RFS SIDP: CURRICULUM & TEACHING

VISION STATEMENT

The school is committed to delivering a broad, rich and coherently planned curriculum that makes effective use of the wider community to provide clear purpose and meaningful context for pupils' learning. The curriculum is designed to ensure that all pupils, including those who are disadvantaged or have SEND, develop secure knowledge, deep understanding and the cultural capital needed to succeed.

Teaching across the school is underpinned by the RFS principles of practice, ensuring that pupils experience consistent challenge and understand the purpose of learning in every lesson. Teachers maintain high expectations and use precise instructional approaches that enable pupils to think deeply, apply their learning and make sustained progress over time.

The school's approach to teaching prioritises the development of pupil independence, enabling teachers to adopt the role of facilitator in order to maximise learning. As a result, pupils take increasing ownership of their work, demonstrate resilience and self-regulation, and achieve outstanding levels of progress across the curriculum.

SCHOOL EVALUATION

Since our last Ofsted inspection in November 2022, the school has continued to review and develop its curriculum. The inspection noted that:

"Leaders have designed a curriculum that clearly and deliberately sets out the important knowledge and skills pupils will learn. In many subjects, pupils develop rich and detailed knowledge. Their learning builds on what pupils already know."

Following this, we completed the recommendations to ensure that all subjects demonstrate consistent continuity and progression across each year group. This has been achieved through a revised monitoring system in which Phase Leaders regularly review subject progression, identifying any slippage or gaps and ensuring these are addressed within the half term in which they are taught.

Staff have also reviewed expectations for recording learning, establishing a system that removes unnecessary workload while ensuring that lessons are guided by assessment for learning and adaptive teaching. This has ensured that the curriculum is taught in full, with clear evidence of adaptation and progression for more able learners. Staff feedback indicates a positive impact on workload management.

We have expanded the range of community learning opportunities available within each subject and continue to work towards our aim of ensuring that every subject has a community-linked learning project for each year group.

School monitoring shows that the Challenge for All model is now embedded across all classes. Teachers have received targeted CPD, and new staff are supported by Phase Leaders or ECT mentors to ensure the principles are fully integrated into practice.

Over the past two years, the level of progression and challenge observed in teaching has consistently improved across all year groups. This is due to the increased use of advanced adaptive teaching and formative assessment strategies. Progress has been further supported by ongoing Teaching and Learning Community meetings, which provide extensive peer support and knowledge sharing, as well as weekly 1:1 Phase Leader meetings offering bespoke guidance. The school is regularly used by the local authority and local MATs as a model of good practice, with both ECTs and experienced teachers visiting to observe classroom practice.

Our intervention systems have been reviewed to ensure that all learners, including those in vulnerable groups, are supported to achieve age-related expectations where appropriate, or to make strong progress using local authority SEND assessment frameworks. These frameworks have been incorporated into our internal tracking systems to ensure measurable progress for pupils working below their current key stage. The Intervention Lead uses internal data and diagnostic assessments to identify pupils across three waves of intervention and assign appropriate programmes. These are communicated through intervention plans and ILPs, which are reviewed regularly in line with the school's assessment cycle. As levels of need have increased year on year, the SEND team uses these reviews to identify pupils who may require further investigation or referral to our SEND provision. Phase Leaders use their weekly meetings with teachers to track key individuals, including those in vulnerable groups, ensuring that every action is taken to help pupils meet their targets.

The teaching of phonics and reading is now securely embedded and consistently monitored to a high standard. As a result, outcomes across all key stages have been well above the national average for the past three years. Interventions and outcomes are monitored weekly, directly improving achievement for all key groups identified through pupil progress meetings.

Monitoring has identified that the next stage of teaching and learning development will focus on strengthening teacher modelling strategies and the use of higher-order questioning to deepen self-reflection and metacognition. This work has concluded with a final review of the school's Teaching and Learning Policy. The next phase will involve teachers undertaking action research projects to develop specialisms in different pedagogical areas. The school will also begin establishing trial groups for *Let's Think* teaching to evaluate its potential to further enhance practice.

School Evaluation	**Needs Attention**	**Expected Standard**	**Strong Standard**	
Curriculum, Teaching Evaluation & Adaptation			**2026-2027**	**2027-2028**
Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.				
Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.				

Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups.

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Curriculum Teams ensure a broad and balanced curriculum is delivered and meets the schools intent as outlined in the RFS Curriculum Policy.	Curriculum Teams implement action plans as outlined with the RFS Curriculum Policy Section 2.	Action plans to be completed and shared to all teaching staff by end of Autumn 1.	SLT and Subject Plans	Staff meetings for each subject lead to share Action Plans. 1x full day out of class for each curriculum team.
	Monitoring and assessment review informs future priorities for SIDP and CPD.	Termly	Headteacher & SLT	SLT review time. Collated with phase leader meeting time and assessment lead leadership time.
	CPD Schedule outlined for each subject to ensure Staff are equipped with skills to ensure impact in the following review cycle.	Autumn 1	Headteacher & SLT	CPD Schedule
The agreed format for community based learning has	Curriculum teams ensure partnerships identified within the contextual learning map are active and ready to use for the following year.	Annually	Subject Leaders	Staff Meeting time.
been delivered ensuring a structure for community based learning across each subject which enables pupils to engage	Staff training — Deliver CPD to all teaching staff on planning, delivering and evaluating community-based learning, ensuring consistency in approach and alignment with the agreed whole-school format.	1x per half term	Teaching and Learning Lead - JH	Staff meeting - once per half term.

with the local community through tangible learning experiences.	Monitoring and evaluation — Implement annual monitoring cycle to evaluate the impact of community-based learning and refine experiences to maximise engagement and curriculum relevance.	1 x per term. Overview 1x annually to check community links are being regularly adhered too.	Headteacher & SLT	Staff meeting time 1 per time.
Curriculum teams review subject guidance to ensure all subjects are adjusted to remain compliant with national guidelines.	Subject guidance audit — Curriculum teams complete a full audit of current subject documentation against the latest national curriculum and statutory guidance, identifying any areas requiring adjustment.	Spring 2	Subject Leaders to complete. Headteacher & SLT to monitor.	1x full day out of class for each curriculum team.
	Compliance updates — Subject leaders revise schemes of work, progression documents and assessment expectations to ensure full alignment with national requirements, recording all changes within the school's curriculum framework.	Spring 2	Subject Leaders to complete. Headteacher & SLT to monitor.	1x full day out of class for each curriculum team.
	Quality assurance review — Senior leaders conduct termly monitoring of subject compliance, including book looks, planning scrutiny and pupil voice, confirming that updated guidance is embedded consistently across all year groups.	Termly overview. Weekly meetings with Phase Leaders	Headteacher & SLT to monitor.	Termly monitoring including book looks, and weekly phase leader meetings.

Teaching Implementation	**2026-2027**	**2027-2028**
Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups.		

Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.				
Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs. .				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
The Challenge For All model for teaching remains embedded and informs intervention and feedback to ensure accelerated progress for all groups of learners.	School expectations for application of Challenge for All model are monitored addressed in weekly Phase Leader meetings to ensure consistent application.	Weekly	Teaching staff and Phase Leaders	30 mins phase leader meeting time.
	Specific coaching or Support plans are utilised as required to ensure this consistency is maintained.	When required	Headteacher	Support plans created as and when required.
	Use of intervention time to address Wave 1 Interventions is recorded within outcomes. This is monitored and reviewed within pupil progress meetings and PL monitoring.	Intervention maps completed by week 3 Autumn 1. Weekly	SL & Phase Leaders	Intervention Maps Intervention Timetable
	Specific Wave 1 target groups identified as part of Pupil progress meetings and impact reviewed through monitoring.			Intervention tick sheet

The articulation of learning and use contextual learning ensures learners are able to understand and articulate the curriculum and the progress they have made in each subject.	Undertake CPD for: Active listening, Metacognition, Modelling and contextual learning strategies.	Teaching & Learning Community CPD completed every 3-4 weeks	JH	Staff CPD time once every 6 weeks.
	Monitor: Teaching, Outcomes and interventions to identify specific areas of Feedback.	Learning walks weekly. Interventions checked weekly by phase leaders.	SLT	Staff CPD time once every 6 weeks. Learning walks, phase leader meetings.
	Use monitoring cycle to address performance through support plans and CPD to ensure practice is consistent across school.	Termly	Headteacher	CPD staff training
The Policies and relevant action plans for assessment SEND & intervention ensures children make significant progress in line with their expected levels of attainment.	New policies are shared to ensure staff are aware of updated cycles and timeframes on annual planner.	Autumn 1	Headteacher	Staff meeting
	Phase Leaders, Intervention Lead & SEND team to implement new cycle of monitoring and review effectiveness with SLT.	Autumn 2 - Review in the Spring	SLT	Weekly phase leader meetings.
	SEND Team Fortnightly meetings scheduled to maintain updated graduated provision map and EHCP roster.	Fortnightly.	SENDCO & SEND Team	1 hour meetings fortnightly
	Termly data review ensures intervention plan and actions are targeting appropriate children or identify where further support may be required.	Termly.	Intervention Lead - SL	Intervention lead given time to create intervention plans for each class. Release for meetings with class teachers.
Subject Curriculum teams maintain school expectations through cycle of monitoring, assessment review and action plans improve the quality of education through subject specific CPD.	Curriculum Teams implement action plans as outlined with the RFS Curriculum Policy Section 2.	Action plans shared and implemented by Autumn 2	Subject Leads SLT	CPD time for each subject lead.
	Annual monitoring cycle and assessment review informs future priorities for SIDP and CPD.	Weekly monitoring - phase leader meetings	SLT	Weekly monitoring via learning walks

		Annual monitoring cycle and three assessment windows.		and phase leader meetings. 3x assessment weeks in KS2.
	CPD Schedule outlined for each subject to ensure Staff are equipped with skills to ensure impact in the following review cycle.	Autumn 1	Head & SLT	CPD calendar created and shared with all staff.
The teaching of Writing across the school exceeds expectations through fostering opportunities for writing for pleasure to ensure accelerated progress in order to meet and exceed National Standards for achievement in each year group	Free writing is continued regularly to encourage writing for pleasure. Let's Think is implemented across the school.	Autumn 2 Spring 1	Writing Lead - SL & CP	CPD Staff time to teach about Lets Think.
The teaching of Writing and Mathematics across the whole curriculum ensures accelerated progress in order to meet and exceed National Standards for achievement in each year group.	Weekly Phase Leader coaching & support ensures teaching and outcomes meet school expectations consistently.	Weekly phase leader meetings.	Phase Leaders - CP & JH	Weekly monitoring via learning walks and phase leader meetings.
	Year 4 make national expectations for multiplication check.	May 2027 Weekly practice	SLT	Times Tables Rockstars.
	Curriculum Teams linked to best Practice Hubs NCC, NCTEM in order to provide additional CPD to further enhance teaching & learning.	CPD Calendar completed Autumn 1 and updated in Spring & Summer term if required.	SLT Subject Leaders	Regular CPD staff meeting time.

