.

Strong Standard

Partnership working results in highly coordinated support and exceptional pupil outcomes.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Strengthen partnership working with families.	Regular review meetings; parent engagement opportunities; communication pathways.	Parent feedback and engagement measures.	SEND Team
Maintain effective multi-agency working.	Timely referrals; professional meetings; action tracking.	Case reviews.	DSL / SENDCO
Improve coordination for pupils requiring complex support.	Team Around the Child approach; integrated planning.	Professional review cycles.	SEND Team

Success Criteria

- Parents report positive engagement.
- Multi-agency support remains timely and effective.
- Support plans are consistently implemented.
- Complex needs are effectively coordinated.

VULNERABLE GROUPS & EQUITY

Expected Standard

Leaders identify and remove barriers experienced by vulnerable groups.

Strong Standard

Vulnerable groups achieve outcomes equal to or better than comparable groups nationally.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain rigorous monitoring of vulnerable groups.	Termly data review; attendance, behaviour and achievement analysis.	Vulnerable group reports.	Inclusion Team
Strengthen targeted support programmes.	Review intervention pathways; align support to identified need.	Progress reviews.	Intervention Lead
Promote belonging, wellbeing and participation.	Enrichment opportunities; transition support; pastoral provision.	Participation monitoring.	Inclusion Team

Success Criteria

- Barriers are identified and addressed quickly.
- Attendance and engagement improve.
- Pupils report a strong sense of belonging.
- Outcomes continue to improve across all vulnerable groups.

SECTION SUCCESS CRITERIA BY 2028

- Inclusion remains consistently embedded across the school.
- SEND and vulnerable pupils achieve strong outcomes.
- Assessment and intervention systems demonstrate measurable impact.
- Adaptive teaching is consistently effective.
- Resource base provision remains a recognised model of good practice.

- Family and professional partnerships are strong and effective.
- Pupils experience a genuine sense of belonging and success.

RFS SIDP: BEHAVIOUR & ATTENDANCE

VISION STATEMENT

At Redcastle Family School, we establish a culture of high expectations, strong relationships and personal responsibility. Pupils learn within a calm, safe and purposeful environment where attendance, behaviour and attitudes support success. Through consistent systems and effective partnership with families, we develop resilient learners who value education and contribute positively to their community.

SCHOOL EVALUATION

Behaviour remains a significant strength of the school. Pupils demonstrate positive attitudes to learning, strong relationships with staff and a clear understanding of expectations. The revised behaviour policy, linked to PSHE, THRIVE and regulatory approaches, has increased pupils' ability to manage emotions and regulate behaviour successfully.

Attendance remains above comparable schools in similar contexts despite increasing levels of vulnerability and complexity. Leaders have strengthened systems for monitoring attendance, vulnerable groups and persistent absence. The school continues to face challenges associated with SEND placement requests, safeguarding concerns and term-time holidays but has demonstrated strong systems for intervention and support.

Future priorities focus upon maintaining exceptionally high expectations while strengthening early intervention, attendance engagement and pupil self-regulation.

STRATEGIC LEADERSHIP OF BEHAVIOUR & ATTENDANCE

Expected Standard

Leaders have an accurate understanding of behaviour, attendance and attitudes and take effective action to address concerns.

Strong Standard

Leaders anticipate emerging needs and implement highly effective preventative strategies which sustain exceptional behaviour and attendance.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain high-quality monitoring of behaviour and attendance.	Half-termly strategic reviews; vulnerable group analysis; attendance and behaviour trend monitoring.	Data review cycle.	SLT
Identify and resolve emerging concerns early.	Early intervention pathways; targeted support meetings; multi-agency involvement where necessary.	Fortnightly review.	Pastoral Team
Ensure leaders maintain an accurate understanding of school culture.	Pupil voice; behaviour audits; attendance analysis; stakeholder feedback.	Termly review.	SLT / Governors

Success Criteria

- Behaviour remains consistently positive.
- Attendance remains above national averages.
- Persistent absence continues to reduce.
- Early intervention prevents escalation.