	Termly monitoring provides specific feedback which links to appropriate CPD to ensure areas of development are identified.	Termly	SLT - JH T&L lead	Teaching and Learning staff meetings x 6
The use of Let's Think Teaching is integrated Into the practice of teachers by using lead teachers that provide coaching and support.	Complete initial Staff training.	Autumn 1	SL	CPD time - 1 staff meeting.
	Implement pilot scheme and monitor progress.	Spring 1	SL	CPD time - 1 staff meeting.
	Collaborate with staff to devise school expectations as section of T & L Policy	Autumn 2	SL & JH	CPD Staff Meeting in Autumn 2.
	Implement plan and monitor and review progress with staff feedback.	Autumn 2	SL & JH	CPD Staff Meeting in Autumn 2/Spring 1.

CPD	**2026-2027**	**2027-2028**
Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Subject teams ensure CPD relevant to actions identified within monitoring cycles ensure staff are equipped with the necessary skills to further	Monitoring and assessment review informs future priorities for SIDP and CPD.	Autumn 1 Spring 1 Summer 1	Head & SLT	CPD calendar created and shared with all staff.
improve subject teaching across all subjects.	CPD Schedule outlined for each subject to ensure Staff are equipped with skills to ensure impact in the following review cycle.	Termly	SLT - JH T&L lead	Teaching and Learning staff meetings x 6
School priorities for SEND and Inclusion are built into an annual	Allocated inset time: twilights 1 per term for SEND. Incorporate this into annual CPD Schedule.	2 twilights per term.	SEND Team	1 twilight per term

cycle for Staff CPD to ensure appropriate skills are developed to manage new or emerging needs within each cohort.	Provide targeted CPD sessions led by SEND specialists, external agencies and the inclusion team, focusing on:	1 per term.	SEND Team	1 Staff meeting per term
	During Intervention Review cycle and T&L Monitoring cycle—evaluate how CPD is improving staff practice and impact on inclusion.	Termly	T&L Lead JH	1 Staff meeting per term

Phonics, Oracy and Early Reading	**2026-2027**	**2027-2028**
Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Leaders ensure this teaching is consistent, precise and sequenced, so every child, especially those at the earliest stages develops strong decoding skills, growing confidence, and early reading fluency.	Ensure all staff deliver systematic synthetic phonics (Read Write Inc) with fidelity, using precise modelling, accurate sound production and consistent routines across Nursery, Reception and KS1.	Half termly	Phonics lead English curriculum team	Ruth miskin portal Resources Observation timetable
	Enable every child, especially those at the earliest stages, to develop strong decoding skills through well-sequenced teaching, daily practice and targeted support like 1:1 phonics.	Ongoing	EYFS & KS1 teachers Phonic lead	Read Write Inc resources
	Continue to strengthen pupils' reading confidence and fluency by providing matched decodable texts, purposeful rehearsal and opportunities to apply phonics independently.	Ongoing	English curriculum team EYFS & KS1 staff	Resources

SEND Inclusion, Intervention & Assessment	**2026-2027**	**2027-2028**
Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.		

Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
The Policies and relevant action plans for assessment SEND & intervention ensures children make significant progress in line with their expected levels of attainment.	New policies are shared to ensure staff are aware of updated cycles and timeframes on annual planner.	Yearly	SEND Team	Staff meeting time
	Phase Leaders, Intervention Lead & SEND team to implement new cycle of monitoring and review effectiveness with SLT	Ongoing	SEND Team Phase Leaders SLT	Release time
	SEND Team Fortnightly meetings scheduled to maintain updated graduated provision map and EHCP roster.	Fortnightly	SEND Team	Release Time
	Termly data review ensures intervention plan and actions are targeting appropriate children or identify where further support may be required.	Termly	Assessment Lead Intervention Lead	Release time for Assessment Lead and Intervention Lead
Termly reviews of Intervention progress identifies necessary actions to ensure all children remain on target and support is provided where further support is required.	Termly intervention review cycle — Implement a structured termly review process led by the intervention and inclusion teams, analysing pupil progress data, attendance, engagement and impact of current interventions.	Termly	Assessment Lead SEND Team	Termly Trackers
	Responsive provision adjustments — Following each review, update intervention plans promptly, increasing, reducing or adapting support to ensure pupils remain on track to meet expected attainment levels.	Ongoing	Intervention Lead	Intervention Plans
	Targeted communication with staff — Provide clear, targeted feedback to class teachers and support staff after each review, outlining required actions, strategies and classroom adjustments to maintain progress for identified pupils.	Termly	Intervention Lead SEND Team Assessment Lead	Staff meeting time.

Review impact for all learners, including those within intervention programme and vulnerable groups to formulate Bubble structure for next academic year.	Complete annual review process led by the intervention and inclusion teams, analysing pupil progress data, attendance, engagement and impact of current interventions.	Throughout the Year	SEND Team	Release time.
	Identify key focus groups to promote integration within SRB, SHIP and mainstream cohorts.	Ongoing	SEND Team SRB Lead SHIP Lead	Additional time after school to meet.
	Adjust staffing structure to support revised model in preparation for next academic year.	Yearly	Headteacher SLT	Meeting time
Assessment data for foundation subjects is reviewed (Spring) as part of monitoring cycle to identify target children to review through second part of academic year.	Staff update formative assessments on Insight Tracking at the end of each term.	Termly	Teaching Staff	Staff meeting time

SEND & Vulnerable Groups	**2026-2027**	**2027-2028**
Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.		
The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils..		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**

Remove barriers through targeted provision — Ensure all disadvantaged pupils, those with SEND, those known to children's social care, and those facing additional barriers receive precisely targeted teaching and intervention that enables them to make strong progress from their starting points.	Children have been identified from the mainstream to join Learning Bubbles. Children within the Bubbles receive targeted teaching from Norfolk Assessment Pathways (NAPs). Intervention plans are created yearly for each class.	Ongoing Daily	SEND Team Bubble Teachers - TS, RA, MK	Insight Meeting time Lesson Plans Insight
Embed consistent inclusive practice — Implement and monitor consistent inclusive classroom strategies across all subjects and year groups so that pupils with additional needs experience high-quality teaching that reduces barriers to learning.	Use regular learning walks, book looks and targeted coaching to check the consistency of inclusive strategies, provide feedback, and support staff to refine practice so pupils with additional needs experience reduced barriers to learning.	Ongoing	SEND Team T&L Lead	Learning walks
Strengthen multi-agency support — Work proactively with external agencies to ensure timely information-sharing, coordinated support and effective safeguarding practice for pupils known to children's social care or experiencing wider vulnerabilities.	Maintain clear routines for timely information-sharing with external professionals (social workers, early help teams, health services) to ensure pupils' needs, risks and plans are understood and acted on promptly. Continue to hold regular multi-agency meetings, track actions and follow-up, and ensure staff implement agreed strategies so vulnerable pupils receive consistent, joined-up support.	On going	SL CP TS JH	Timetables

RFS SIDP: BEHAVIOUR & ATTENDANCE

VISION STATEMENT ***At Redcastle Family School, we have high expectations for behaviour and attendance, creating a calm, safe and purposeful environment where all pupils can succeed.*** ***We believe that the actions of all pupils reflect the self-respect they have for themselves, their peers and the wider community. Pupils are taught and supported to demonstrate respectful behaviour, underpinned by strong relationships and a shared sense of responsibility.*** ***Our learners see education as precious and understand how the knowledge and skills they develop will support their future lives. They take pride in their learning and engage positively in all aspects of school life.*** ***Attendance is a key priority. We work in partnership with families and the wider community to ensure all children receive their right to education. Through a consistent and proactive approach, we promote high attendance so that every pupil can thrive.***
SCHOOL EVALUATION

Attendance has routinely stayed on target, with the school remaining in line with national, local and DfE expectations. The school's systems have effectively addressed issues and continue to promote good attendance across the community. Overall, pupils are eager and happy to come to school, although our biggest challenges occur within the following areas:

- EAL groups taking holidays during term time to visit family in their native country.
- Persistent absence from pupils out of catchment attending our SRB/SHIP, where parents are unwilling to engage with school as they feel their child requires specialist placement.
- Families with safeguarding concerns, where attendance is impacted but parents are unwilling to consent to support from services.

The school will continue to address these challenges and work with external agencies to ensure full context is gathered for each individual case. Appropriate actions will then be applied to secure improvements and maintain strong attendance for all pupils.

The school continues to maintain very high standards for behaviour, as evidenced through internal and external monitoring. Pupils demonstrate consistently positive conduct, showing respect, kindness and responsibility in lessons, social times and around the school site. They understand expectations clearly and contribute to a calm, purposeful environment where everyone feels safe and able to learn. The revised behaviour policy, linked to our PSHE and SEND regulation systems over the last two years, has ensured that pupils are becoming increasingly skilled at regulating their emotions, reflecting on their learning behaviours and improving them where required.

The school's behaviour policy is effective at managing serious incidents, with appropriate restorative actions implemented and reviews of behaviour systems, support and risk assessments completed when fixed term exclusions have been issued. The school has experienced a significant increase in pupils arriving from neighbouring schools facing challenging circumstances, requiring substantially more resources than in previous years to support children who arrive without the necessary understanding, support or behaviours to manage their learning effectively. The school has been proactive in adjusting systems and increasing pastoral support to help integrate these pupils successfully and ensure they can thrive within our high expectation environment.

School Evaluation	**Needs Attention**	**Expected Standard**	**Strong Standard**	
Strategic Leadership of Behaviour & Attendance			**2026-2027**	**2027-2028**
Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.				
Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.				

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Leaders and staff use high-quality insight and analysis to anticipate emerging issues in attendance, behaviour and attitudes, applying	Maintain fortnightly review of attendance, behaviour and attitudes data so leaders can spot early patterns (e.g., group dips, lesson-level behaviour spikes) and act before issues escalate.	Fortnightly	MJ JHE JJ	Up to date published attendance data

proactive strategies that sustain consistency, prevent decline and strengthen pupils' day-to-day experiences.	Deploy targeted early-intervention routines — Introduce swift, low-burden interventions (check-ins, attendance meetings, T/F & W's) for pupils or groups flagged through analysis, ensuring concerns are addressed within 48 hours.	Fortnightly - pastoral discussion mtgs	CP JHE ND SL ED	Therapy resources
	Strengthen staff situational awareness — Provide staff with concise, real-time briefings on emerging trends (e.g. vulnerable groups, attendance shifts) so they can adapt classroom practice and maintain consistency across the school day.	On-going	JHE SL CP	
Leaders ensure the learning environment remains dynamic, responsive and highly supportive, adapting provision swiftly as pupils' needs evolve so that all learners continue to thrive academically, socially and emotionally.	Maintain adaptive classroom routines — (Pastoral or individual plans for short, flexible routines (e.g., regulation breaks, challenge for all grouping, quick prior learning-readiness checks) that staff can deploy immediately when pupils' needs shift, ensuring the learning environment remains calm, purposeful and supportive throughout the day.	Ongoing	All staff	
	Use real-time provision adjustments (AfL and assembly time interventions) Establish a rapid feedback loop where leaders and staff share emerging pupil needs (social, emotional or academic) and make same-day adjustments to provision—such as targeted adult support, differentiated tasks or environmental tweaks—to maintain high engagement and prevent decline.	Ongoing	All staffD	

Behaviour & Attitudes to Learning	**2026-2027**	**2027-2028**
Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand..		
Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour..		
Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Leaders ensure staff uphold clear, consistent behaviour expectations rooted in strong relationships, modelling positive conduct and reinforcing shared rules and routines so that pupils experience a calm, respectful and well-structured environment.	**Reinforce shared expectations daily**(Norfolk STEPS- School Behaviour Policy) Leaders and staff use consistent language, routines and reminders at key transition points (morning welcome, movement around school, lesson starts) so pupils repeatedly experience the same clear behaviour expectations across all classrooms.	Daily	All staff	Scripts CPD training Behaviour policy
	Model relational behaviour practice (Norfolk STEPS- School Behaviour Policy) Staff intentionally demonstrate calm, respectful interactions—greetings, tone, conflict resolution—so pupils see positive conduct in action and understand how strong relationships underpin behaviour expectations.	Daily	All staff	Scripts CPD training Behaviour policy Code of conduct
	Embed routine-checking walkthroughs — Leaders conduct short, supportive walkthroughs focused on rules, routines and conduct, providing immediate feedback and celebrating consistency to ensure expectations remain aligned and well-embedded across the school.	Weekly	SLT	timetable
Leaders ensure pupils build strong self-discipline, emotional regulation and respectful relationships, enabling them to resolve conflict positively, demonstrate consistently high standards of behaviour and act as	Revisit-structured self-regulation strategies(STEPS/ Zones of regulation CPD Jan 2027) Staff explicitly teach and rehearse regulation techniques (e.g., naming emotions, pause-and-plan routines, restorative scripts) so pupils develop the habits needed to manage feelings, maintain self-discipline and respond calmly during challenging moments.	Spring term	All staff	Z of R posters and displays CPD

role models for others across the school.	Embed positive peer-leadership opportunities — Leaders create regular chances for pupils to act as role models—such as lunchtime buddy roles, classroom helpers or so respectful relationships are strengthened and exemplary behaviour is consistently visible across the school.	Half termly	All staff	Rota

Managing Behaviour & Adaptations	**2026-2027**	**2027-2028**
Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.		
Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Leaders and staff maintain robust, timely and effective responses to bullying, discrimination, harassment, victimisation, violence and derogatory language, ensuring all incidents are addressed consistently and pupils feel protected, respected and safe.	Maintain consistent incident-response protocols(RFS Behaviour Policy) Staff follow clear, aligned procedures for reporting, recording and responding to bullying, discrimination, harassment, victimisation, violence and derogatory language, ensuring every incident is addressed promptly, proportionately and with a focus on pupil safety and restoration.	Ongoing	All staff	Eduspot Behaviour policy
	Maintain proactive vigilance and follow-up — Leaders and staff maintain high visibility across the school day, actively scanning for early signs of conflict or harmful behaviour and completing timely follow-up with pupils involved so they feel protected, respected and confident that concerns are taken seriously.	Ongoing	All staff	Eduspot Behaviour policy

Leaders ensure tailored, responsive adjustments and interventions are implemented consistently, enabling pupils who need additional help to improve their behaviour to make clear, sustained progress through well-matched support that demonstrably enhances their day-to-day experiences.	Continue to deliver precise, needs-led intervention plans (Pastoral plans, Intervention Plan, ISP, Risk Assessments) Staff create short, sharply focused behaviour-support plans that identify specific triggers, strengths and strategies for each pupil, ensuring interventions are well-matched, consistently applied and reviewed frequently so progress is visible and sustained.	Half termly	Teachers SL TS ED	Proformas Timetables
	Maintain rapid monitoring and adjustment cycles — Leaders and staff use quick, regular check-ins and brief progress reviews to evaluate the impact of adjustments and interventions, making timely refinements so pupils experience improved regulation, clearer routines and more positive day-to-day interactions.	Weekly	CP JH	Phase leader logs

Attendance	**2026-2027**	**2027-2028**
Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.		
Overall attendance is broadly in line with national averages or shows an improving trend over time. Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.		
The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve..		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Use precise whole-school and group-level analysis to identify emerging attendance patterns early, remove barriers through targeted intervention and sustain	Continue to remove barriers through targeted follow-up. Staff carry out swift, personalised follow-up with pupils and families where patterns emerge, addressing practical, social or emotional barriers so attendance improves quickly and sustainably.	Ongoing	JHE	T/F/W's

attendance that is at or above national expectations over time.	Maintain consistent intervention tracking (insight)) Leaders use a simple, live tracking system to monitor the impact of interventions, ensuring actions are applied consistently, refined promptly and lead to attendance that meets or exceeds national expectations over time.	Half termly	SL JH	Insight
Leaders ensure the importance of high attendance is embedded across the school, using skilled, supportive but challenging conversations with families and pupils to remove barriers and sustain rising attendance for persistently or severely absent pupils and other identified groups.	Embed whole-school attendance messaging — Leaders ensure staff consistently reinforce the value of high attendance through daily interactions, classroom routines and assemblies, so pupils and families experience a unified, supportive but challenging culture that promotes attendance as a shared expectation.	Ongoing	SLT Office	Eduspot
	Strengthen skilled, barrier-focused conversations — Staff use structured, relational conversations with persistently or severely absent pupils and families to identify and remove barriers, combining empathy with clear challenge so attendance improves and remains on a rising trajectory for all identified groups.	Ongoing	MJ JHE Teachers	Edupsot

Attendance Adaptations & Intervention	**2026-2027**	**2027-2028**
Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well chosen and targeted..		
Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**

Ensure that adjustments, adaptations and interventions are precisely targeted and implemented promptly for disadvantaged pupils, those with SEND, pupils known to social care and others facing barriers, so that support is effective, equitable and removes obstacles to learning and well-being.	Match provision precisely to identified need — Leaders and staff use clear assessment insight to select the right adjustment or intervention for each disadvantaged pupil, those with SEND, pupils known to social care and others facing barriers, ensuring support is sharply focused, equitable and directly removes obstacles to learning and well-being.	Termly	Teachers SL	Insight
	Review and refine support promptly — Staff carry out quick, regular check-ins to evaluate whether adjustments and interventions are having the intended impact, making timely refinements so pupils experience improved engagement, stronger regulation and consistently better day-to-day learning experiences.	Weekly	Teachers SLT	Monitoring timetable Insight
Barriers to attendance are identified and tackled with precision, using targeted actions that lead to high attendance or rapid, notable improvement for individuals and groups, and secure sustained gains across the school.	Conduct precise pattern-spotting reviews — Leaders complete regular, high-precision analysis of whole-school, group and individual attendance trends to identify emerging barriers early, enabling swift, targeted action before issues escalate.	Fortnightly	JHE MJ	
	Apply targeted barrier-removal interventions — Staff use structured, personalised follow-up with identified pupils and families to address the specific causes of absence, ensuring interventions lead to rapid, notable improvement and secure sustained gains across the school.	ongoing	JHE MJ SL	Intervention plan

RFS SIDP: ACHIEVEMENT

VISION STATEMENT At RFS, every child is to flourish academically, personally, and socially. Through a culture of high expectations and exceptional teaching, we ensure that **qualitative and quantitative data consistently demonstrate that all pupil groups significantly exceed their peers both locally and nationally across every area of learning**. We are committed to **ensuring every child reaches their full potential**, not only through strong academic achievement but by nurturing the whole child. Our pupils leave RFS equipped with the skills, character, and **self-belief to succeed** in an ever-changing world, confident in who they are and what they can achieve.
SCHOOL EVALUATION

The school has continued to achieve outcomes that exceed national averages across the all indicators from EYFS to KS2 for the past four years. In the few areas where results have fallen slightly below national figures, leaders have identified the contextual factors contributing to this and, where necessary, adapted practice to ensure that current internal tracking shows rapid improvement and in our most recent outcomes rapid progress has been ensured to exceed national age related outcomes. . Given the school's disadvantaged context and the presence of two additional SEND resource bases, maintaining outcomes above national averages—and significantly above other local schools—represents a notable achievement and demonstrates the effectiveness of our policies and practice. This is further evidenced by our Early Years outcomes, which sit more than 25% above the DfE's contextual predicted score.