BEHAVIOUR & ATTITUDES TO LEARNING

Expected Standard

Pupils understand and meet behaviour expectations consistently.

Strong Standard

Pupils demonstrate exceptional self-regulation, independence and respect for others.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Maintain consistently high expectations across the school.	Consistent implementation of Behaviour Policy; staff training; coaching and monitoring.	Learning walks and behaviour reviews.	SLT
Strengthen pupils' self-regulation and independence.	THRIVE approaches; restorative practice; Zones of Regulation; pupil leadership opportunities.	Pupil voice and behaviour data.	Pastoral Team
Promote exemplary attitudes to learning.	Reinforce learning behaviours; recognition systems; curriculum links.	Termly evaluation.	All Staff

Success Criteria

- Behaviour incidents remain low.
- Positive conduct evident across the school.
- Pupils increasingly self-regulate.
- Learning disruption is minimal.

MANAGING BEHAVIOUR & RESPONSIVE SUPPORT

Expected Standard

Behaviour support systems enable pupils to improve behaviour and engagement.

Strong Standard

Reasonable adjustments, intervention and pastoral support demonstrate significant impact for targeted pupils.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Ensure behaviour support plans are responsive and effective.	Personalised support plans; risk assessments; graduated pastoral support.	Half-termly review cycle.	Inclusion Team
Maintain effective responses to incidents and concerns.	Behaviour recording; restorative approaches; parental engagement.	Behaviour analysis.	Pastoral Team
Strengthen support for pupils requiring additional intervention.	Therapy, nurture, ELSA, THRIVE and specialist support programmes.	Intervention reviews.	SEND & Pastoral Teams

ATTENDANCE, BELONGING & FAMILY ENGAGEMENT

Expected Standard

Families work collaboratively with the school to support attendance, behaviour and pupil wellbeing.

Strong Standard

Relationships between school, families and external agencies enable barriers to attendance and engagement to be identified and resolved quickly, resulting in sustained improvements for vulnerable pupils.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Strengthen parental engagement around attendance and behaviour.	Attendance workshops; parent meetings; behaviour support guidance; communication strategy.	Parent feedback and attendance reviews.	Attendance Lead
Improve family support for vulnerable pupils.	Early Help referrals; Team Around the Child meetings; multi-agency planning; family support pathways.	Case reviews and intervention evaluations.	DSL Team
Promote belonging and positive engagement in school life.	Enrichment opportunities; pupil leadership; transition support; mentoring programmes.	Participation monitoring and pupil voice.	Inclusion Team

Success Criteria

- Parent engagement increases annually.
- Attendance interventions demonstrate sustained improvement.
- Vulnerable families access support quickly.
- Pupils report a stronger sense of belonging.
- Attendance and behaviour outcomes improve through partnership working.

BEHAVIOUR & ATTENDANCE STRATEGIC DASHBOARD

Whole-School Targets 2026-2028

Indicator	Baseline	2026	2027	2028
Whole School Attendance	Current	96.0%	96.3%	96.5%+
Persistent Absence	Current	<12%	<10%	<8%
Severe Absence	Current	-25%	-40%	-50%
Fixed-Term Suspensions	Maintain low levels	Reduction	Reduction	Reduction
Repeat Behaviour Incidents	Current	-10%	-15%	-20%
Parent Engagement Attendance Meetings	Baseline	85%	90%	95%

END OF SECTION SUCCESS CRITERIA BY 2028

By July 2028:

- Attendance consistently exceeds national averages.
- Persistent absence falls below 8%.
- Attendance gaps for vulnerable groups continue to narrow.
- Behaviour remains a recognised strength of the school.
- Pupils demonstrate exceptional attitudes to learning.
- Exclusions remain exceptionally low.
- Pupils are able to self-regulate effectively.
- Families engage positively with school improvement strategies.
- Pupils report high levels of safety, belonging and wellbeing.
- Behaviour and attendance systems are fully aligned with safeguarding, inclusion and personal development priorities.
- Interventions show measurable impact.
- Exclusions remain extremely low.

ATTENDANCE

Expected Standard

Attendance remains broadly in line with or above national averages.

Strong Standard

Attendance remains significantly above national averages and attendance gaps are continually reduced.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Sustain high levels of attendance.	Attendance monitoring; parental engagement; promotional campaigns; early intervention.	Weekly attendance review.	Attendance Lead
Reduce persistent absence.	Targeted casework; support plans; attendance meetings; family engagement.	Fortnightly review cycle.	Attendance Team
Improve attendance for vulnerable groups.	Vulnerable group analysis; bespoke support; multi-agency working.	Termly attendance evaluation.	DSL / Inclusion Team

Measurable Attendance Targets

Measure	2025 Baseline	2026 Target	2027 Target	2028 Target
Whole School Attendance	Current Baseline	96.0%	96.3%	96.5%+

Measure	2025 Baseline	2026 Target	2027 Target	2028 Target
Persistent Absence	Current Baseline	<12%	<10%	<8%
SEND Attendance	Improve on Baseline	+1%	+2%	+3%
Disadvantaged Attendance	Gap reduced by 25%	Gap reduced by 50%	Gap minimised	
Severe Absence	Reduction from baseline	-25%	-40%	-50%

ATTENDANCE ADAPTATIONS & INTERVENTIONS

Expected Standard

Support is appropriately targeted and barriers to attendance are addressed quickly.

Strong Standard

Attendance interventions lead to rapid and sustained improvement across all identified groups.

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Remove barriers preventing regular attendance.	Individual attendance plans; pastoral support; early help referrals.	Attendance case reviews.	Attendance Team
Strengthen family engagement.	Attendance meetings; family support; information sharing.	Attendance monitoring.	Attendance Lead

Objective	Strategic Actions	Monitoring & Evaluation	Lead
Evaluate attendance intervention impact.	Termly intervention review; case-study evaluation; attendance tracking.	Governor attendance reports.	SLT

Success Criteria

- Persistent absence reduces annually.
- Attendance gaps narrow.
- Family engagement improves.
- Attendance interventions demonstrate impact.

BEHAVIOUR & ATTENDANCE DASHBOARD

Behaviour Indicators

Indicator	2028 Target
Fixed Term Suspensions	Maintain exceptionally low levels
Permanent Exclusions	Zero
Serious Behaviour Incidents	Year-on-year reduction
Positive Behaviour Recognition	Annual increase
Pupil Safety Survey	95%+ positive responses

Attendance Indicators

Indicator	2028 Target
Whole School Attendance	96.5%+
Persistent Absence	Below 8%
Severe Absence	Reduced by 50%
Attendance of Vulnerable Groups	Gap significantly reduced
Parent Engagement Attendance Meetings	95% attendance

SECTION SUCCESS CRITERIA BY 2028

- Behaviour remains a recognised strength.
- Attendance exceeds national averages.
- Persistent absence continues to decline.
- Pupils demonstrate excellent attitudes to learning.
- Self-regulation systems are embedded.
- Vulnerable pupils access effective support.
- Exclusions remain exceptionally low.
- Pupils report feeling safe, valued and supported.

RFS SIDP 2026-2028

Whole School Monitoring & Evaluation Framework

Purpose

This framework provides governors and leaders with a concise annual cycle for monitoring implementation and impact across all priorities identified within the School Improvement & Development Plan. It replaces multiple duplicate monitoring activities identified throughout the original document and provides a single strategic framework for accountability.