As outlined previously, our intervention systems ensure that all key vulnerable groups meet, and in some cases exceed, the standards of their peers by the end of Year 6. Internal data shows that intervention plans have secured accelerated progress for targeted groups, including through the use of therapeutic strategies that address underperformance linked to self-esteem and challenging behaviour. The use of THRIVE, Forest School, ELSA, and bespoke nurture groups has successfully removed barriers for pupils who previously struggled to access mainstream education.

Foundation subjects are progressing rapidly, with several working towards quality marks. The number of subjects achieving accreditation is expected to increase over the next three academic years. This work will also expand opportunities to connect learning with real-world applications through community-based projects, enabling pupils and the wider community to build meaningful, lasting connections that support aspirational development.

Assessment systems have been reviewed and refined to ensure an effective balance between summative assessment and formative approaches such as moderation and targeted evaluation of teaching identified through outcome monitoring. This led to adjustments within the Key Stage 1 teaching model, creating a blend of adaptive teaching and continuous provision. As a result, the proportion of pupils achieving age-related expectations on entry to Key Stage 2 has increased.

School Evaluation	**Needs Attention**	**Expected Standard**	**Strong Standard**

Pupil Knowledge and Skills & Learning Outcomes	**2026-2027**	**2027-2028**
On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**

Pupils develop the breadth and depth of knowledge and skills needed across all subjects, reflected in the quality of their work and responses, so they are well prepared for the next stage of education	Teachers record pupils' progress on Insight Tracking at the end of each term, ensuring assessment information is accurate, consistent and aligned with whole-school expectations.	Termly monitoring of insight	Teachers and TS (assessment lead)	Insight
	A structured cycle of phase leader monitoring will be implemented, including termly book looks, weekly phase leader meetings and termly lesson observations. This triangulated approach will ensure consistent oversight of teaching, learning and pupil progress across all phases, enabling leaders to identify strengths, address areas for development and secure sustained improvement	Weekly phase leader meetings. Termly Lesson Observations	SLT	Phase leader folder Monitoring cycle
	High-quality teaching practices will be embedded consistently across the school. Teachers will use modelling, guided practice, structured talk and worked examples to support pupils in applying knowledge confidently and independently. Subject-specific vocabulary will be explicitly taught, enabling pupils to articulate their learning with precision and clarity.	Throughout the year.	SLT Teaching Staff	Staff CPD
Teaching and curriculum design ensure pupils build the academic foundations, learning behaviours and subject-specific competencies required to move confidently to the next phase of schooling.	Phase Leaders will meet weekly with class teachers to review pupil progress through triangulated evidence, including assessment data, learning walks, intervention records and lesson observations. This information will be used to precisely identify need, target support, and monitor the impact of actions to ensure all pupils make sustained and well-evidenced progress.	Weekly phase leader meetings	JH & CP	Phase Leader folder. Phase leader template.
	The new PSHE curriculum will be fully embedded across the school, ensuring consistent delivery and progression in pupils' personal development. Weekly assemblies will reinforce school values and provide structured opportunities for pupils to develop the knowledge, behaviours and readiness required for their next stage of learning.	Throughout the year.	TS	Use of Kapow PSHE curriculum.
	Inclusion will remain central to curriculum delivery. Adaptive teaching strategies will be used to ensure all pupils—including those with SEND, disadvantaged pupils and those facing additional barriers—access the full curriculum without a reduction in challenge. Targeted support will be closely aligned to curriculum content, enabling pupils to keep up rather than catch up. Leaders will monitor the progress of vulnerable groups across all subjects to ensure sustained improvement.	Throughout the year	SENDCo Subject Leaders	Release time for subject leaders. Insight.
	Curriculum leaders will strengthen sequencing and progression across all subjects to ensure pupils build a secure and connected body of knowledge over time. Subject teams will refine long-term and medium-term plans so that essential	Termly	SLT. Subject Leaders.	Curriculum Plans

	knowledge, vocabulary and skills are clearly identified, revisited and deepened. This will support pupils in developing both breadth and depth of understanding, enabling them to produce high-quality work that reflects strong conceptual grasp.			

Foundations in Early Reading, Language and Number			**2026-2027**	**2027-2028**
Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Strengthen early reading accuracy and fluency — Pupils secure essential word-reading skills through systematic phonics, developing accuracy, fluency and confidence so gaps in early reading close rapidly for all learners.	Ensure daily phonics sessions follow the Read Write Inc with precise modelling, consistent routines and regular fidelity checks to secure accurate word-reading for all pupils.	Throughout the year	Phonics lead	Monitoring cycle timetable
	Maintain structured fluency lessons for pupils at risk of falling behind, monitored through weekly reading-accuracy checks.	Weekly	English lead Class teachers	Reading folders
	Half-termly phonics assessments to identify gaps early and provide rapid, high-quality catch-up interventions that close word-reading gaps quickly.	Throughout the year	Phonics lead	Read Write Inc portal
Embed secure foundational writing skills — Teaching ensures pupils develop accurate spelling, handwriting and sentence construction, enabling them to communicate clearly and confidently and make swift progress where gaps exist.	Ensure daily handwriting sessions follow the Nelson Scheme with precise modelling, consistent routines and regular fidelity checks to secure accurate letter formation.	Throughout the year.	Class teachers	Timetable Nelson scheme
	Spellings are set weekly by the class teacher and these are practised within designated spelling sessions as part of English lessons.	Throughout the year	Class teachers	Timetable
	Use ongoing assessment to identify pupils with gaps in spelling, handwriting and sentence structure and continue targeted interventions to accelerate progress.	Throughout the year	Intervention lead Class teacher English leads	Insight

Develop strong early mathematical fluency — Pupils build secure number-fact fluency and foundational mathematical understanding, with targeted support ensuring any gaps in early maths knowledge close quickly.	Teachers will use ongoing formative assessment (including daily checks, retrieval tasks and observation of practical activities) to track children's fluency and understanding. Phase leaders will monitor progress through triangulated evidence—books, pupil voice and lesson visits—to ensure pupils are developing secure early mathematical foundations.	Throughout the year	Class teachers Phase leaders	Phase leader folder Monitoring cycle
	Short, precise interventions (counting collections, small group number understanding) will be delivered promptly, ensuring pupils keep up rather than fall behind. Impact will be monitored through regular review of pupil progress.	Throughout the year	Intervention Lead Class teachers Maths Lead	Insight
	Parents will receive clear guidance on supporting early number fluency at home, including number-bond practice, counting routines and mathematical language. Home learning activities will be accessible, practical and aligned with school approaches.	Autumn 1	Class teachers Parents	Calandar Timetable

High-Quality Learning for Pupils Facing Barriers	**2026-2027**	**2027-2028**
Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Subject leaders and teachers use timely assessment to	Data (from Insight) is reviewed by Phase Leaders, Intervention Lead and Assessment Lead.	Termly	Phase leaders Intervention lead Assessment lead	Insight

identify gaps, deliver targeted interventions and monitor impact closely so that pupils with additional needs make sustained, well-evidenced progress across all curriculum areas.	Foundation subject leaders review the data (both summative and formative on Insight) in the Spring Term and identify pupils that the class teacher needs to target with interventions for the rest of the year.	Spring Term	Foundation curriculum leaders Class teachers	Insight
	Intervention Plans are developed by the Intervention Lead for each class. These are based upon the children's data from the end of the previous academic year.	Annually	Intervention Lead	End of Year Data Insight Progress Matrix Intervention Plans
	Intervention Plans are reviewed by the class teacher with the class teacher.	Termly	Class teacher Intervention lead	Intervention plans Intervention folders
	Children in KS2 who are working at PKS are then taught within learning bubbles.	Weekly	SHIP KS2 Teacher SRB Lead Teacher SRB Trainee Teacher	Timetable
	Children, who are unable to access the curriculum, are assessed using NAPs and these are recorded on Insight Tracking.	Termly	Class teachers	Insight

Attainment & Outcomes	**2026-2027**	**2027-2028**
Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.		

EYFS Data **Phonics Data**

Year	GLD	Total (Excluding SEN)	Pupil Premium GLD	Non PP	EAL	Girls	Boys	Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	79%	79%	83%	67%	90%	78%	80%	2019	83%	86%	85%	81%	50%	82%	83%
2020	67%	82%	75%	77%	60%	67%	81%	2020	82%	83%	67%	94%	90%	83%	90%
2021	77%	86%	29%	92%	82%	100%	65%	2021	35%	38%	55%	22%	27%	38%	33%
2022	84%	96%	80%	81%	89%	70%	100%	2022	80%	90%	60%	90%	100%	100%	67%
2023	79%	79%	83%	67%	90%	78%	80%	79%	83%	86%	85%	81%	50%	82%	83%
2024	67%	82%	75%	77%	60%	67%	81%	67%	82%	83%	67%	94%	90%	83%	90%
2025	77%	86%	29%	92%	82%	100%	65%	77%	78%	100%	70%	82%	78%	81%	75%

KS1 Reading

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	53% 13%	67% 17%	30% 10%	65% 15%	63% 25%	83% 8%	50% 17%
2020	50% 3%	55% 0%	50% 7%	50% 0%	33% 0%	47% 6%	54% 0%
2021	30% 4%	33% 4%	38% 0%	31% 6%	27% 9%	33% 0%	22% 11%
2022	59% 22%	73% 27%	60% 27%	58% 17%	55% 27%	56% 11%	61% 28%
2023	62% 17%	74% 17%	22% 11%	80% 20%	91% 9%	92% 25%	41% 12%
2024	57% 47%	66% 54%	44% 44%	62% 48%	67% 56%	58% 50%	55% 44%
2025	62% 8%	69% 11%	50% 0%	75% 17%	60% 20%	56% 0%	65% 12%

Ks1 Writing

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	50% 13%	58% 17%	30% 0%	60% 21%	63% 38%	58% 8%	44% 17%
2020	63% 0%	73% 0%	64% 0%	59% 0%	50% 0%	65% 0%	62% 0%
2021	44% 0%	46% 0%	18% 0%	63% 0%	55% 0%	44% 0%	44% 0%
2022	59% 7%	68% 9%	67% 7%	50% 8%	55% 0%	56% 11%	56% 6%
2023	55% 0%	65% 0%	22% 0%	70% 0%	73% 0%	92% 0%	29% 0%
2024	54% 17%	61% 19%	33% 11%	62% 19%	78% 22%	66% 33%	45% 6%
2025	65% 0%	74% 0%	50% 0%	83% 0%	70% 0%	67% 0%	65% 0%

Ks1 Maths

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	37% 0%	46% 0%	10% 0%	50% 0%	63% 0%	25% 0%	44% 0%

2020	50% 0%	64% 0%	62% 0%	41% 0%	66% 0%	53% 0%	46% 0%
2021	22% 0%	25% 0%	9% 0%	31% 0%	18% 0%	17% 0%	33% 0%
2022	63% 7%	73% 9%	67% 7%	58% 8%	55% 9%	44% 0%	72% 11%
2023	69% 17%	83% 17%	44% 22%	80% 15%	100% 18%	92% 25%	53% 12%
2024	57% 37%	65% 42%	44% 22%	62% 43%	66% 33%	58% 25%	55% 44%
2025	57% 19%	63% 21%	57% 21%	59% 17%	60% 0%	33% 0%	70% 29%

End of KS2 Data Reading

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	60% 13%	64% 14%	38% 0%	64% 18%	67% 22%	53% 12%	62% 15%
2020	84% 42%	81% 42%	93% 50%	76% 35%	75% 38%	86% 41%	78% 44%
2021	80% 24%	83% 28%	60% 20%	93% 27%	86% 14%	86% 2 1%	73% 27%

2022	72% 31%	82% 32%	75% 33%	71% 29%	86% 43%	65% 29%	83% 33%
2023	81% 29%	80% 30%	79% 7%	88% 47%	83% 17%	79% 29%	82% 24%
2024	76% 18%	91% 14%	81% 14%	69% 23%	50% 0%	76% 13%	78% 22%
2025	73% 24%	86% 27%	58% 25%	81% 24%	92% 23%	74% 21%	71% 29%

End Of KS2 SPaG

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	67% 27%	82% 32%	63% 13%	68% 32%	67% 22%	71% 42%	62% 8%
2020	84% 35%	88% 46%	93% 36%	76% 35%	75% 38%	82% 36%	78% 33%
2021	76% 20%	78% 22%	60% 10%	87% 27%	71% 43%	79% 29%	73% 9%
2022	59% 17%	64% 18%	58% 17%	59% 18%	86% 29%	41% 18%	83% 17%

2023	65% 23%	75% 20%	57% 7%	71% 35%	83% 33%	64% 14%	65% 29%
2024	53% 12%	64% 14%	48% 5%	61% 23%	50% 0%	44% 13%	61% 11%
2025	61% 21%	77% 32%	42% 17%	71% 24%	69% 31%	58% 26%	64% 14%

End of KS2 Writing

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	67% 13%	77% 14%	88% 13%	59% 14%	67% 11%	82% 18%	46% 8%
2020	77% 16%	85% 19%	86% 14%	59% 18%	63% 13%	86% 23%	56% 0%
2021	72% 2 0%	72% 22%	60% 10%	80% 2 7%	71% 2 9%	79% 2 9%	64% 9 %
2022	83% 17%	95% 18%	67% 17%	94% 18%	100% 29%	82% 18%	83% 17%
2023	81%	90%	71%	88%	83%	86%	71%

	16%	20%	0%	29%	17%	21%	21%
2024	76% 12%	96% 14%	72% 5%	85% 23%	75% 0%	69% 19%	84% 6%
2025	82% 3%	100% 5%	67% 8%	90% 0%	85% 0%	84% 5%	79% 0%

End of KS2 Maths

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2019	83% 17%	91% 18%	88% 25%	82% 14%	89% 22%	82% 18%	85% 15%
2020	77% 26%	81% 23%	71% 21%	82% 29%	88% 25%	77% 36%	78% 33%
2021	76% 16%	83% 22%	50% 10%	93% 20%	100% 29%	71% 1 4%	82% 18%
2022	66% 17%	73% 18%	50% 17%	76% 18%	86% 29%	53% 12%	83 25%
2023	81% 39%	80% 35%	71% 21%	88% 53%	100% 50%	71% 21%	88% 53%

2024	**82%**	**100%**	**81%**	**85%**	**75%**	**81%**	**84%**
	15%	**5%**	**5%**	**31%**	**0%**	**6%**	**22%**
2025	**85%**	**100%**	**75%**	**90%**	**92%**	**89%**	**79%**
	27%	**41%**	**17%**	**33%**	**46%**	**21%**	**36%**
2026							

End of KS2 Combined

Year	Pass %	Total (Excluding SEN)	Pupil Premium Pass %	Non PP	EAL	Girls	Boys
2023	71%	80%	53%	71%	69%	71%	68%
2024	72%	84%	71%	69%	50%	63%	78%
2025	70%	86%	58%	84%	85%	74%	71%

2025-2026 Additional Data:

EYFS- Children making good level of development (GLD) 81% (National – Data released in November)

Phonics: Year 1 82% achieved the expected standard. (National – Data released in October)

Ks2 Attainment (Cohort: 34, 1 Disapplied)

Reading 91% Achieved expected standard (National 75%). 18% Achieved the greater depth standard.

Mathematics 85% Achieved expected standard (National 75%). 18% Achieved the greater depth standard.

Writing 85% Achieved expected standard (National 73%). 3% Achieved the greater depth standard.

Grammar Punctuation & Spelling 76% Achieved expected standard (National 73%). 9% Achieved the greater depth standard.

Combined (Reading, Writing & Mathematics) 85% Achieved expected standard (National 63%). 0% Achieved the greater depth standard.

READING	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2	
Groups	**Reading % (EXS) (GDS)**		**Reading % (EXS) (GDS)**		**Reading % (EXS) (GDS)**		**Reading % (EXS) (GDS)**		**Reading % (EXS) (GDS)**		**Reading % (EXS) (GDS)**	
Total	89% 18%	91% 21 %	57% 11%	60% 11%	54% 11%	54% 11%	38% 9%	50% 11%	46% 22%	65% 43%	50% 0%	56% 6%
Excluding SRB/ SHIP	93% 20%	97% 3%	61% 13%	61% 13%	66% 14%	66% 14%	44% 10%	55% 13%	50% 25%	69% 47%	57% 0%	60% 7%
Excluding SEN	100% 14 %	100% 1 9%	73% 14%	73% 14%	64% 16%	64% 16%	45% 5%	62% 10%	61% 26%	87% 61%	63% 0%	71% 8%
Pupil Premium	100% 29 %	94% 22 %	45% 18%	45% 18%	54% 9%	54% 9%	35% 0%	39% 0%	25% 17%	50% 25%	50% 0%	53% 15 %

Non PP	87% 6%	88% 19 %	70% 10%	70% 10%	73% 17%	73% 17%	54% 23%	77% 31%	65% 30%	80% 60%	63% 0%	65% 0%
EAL	90% 20%	90% 30 %	73% 0%	73% 0%	78% 11%	78% 11%	60% 20%	80% 30%	33% 22%	63% 38%	67% 0%	67% 0%
Girls	92% 0%	92% 17 %	83% 25%	83% 25%	75% 17%	75% 17%	33% 11%	50% 10%	53% 29%	75% 56%	50% 0%	63% 13 %
Boys	86% 27%	91% 23 %	47% 5%	47% 5%	59% 12%	59% 12%	48% 10%	57% 14%	47% 20%	72% 43%	60% 0%	57% 0%

Notes:

WRITING	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2	
Groups	**Writing % (EXS) (GDS)**		**Writing % (EXS) (GDS)**		**Writing % (EXS) (GDS)**		**Writing % (EXS) (GDS)**		**Writing % (EXS) (GDS)**		**Writing % (EXS) (GDS)**	
Total	77% 6%	85% 3%	49% 0%	40% 0%	57% 0%	46% 0%	33% 0%	46% 0%	40% 8%	46% 19%	47% 0%	53% 0%
Excluding SRB/ SHIP	87% 7%	90% 3%	53% 0%	42% 0%	72% 0%	55% 0%	39% 0%	53% 0%	43% 9%	53% 22%	53% 0%	60% 0%
Excluding SEN	95% 5%	100% 0 %	64% 0%	55% 0%	76% 0%	63% 0%	38% 0%	57% 0%	56% 13%	65% 30%	63% 0%	71% 0%
Pupil Premium	82% 6%	89% 6%	36% 0%	18% 0%	64% 0%	27% 0%	28% 0%	41% 0%	8% 0%	34% 17%	36% 0%	46% 0%
Non PP	71% 6%	81% 0%	60% 0%	55% 0%	78% 0%	72% 0%	54% 0%	69% 0%	65% 15%	65% 25%	69% 0%	71% 0%
EAL	80% 0%	90% 0%	82% 0%	64% 0%	67% 0%	56% 0%	60% 0%	60% 0%	50% 0%	55% 22%	67% 0%	75% 0%
Girls	91% 8%	92% 0%	75% 0%	75% 0%	100% 0%	73% 0%	40% 0%	50% 0%	50% 19%	58% 29%	56% 0%	69% 0%
Boys	69% 5%	82% 5%	39% 0%	21% 0%	53% 0%	44% 0%	38% 0%	52% 0%	43% 0%	46% 13%	50% 0%	50% 0%