Annual Monitoring Cycle

Term	Focus Areas	Monitoring Activities	Reported To
Autumn 1	Curriculum, Teaching, Safeguarding, Attendance	Learning walks, safeguarding audit, baseline assessments, attendance review	SLT / Governors
Autumn 2	Achievement, Inclusion, Behaviour	Pupil progress meetings, SEND review, behaviour analysis, pupil voice	SLT / Governors
Spring 1	Curriculum Implementation, Personal Development	Subject reviews, curriculum monitoring, enrichment review	SLT / Governors
Spring 2	Teaching Quality, SEND, Professional Development	Lesson visits, adaptive teaching review, CPD impact review	SLT / Governors

Term	Focus Areas	Monitoring Activities	Reported To
Summer 1	Achievement & Outcomes	Assessment review, vulnerable group analysis, intervention evaluation	SLT / Governors
Summer 2	SIDP Evaluation & Strategic Planning	Full self-evaluation, governor review, future priorities	Governors

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Monitoring Responsibilities

Headteacher & Senior Leadership Team

Strategic Responsibility

- Maintain accurate self-evaluation.
- Monitor implementation of SIDP priorities.
- Evaluate impact of actions.
- Identify emerging priorities.
- Report progress to governors.

Evidence Sources

- Learning walks.
- Data analysis.
- Pupil progress reviews.
- Staff feedback.
- Parent voice.
- Pupil voice.
- External validation.

Phase Leaders

Strategic Responsibility

- Monitor quality of teaching and learning.
- Review pupil outcomes and progress.
- Ensure consistency of curriculum delivery.
- Support development of staff practice.

Evidence Sources

- Book scrutiny.
- Planning reviews.
- Pupil discussions.
- Assessment information.
- Learning walks.

Curriculum Leaders

Strategic Responsibility

- Evaluate curriculum implementation.
- Monitor progression and sequencing.
- Review subject-specific outcomes.
- Identify CPD priorities.

Evidence Sources

- Subject monitoring.
- Assessment reviews.
- Curriculum audits.
- Pupil voice.
- Work scrutiny.

SEND & Inclusion Team

Strategic Responsibility

- Monitor vulnerable groups.
- Evaluate intervention effectiveness.
- Ensure statutory compliance.
- Review graduated provision.

Evidence Sources

- Provision maps.
- EHCP reviews.
- Intervention evaluations.
- Attendance data.
- Behaviour records.
- Progress data.

DSL Team

Strategic Responsibility

- Maintain safeguarding compliance.
- Review vulnerable pupils.
- Monitor safeguarding trends.
- Ensure staff training remains current.

Evidence Sources

- CPOMS records.
- Safeguarding audits.

- Training logs.
- SCR reviews.
- Pupil voice.

Governors

Strategic Responsibility

- Hold leaders to account.
- Evaluate impact of school improvement.
- Monitor statutory compliance.
- Review outcomes and strategic priorities.

Evidence Sources

- Headteacher reports.
- Governor visits.
- Safeguarding reviews.
- Data reports.
- External validation.
- Stakeholder feedback.

Termly Governor Monitoring Programme

Autumn	Spring	Summer
Safeguarding	Curriculum & Teaching	Achievement & Outcomes
Attendance	SEND & Inclusion	Personal Development

Autumn	Spring	Summer
Behaviour	Professional Development	Strategic Review
Finance & Resources	Governance & Compliance	Future Planning

Core Evidence Dashboard

The following evidence will be reviewed termly for all priority areas:

Quality of Education

- Curriculum monitoring outcomes.
- Teaching and learning reviews.
- Pupil progress information.
- Subject leader reports.
- Intervention impact.

Behaviour & Attendance

- Whole-school attendance.
- Persistent absence.
- Behaviour incidents.
- Suspensions and exclusions.
- Vulnerable group attendance.

Personal Development

- Participation rates.
- Enrichment opportunities.
- Pupil leadership.

- Pupil wellbeing.
- Community engagement.

Inclusion

- SEND progress.
- Intervention impact.
- EHCP reviews.
- Resource base outcomes.
- Family engagement.