SPaG	Year 6 (Left)		Year 6		Year 5		Year 4		Year 3		Year 2 *TA
Groups	**SPaG % (EXS) (GDS)**		**SPaG % (EXS) (GDS)**		**SPaG % (EXS) (GDS)**		**SPaG % (EXS) (GDS)**		**SPaG % (EXS) (GDS)**		**SPaG % (EXS) (GDS)**
Total	65% 0%	76% 9%	46% 29%	48% 34%	80% 29%	80% 29%	44% 3%	56% 25%		38% 11%	
Excluding SRB/ SHIP	73% 0%	81% 10%	48% 32%	51% 35%	93% 34%	93% 34%	50% 3%	61% 26%		44% 13%	
Excluding SEN	81% 0%	95% 14%	59% 41%	63% 45%	96% 32%	96% 32%	50% 5%	62% 24%		52% 13%	
Pupil Premium	71% 0%	73% 17%	36% 18%	36% 18%	91% 36%	91% 36%	35% 0%	44% 22%		25% 17%	
Non PP	59% 0%	81% 0%	55% 15%	60% 45%	94% 33%	94% 33%	70% 8%	85% 31%		55% 10%	
EAL	70% 0%	70% 30%	73% 64%	82% 64%	100% 67%	100% 67%	70% 10%	80% 50%		33% 0%	
Girls	67% 0%	75% 8%	75% 58%	84% 67%	100% 42%	100% 42%	33% 0%	60% 10%		53% 12%	
Boys	64% 0%	77% 9%	32% 16%	32% 16%	88% 29%	88% 29%	57% 5%	62% 33%		33% 13%	

Notes.

MATHS Groups	Year 6 (Left) Maths % (EXS) (GDS)		Year 6 Maths % (EXS) (GDS)		Year 5 Maths % (EXS) (GDS)		Year 4 Maths % (EXS) (GDS)		Year 3 Maths % (EXS) (GDS)		Year 2 *TA Maths % (EXS) (GDS)	
Total	77% 9%	85% 18%	69% 40%	69% 49%	68% 37%	68% 37%	61% 25%	70% 35%	52% 22%	57% 22%	47% 0%	50% 9%
Excluding SRB/ SHIP	87% 10%	90% 19%	74% 45%	75% 52%	79% 41%	79% 41%	68% 29%	75% 41%	59% 25%	60% 22%	50% 0%	53% 10%
Excluding SEN	96% 10%	100% 24%	91% 55%	91% 64%	80% 36%	80% 36%	76% 33%	85% 40%	69% 26%	74% 26%	58% 0%	62% 8%
Pupil Premium	83% 12%	89% 22%	54% 36%	54% 36%	81% 36%	81% 36%	50% 28%	58% 29%	42% 25%	41% 8%	36% 0%	39% 8%
Non PP	71% 6%	82% 13%	85% 50%	85% 60%	77% 44%	77% 44%	93% 31%	92% 54%	70% 25%	70% 30%	63% 0%	65% 12%
EAL	80% 10%	90% 10%	100% 64%	100% 73%	89% 67%	89% 67%	100% 30%	100% 50%	44% 22%	63% 25%	67% 0%	67% 17%
Girls	92% 0%	92% 8%	92% 50%	92% 67%	83% 25%	83% 25%	50% 10%	77% 33%	65% 24%	75% 25%	56% 0%	56% 6%
Boys	69% 14%	82% 27%	63% 42%	63% 42%	77% 53%	77% 53%	76% 38%	72% 43%	54% 27%	50% 21%	43% 0%	50% 14%

2026-2027 Year Group Attainment Targets

Indicates target that will require school action intervention to be achieved.

Year 6	Progress in Maths starting from/ reaching PKS -5/34 15% +1 to EXS WTS: 3/34 9% +1 to EXS EXS: 9/34 26% GDS: 17/34 50% Overall Attainment: 76% EXS +	Progress in Reading starting from/ reaching PKS: 7/34 20% + 1 to EXS WTS: 2/34 6% + 3 to EXS EXS: 20/34 59% GDS: 5/34 15% Overall Attainment: 74% EXS +	Progress in Writing starting from/ reaching PKS -7/34 20% WTS: 2/34 6% + 9 to EXS EXS: 24/34 71% +1 to GDS GDS: 1/34 3% Overall Attainment: 74% EXS +	Progress in SPaG starting from/ reaching PKS : 7/34 21% WTS: 2/34 6% +6 to EXS EXS: 13/34 38% GDS: 12/34 35% Overall Attainment: 73 EXS +	That 74% 25/34 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 5	Progress in Maths starting from/ reaching PKS: 5/35 14% WTS: 0/35 0% + 1 to EXS EXS: 14/35 40% GDS: 16/35 46% Overall Attainment: 86% EXS +	Progress in Reading starting from/ reaching PKS: 6/35 17% WTS:2/35 6% + 2 to EXS EXS: 16/35 46% +3 to GDS GDS: 11/35 31% Overall Attainment: 77% EXS +	Progress in Writing starting from/ reaching PKS: 5/35 14% WTS:1/35 3% + 1 to EXS EXS: 21/35 60% GDS: 8/35 23% Overall Attainment: 83% EXS +	Progress in SPAG starting from/ reaching PKS: 6/35 17% WTS:0/35 0% EXS: 16/35 46% GDS: 13/35 37% Overall Attainment: 83% EXS +	That 77% 27/35 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 4	Progress in Maths starting from/ reaching PKS: 2/36 6% WTS: 3/36 8% +1 to EXS EXS: 18/36 50% GDS: 13/36 36% Overall Attainment: 86% EXS +	Progress in Reading starting from/ reaching PKS:3/36 8% WTS:5/36 14% EXS: 14/36 39% +2 to GDS GDS: 14/36 39% Overall Attainment: 78% EXS +	Progress in Writing starting from/ reaching PKS:5/36 14% WTS:3/36 8% EXS: 25/36 69% +3 to GDS GDS: 3/36 9% Overall Attainment: 78% EXS +	Progress in SPAG starting from/ reaching PKS:5/36 13% WTS:2/36 6% +1 to EXS EXS: 20/36 56% GDS: 9/36 25% Overall Attainment:* 79% EXS +	That 78% 28/36 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1
Year 3	Progress in Maths starting from/ reaching PKS: 5/37 14% WTS: 5/37 14% +1 to EXS EXS: 19/37 51% GDS: 8/37 21% Overall Attainment: 72% EXS +	Progress in Reading starting from/ reaching PKS:6/37 16% WTS:3/37 8% + 2 to EXS EXS: 26/37 70% + 2 to GDS GDS: 2/37 5% Overall Attainment: 75% EXS +	Progress in Writing starting from/ reaching PKS:6/37 16% WTS:4/37 11% + 2 to EXS EXS: 20/37 54% GDS: 7/37 19% Overall Attainment: 73% EXS +	Progress in SPAG starting from/ reaching PKS:7/37 19% WTS:4/37 11% + 1 to EXS EXS: 22/37 59% GDS: 4/37 11% Overall Attainment: 70% EXS +	That 72% 27/37 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of KS1.
Year 2	Progress in Maths starting from/ reaching	Progress in Reading starting from/ reaching	Progress in Writing starting from/ reaching	Progress in SPAG starting from/ reaching	That 73% 25/34 reach combined ARE and that all children make

	PKS: 6/34 17% WTS: 1/34 3% +1 to EXS EXS: 25/34 74% +2 to GDS GDS: 2/34 6% Overall Attainment: 80% EXS +	PKS: 5/34 15% WTS: 3/34 9% EXS: 24/34 71% GDS: 2/34 6% Overall Attainment: 77% EXS +	PKS: 6/34 17% WTS: 3/34 9% EXS: 23/34 67% +2 to GDS GDS: 2/34 6% Overall Attainment: 73% EXS +	PKS: 6/34 17% WTS: 3/34 9% EXS: 23/34 67% +2 to GDS GDS: 2/34 6% Overall Attainment: 73% EXS +	good or accelerated progress from their initial starting points at the end of EYFS
Year 1	Progress in Maths starting from/ reaching PKS: 3/33 9% WTS: 4/33 12% EXS: 22/33 67% GDS: 4/33 12% Overall Attainment: 79% EXS +	Progress in Reading starting from/ reaching PKS: 3/33 9% WTS: 4/33 12% EXS: 23/33 70% + 3 to GDS GDS: 3/33 9% Overall Attainment: 79% EXS +	Progress in Writing starting from/ reaching PKS: 3/33 9% WTS: 4/33 12% EXS: 22/33 67% GDS: 4/33 12% Overall Attainment: 79% EXS +	Progress in SPAG starting from/ reaching PKS: 3/33 9% WTS: 4/33 12% EXS: 22/33 67% GDS: 4/33 12% Overall Attainment: 79% EXS +	That 79% 26/33 reach combined ARE and that all children make good or accelerated progress from their initial starting points at the end of EYFS.

Phonics Year 1	85+% Reach Expected Level	**Phonics Year 2 Retakes**	84% (Combined year 1 & Retakes)		
Reception	85% of pupils make progress to achieve GLD from their initial starting points: The number of pupils: TBC	**Nursery**	Increase the number of pupils who are make a minimum of 1 age stage of progress in communication & language from their initial starting points: The number of pupils: TBC		

RFS SIDP: LEADERSHIP & GOVERNANCE

VISION STATEMENT ***We lead with ambition, integrity and evidence-informed practice to secure excellence for every pupil. Through strong governance, professional learning and a culture of high expectations, we ensure staff are supported, skilled and accountable. Working in partnership with families, the community and external professionals, we create an inclusive environment where all pupils—especially those facing disadvantage or additional needs—thrive and succeed.***
SCHOOL EVALUATION

The school's ethos is clearly articulated through its vision statements and embedded across celebrations, reward systems, behaviour expectations, and curriculum design. Subject leaders have mapped this vision into curriculum planning, and the revised PSHE model now aligns directly with it. This provides structured opportunities for pupils to reflect on their progress and behaviour. **As a result, pupils demonstrate a strong understanding of the school's aspirations for them and show increased ownership of their personal development.**

Staff development is strategic and continuous across all workforce sectors. RFS has successfully developed staff into new roles and retained high-quality practitioners during a challenging national recruitment climate. The expansion of the SEND team reflects the increased level of need within the intervention programme and has strengthened clarity of roles and accountability for statutory duties. **This ensures timely intervention, more efficient coordination with external agencies, and improved support for vulnerable groups.** All senior teachers are completing NPQs, which is directly contributing to progress against whole-school improvement priorities.

The school consistently meets the requirements of the **ECT and ECF frameworks**, enabling us to retain newly qualified teachers as posts become available through SEN expansion. Clear progression pathways for support staff have increased internal recruitment and stability. **This has maintained a consistently strong standard of teaching and learning**, monitored through robust performance management cycles.

High-quality CPD is delivered through internal expertise and specialist training linked to our Resource Bases, covering inclusion, SEND, behaviour, THRIVE, phonics, and speech and language. Additional curriculum training through the Cultural Education Partnership has broadened staff subject knowledge. **The impact is seen in improved adaptive teaching, stronger intervention practice, and greater staff confidence in meeting complex needs.**

External benchmarks for performance remain well above national and contextual expectations. Future development will focus on action research projects to deepen pedagogical expertise. **This will build internal specialisms and create scalable models for wider staff development.**

The school continues to implement its annual monitoring schedule, adjusting systems following evaluation. Weekly Phase Leader meetings maintain high expectations, track priority groups, and provide immediate support. **This has ensured consistently strong standards across subjects and rapid response to emerging need.** Subject leaders' monitoring will shape the CPD timetable for the next two years as part of the updated Teaching and Learning Policy.

The school's capacity to support other settings has increased, with leaders providing dialogue, mentoring, and professional development across the local cluster and SRB networks. **This external validation reflects the school's reputation as a model of good practice and strengthens leadership expertise.**

External evaluation systems continue to moderate the school against national expectations in **Health & Safety**, **Safeguarding**, and **GDPR**. **This ensures compliance remains strong and actions are addressed promptly.**

Staff

The school has trained Mental Health First Aiders and completed Senior Mental Health Lead training, strengthening its whole-school mental health approach. The wellbeing policy has improved communication systems and reduced unnecessary workload, ensuring tasks can be completed within directed hours. **This has resulted in higher staff satisfaction and improved retention.** Staff representatives contribute to policy consultation, ensuring staff voice shapes decision-making.

Additional wellbeing support is provided through the Norfolk Support Wellbeing Service and funded counselling. Senior staff offer personalised support where needed, and governors allocate annual wellbeing funding based on staff consultation. **This targeted support has helped staff manage personal challenges and maintain high professional standards.**

Child

The revised PSHE/RSE curriculum provides consistent systems for developing emotional literacy and mental health awareness across mainstream and SEND provision. **This has strengthened pupils' ability to recognise, articulate, and regulate their emotions.** Impact will continue to be monitored to inform further curriculum development.

Enhanced THRIVE profiling ensures early identification of need, with targeted intervention for specific pupil groups. Staff meet regularly with the pastoral team to share information and identify where parental support or challenge may be required. **This coordinated approach ensures timely and appropriate intervention.** ELSA provision supports pupils awaiting external services, ensuring no child is left without emotional support during extended waiting periods.

Governance

The Governing Body has undergone significant recruitment and restructuring, resulting in 12 elected members and 2 associate members. The revised structure uses working groups to deploy expertise effectively and ensure transparent reporting. **This has strengthened triangulation between leadership, staff, and pupil voice and improved the quality of challenge and support.**

Governors have a strong understanding of the school's challenges and the systems in place to address them. Their expertise has enhanced safeguarding oversight and curriculum enrichment. **As a result, the school continues to operate at a high standard with strong strategic direction.**

School Evaluation	**Needs Attention**	**Expected Standard**	**Strong Standard**	
Inclusive Stakeholder Engagement			**2026-2027**	**2027-2028**
Leaders provide meaningful opportunities for staff and governors to share perspectives and insights and collaborate throughout any change process.				

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Maintain clear, scheduled opportunities for staff and governors to contribute perspectives, ensuring all change processes include structured	Continue using staff representatives and established feedback systems to gather views and inform leadership decisions.	Ongoing	Headteacher	Feedback forms Dairy dates
	Maintain the revised governance monitoring model, using working groups for focused observations and evidence review.	Half termly	Headteacher	Dairy dates

consultation, discussion and shared decision-making.				
	Collect staff, governor and parent feedback during key changes such as staffing, timetables and updates to school systems or policies.	Yearly	Headteacher	Timetables Policies
Maintain consistent communication channels that keep staff and governors fully informed throughout change processes, enabling them to understand rationale, expectations and impact.	Continue using staff representatives and established feedback systems to gather views and inform leadership decisions.	Ongoing	Headteacher	Feedback forms
	Provide clear summary documentation for key changes or updated policies so expectations are understood and meaningful feedback can be gathered.	Throughout the year	Headteacher	Policies
	Provide review opportunities as required for significant changes to school systems to ensure clarity, consistency and stakeholder input.	Throughout the year	Headteacher	
Embed leadership routines that actively seek insights from staff and governors, ensuring their feedback shapes planning, implementation and evaluation of school improvement priorities.	Regular staff and governor consultation — Schedule routine opportunities for staff and governors to share insights that directly inform planning and decision-making. Structured feedback in improvement cycles — Build feedback checkpoints into implementation and evaluation cycles so staff and governor perspectives shape ongoing improvement work.	Half termly Throughout the year	Teaching staff Governors Teaching staff Governors	
	Transparent follow-up communication — Provide clear updates showing how staff and governor feedback has influenced actions, ensuring contributions are valued and visible.	Throughout the year	Governors Headteacher	

Performance Analysis , Evaluation & Improvement	**2026-2027**	**2027-2028**

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Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Detailed analysis of school performance data to evaluate the effectiveness of provision across all subjects and pupil groups, ensuring strengths and weaknesses are accurately identified.	Data review identifies strengths and areas for development across year groups and key pupil groups.	Termly	Assessment Lead	Termly Trackers Release time for Assessment Lead.
	Actions for identified areas of development are incorporated into annual plans for relevant key stages, phases or learning groups.	Termly	Phase Leaders	
	Complete case studies that show why previous actions improved outcomes, and use this context is applied when selecting strategies for new areas of development.	Yearly	SEND Team	Release time for SEND Team.
Continue to use evidence-based improvement priorities, implementing targeted actions that secure consistently strong standards or rapid improvement where needed.	Actions after performance review for 2026-2027: 1. Continue developing metacognition through structured oracy activities across all year groups and phases.	Autumn term 2026	SLT Teaching staff	
	2. Further embed key skills delivery in Key Stage 2, with a specific focus on interventions supporting all learners transitioning into Year 3.	Autumn term 2026	KS2 staff SL JH	Intervention plans
	3. Continue to develop writing for pleasure across all year groups through tailored, engaging experiences for all learner groups.	Spring term 2027	SL CP	CPD Staff meeting time
	4. Further support pastoral development through wider implementation of outdoor learning and forest school within the curriculum.	Throughout the year	SL ND JHE	Forest school

Maintain rigorous, continuous monitoring of progress against priorities, adjusting strategies promptly to ensure provision remains effective and standards are sustained across all areas of the school's work.	Maintain assessment/Montioring/ SEND policy actions of: - Annual data review & Target setting - Intervention schedule - SEND monitoring Schedule - Summative data and termly tracker reviews - Phase leader weekly checks for key children - Monitoring Schedule	See Assessment & SEND Calendar in Policy.	SLT, SEND Team, Assessment Lead	CPD Time.
	Identify further actions as and when monitoring systems alert school to issues in performance and achievement.	As required		

Collective Leadership & Professional Capacity Building			**2026-2027**	**2027-2028**
Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Leaders at all levels strengthen staff expertise by modelling effective practice, coaching colleagues and contributing actively to school priorities, ensuring professional growth drives sustained improvement.	Maintain Teaching & Learning Community Hub model to continue developing peer on peer observation and application of focus teaching skills within Teaching & learning policy schedule.	4 week cycle throughout year.	JH- T&L Lead	CPD time.
	Identify opportunities to observe other practice for teaching and support staff within the cycle of PM as well as part of actions required within performance monitoring schedule.	Half termly- Inbetween TLC	Teaching Staff	HLTA release time
	Provide leadership mentoring for ancillary support teams across school to ensure team leaders are working effectively and in line with school expectations.	As required: Kitchen Autumn term.	HT & LC	N/A

	Continue with Succession planning for admin roles and facilitate PD opportunities for long term transition of the team into new roles. Maintain open leadership model, facilitating individual to experience senior roles and responsibilities identified within their PM cycle.	Spring term	TBC	TBC Revision 3
Maintain allocate protected time for staff to work together on curriculum development, assessment, SEND and wider school priorities, ensuring collaboration is purposeful and directly linked to improving standards.	Maintain following school expectation: All actions relating to SIDP will be completed within directed time. Actions identified for 2026-2027: 5. Monitor impact of revised contextual learning provision map to ensure all links are effective and being maintained 6. Complete annual cycle of monitoring in subject leader teams (Spring) 7. Complete summative assessment review in subject teams.	Termly review points. See CPD Monitoring Schedule.	SLT	CPD SEND ISP TLC timetable Monitoring cycle
Staff develop further understanding of their role in sustaining high standards and contribute consistently to improvement work through reflective practice, participation in monitoring cycles and engagement with whole-school initiatives.	8. SEND CPD x 3 Twilights 9. TLC cycle. 10. CPD Writing for Pleasure 11. SEND ISP mapping x 3 12. Curriculum review- Changes and actions 2 day per team. 13. Initial identification of action research teacher led projects for 2027-2028	See Monitoring Policy Schedule		