Leadership & Governance

- Staff retention.
- CPD impact.
- School improvement progress.
- Governor monitoring.
- External validation.

Safeguarding

- Training compliance.
- Safeguarding referrals.
- Vulnerable pupil reviews.
- Audit outcomes.
- SCR compliance.

Success Rating Scale

Rating	Description
Green	Priority on track; impact evident.

Rating	Description
Amber	Some progress made; further action required.
Red	Priority at risk; immediate intervention required.

Annual Evaluation Questions

At the end of each academic year leaders and governors should evaluate:

1. Have agreed actions been implemented?
2. What evidence demonstrates impact?
3. Which pupil groups benefited most?
4. Which actions delivered strongest outcomes?
5. What barriers remain?
6. What should be retained?
7. What should be amended?
8. What should become a future priority?

Whole School Success Measures 2028

By July 2028:

- Teaching remains consistently effective.
- Outcomes remain above national benchmarks.
- Attendance remains above national averages.
- Vulnerable groups make strong progress.
- Safeguarding remains exemplary.
- Community learning is fully embedded.

- Staff wellbeing remains positive.
- Leadership capacity continues to grow.
- Governors provide effective strategic oversight.
- Pupils leave Redcastle Family School with the skills and self-belief to succeed.

Strategic Priorities 2026-2028

The school has identified six strategic priorities that will drive improvement over the next three years:

1. Curriculum & Teaching

To ensure every pupil experiences a broad, ambitious and coherently planned curriculum delivered through consistently effective teaching that develops deep knowledge, secure understanding and independence as a learner.

2. Achievement

To maintain outcomes that exceed national expectations and ensure all pupils, regardless of starting point or circumstance, make strong progress and achieve highly across the curriculum.

3. Inclusion

To further strengthen inclusive practice, ensuring barriers to achievement are removed and all learners can access ambitious curriculum opportunities, specialist support and meaningful participation within school life.

4. Behaviour & Attendance

To maintain a calm, safe and purposeful environment where attendance, behaviour and attitudes to learning support academic success, wellbeing and positive life outcomes.

5. Personal Development & Safeguarding

To ensure pupils develop the knowledge, skills, character and resilience required to become responsible citizens whilst continuing to maintain a strong culture of safeguarding and wellbeing.

6. Leadership & Governance

To sustain highly effective leadership, governance and professional development systems that drive continuous school improvement and support high standards across all aspects of school life.

Intended Impact

By July 2028, the school aims to demonstrate:

- Consistently strong teaching across all subjects and phases.
- Outcomes that remain significantly above national averages.
- High levels of attendance and positive behaviour.
- Exceptional support and outcomes for vulnerable learners.
- A rich personal development offer that prepares pupils for life beyond school.
- Strong community partnerships and parental engagement.
- Effective governance providing support, challenge and strategic oversight.
- A highly skilled and motivated workforce committed to continuous improvement.

Success Measures

Progress towards these priorities will be evaluated through:

- Termly monitoring and evaluation activities.
- Pupil progress and assessment reviews.
- Attendance and behaviour analysis.
- Safeguarding and compliance audits.

- Stakeholder voice and engagement activities.
- Governor monitoring visits.
- External validation and quality assurance activities.
- Annual self-evaluation and SIDP review.

Commitment

This School Improvement and Development Plan reflects Redcastle Family School's commitment to providing an exceptional education for every pupil. Through ambitious leadership, evidence-informed practice and strong partnerships, the school will continue to improve outcomes, remove barriers and ensure that every child develops the skills and self-belief to succeed.

Governor Statement

The Governing Body fully endorses the strategic priorities outlined within this School Improvement and Development Plan and will provide robust support, challenge and oversight to ensure successful implementation and measurable impact for all pupils.

Plan Duration: September 2026 – July 2028

Review Cycle: Termly

Formal Evaluation: Annually

Final Review: July 2028