Governance			**2026-2027**	**2027-2028**
Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work.				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Governors use their professional knowledge and training to provide informed support and	All Governors complete skills audit to identify which aspects of monitoring teams/ working groups they will be assigned to on appointment.	Autumn term 2026	Governors	Monitoring cycle Working groups

challenge across all areas of the school's work, ensuring leadership decisions are robustly scrutinised.	Maintain the revised governance monitoring model, using working groups for focused observations and evidence review.	Throughout the year Termly review points	Governors	Monitoring cycle Working groups
Governors engage in a structured annual monitoring cycle linked to school priorities, enabling them to evaluate impact, question leaders effectively and contribute to sustained improvement.	Monitoring cycle identifies governor-led enquiry through termly reports, supporting expansion of monitoring into areas of interest, expertise or where performance data indicates improvement is required.	Throughout the year Termly review points	Governors	Monitoring cycle Termly reports
	Governors use monitoring outcomes to refine their questioning of leaders, ensuring challenge is focused, evidence-based and linked to evaluating the impact of school priorities.	Throughout the year Termly review points	Governors	Evaluations
Leaders provide clear, timely information that enables governors to challenge and support consistently, ensuring governance contributes positively to standards, safeguarding and strategic direction.	To facilitate Governor Monitoring school will complete the following reports: 14. HT report (Including SEND) x 3 (termly) 15. Safeguarding Report x3 termly 16. Data overview x3 termly 17. Staff & Parent Feedback reviews 18. Health safety annual review 19. Finance reporting including IFFS 20. PM summary including external review of HTPM. 21. Additional external visits/ audits as requested Review data to identify to identify areas of development or further information required to complete monitoring for all aspects of school.	Throughout the year Termly review points Throughout the year	Governors Headteacher CP & JHE JH & TS FN MD Governors Headteacher	Governor reports for all areas

Staff Well-Being, Protection and Fair Treatment	**2026-2027**	**2027-2028**
Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**

Maintain and monitor systems that support staff wellbeing, ensure workload is manageable, and provide timely adjustments where pressures or emerging needs are identified.	Continue using staff representatives and established feedback systems to gather views and inform leadership decisions.	Throughout the year	Staff representatives	
	Bi annual review of wellbeing policy to monitor use and impact of mental health first aiders.	Autumn 2026 & Summer 2027	SLT Headteacher	Wellbeing policy
	Identify additional actions from staff well being surveys.	Autumn 2026 & Summer 2027	SLT Headteacher	Wellbeing survey
	Complete workload impact assessments by senior teaching staff for new initiatives or school directed actions and use this to shape systems and procedures.	Spring 2027	SLT	
Maintain robust procedures that protect staff from bullying, unlawful discrimination, harassment and victimisation, ensuring concerns are addressed promptly and staff feel safe, respected and supported.	Maintain clear reporting routes — Ensure staff have clear, confidential routes for reporting bullying, discrimination, harassment or victimisation, with prompt follow-up from leaders.	Ongoing	Headteacher SLT Staff	
	Strengthen policy implementation — Regularly review and reinforce behaviour, conduct and dignity-at-work policies so expectations are consistently understood and applied across all teams. Monitor staff safety and culture — Use surveys, meetings and safeguarding supervision to monitor staff experiences, ensuring concerns are identified early and addressed swiftly.	Ongoing Throughout the year	Headteacher SLT Headteacher SLT	Policies Monitoring cycle

Community Engagement and Partnership Building			**2026-2027**	**2027-2028**
Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**

School staff and governors develop positive, trusting relationships with all parents through clear communication, regular engagement opportunities and responsive support that strengthens partnership working.	Provide clear, timely communication to parents through consistent channels so information is accessible and relationships remain positive and transparent. Routinely this will includes: 22. Newsletters 23. Drop in events 24. Café events 25. Curriculum updates 26. Parent evenings 27. Progress reports 28. Contact through behaviour policy	Throughout the year	Teachers Office staff	RFS calendar
	Continue to expand engagement events to develop oracy and parental interaction with children through use of Magic Monday events and Speech Link community engagement activities	Ongoing	Teachers Speech link	RFS calendar
	Offer regular, purposeful engagement opportunities for parents, enabling staff and governors to build trust, respond to needs and strengthen partnership working..	Throughout the year	Staff Parents Governors	RFS calendar
Leaders and governors maintain purposeful, trusting relationships with parents and the wider community, ensuring these partnerships identify needs, remove barriers and meaningfully support pupils' belonging, academic progress and social-emotional development.	Leaders and governors maintain purposeful links with parents and the wider community, using these relationships to identify needs, remove barriers and provide coordinated support for pupils.			
	Monitor the impact of parent and community partnerships on pupils' belonging, academic progress and social-emotional development, ensuring insights inform ongoing improvement work.			

Inter-School Collaboration and Professional Partnership	**2026-2027**	**2027-2028**
Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Leaders and school staff work proactively with other schools, organisations and professionals to build a culture of mutual support and constructive challenge that enhances curriculum quality, leadership practice and pupil outcomes.	Continue to develop collaborative working practices with connected schools including: Moderation, Shared resourcing and SLT CPD.	Ongoing	SLT	CPD calendar
	Continue to support other maintained primary settings as outlined by the LA. Through either HT support	Summer 2027	SLT	
	Continue offer opportunities for new SHIP/SRB to visit practice and maintain opportunities for mentoring	Summer 2027	SHIP/SRB lead	
	Maintain a lead role within Thetford Cluster: Chairing Cluster heads, SEND & Safeguarding Networks Maintain role as lead school for Thetford Sports Network, completing cycle of events and CPD across the town.	Ongoing	CP JHE SL TS LW BP	Timetable
	Establish EYFS, ECT and Middle Leader Networks	Spring 2027	EYFS Lead ECT mentors ECT	Timetable
Leaders participate in structured networks and professional forums that enable the sharing of expertise, joint problem-solving and external validation, ensuring collaboration directly contributes to school improvement.	Maintain engagement with: RISE CPD opportunities LA Moderation LA ZIP & TAS LA Maintained Forums LA Consistently Good Forums LA EYFS working groups. LA Network groups for SEND.	Ongong	SLT	Release time as required.

Promoting the Interests of Vulnerable and Priority Learner Groups	2026-2027	2027-2028
Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Leaders ensure that all decisions, systems and provision prioritise the needs of disadvantaged pupils, those with SEND, those known to children's social care and pupils facing additional barriers, so that support is timely, effective and removes obstacles to their learning and well-being.	Complete actions identified within SEND SIDP	Summer 2027	SEND SLT	SEND SIDP
Leaders maintain rigorous monitoring of vulnerable pupil groups, using detailed analysis to identify emerging needs early and coordinate appropriate interventions that secure strong progress and positive personal development.	See Actions within Teaching & Learning SIDP	Summer 2027	JH	Teaching and learning SIDP

Culture of High Expectations and Evidence-Informed Professional Learning	2026-2027	2027-2028
Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils.		
Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise.		

Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Leaders sustain a culture of professionalism and high expectations across all staff, ensuring consistent behaviours, attitudes and teaching practices that create a positive, ambitious and supportive experience for every pupil.	Leaders reinforce professional standards through regular briefing updates, modelling expected behaviours, and using routine walkthroughs to ensure attitudes and teaching practices remain consistently high across all staff.	Weekly	SLT	
	Maintain a structured cycle of observations, coaching and feedback that identifies strengths, addresses concerns promptly and supports staff to uphold high expectations that create a positive, ambitious experience for every pupil. (See Monitoring Policy)	Termly	SLT	Monitoring
Leaders sustain a culture of professional learning through a structured, evidence-informed curriculum that enables staff to take ownership of their development, access high-quality CPD, coaching and collaboration, and refine their expertise in line with whole-school priorities, subject/phase needs and individual goals to improve outcomes for pupils.	Promote clear CPD pathways, encouraging self-selected training linked to appraisal goals, and using coaching conversations to help staff reflect on practice and identify next steps. Actions will include: 29. Use of TLC CPD structure to identify lead areas for Teaching & Learning 30. Initiate action research projects for each Teacher as part of TLC Network 31. Continue qualification upleveling across EYFS. 32. Continue for TA to continue with SEND offer. 33. Senior staff to continue with engagement in relevant Ambition NPQ qualifications.	Throughout the year	SLT	CDP calendar
	Deliver evidence-informed CPD through briefings, workshops and peer collaboration, ensuring staff apply new learning in classrooms and routinely refine their expertise to improve pupil outcomes. (See CPD Timetable)	Throughout the year	SLT Teaching staff	CPD calendar
Leaders implement systems that ensure professional learning is strategically planned, monitored and adapted so that staff expertise develops in direct	Plan and sequence professional learning strategically — Leaders map CPD, coaching and collaborative practice against school improvement priorities, producing a termly professional learning calendar, aligning sessions to appraisal goals and ensuring staff have protected time to engage meaningfully.	Throughout the year	SLT	CPD calendar

response to school improvement priorities, strengthening consistency and impact across all teams.	Monitor and adapt professional learning systems — Leaders review the impact of CPD through walkthroughs, feedback cycles and staff reflection logs, using this evidence to refine training content, adjust support and strengthen consistency of practice across all teams.	Throughout the year	SLT	CPD calendar Monitoring cycle

RFS SIDP: INCLUSION

VISION STATEMENT

At Redcastle Family School, we are committed to an inclusive culture where every learner feels safe, valued, and able to succeed. We set high expectations for all, ensuring that pupils with SEND, those who are disadvantaged, and those known to social care receive the support and ambition they deserve.

We work relentlessly to remove barriers so every learner can access a high-quality, well-sequenced curriculum taught by skilled staff. Strong relationships, respect, and belonging underpin our approach, and we work closely with families and external partners to secure the best outcomes.

Inclusion is embedded in everything we do, shaping leadership decisions, teaching practice, and the wider school experience. By championing equity and opportunity, we ensure that every learner can thrive academically, socially, and personally.

SCHOOL EVALUATION

The school has continued to develop its well-established models for inclusive practice across the whole school, including the three specialist resource bases. The school ensures that children identified within Wave 1 and Wave 2 intervention are routinely assessed to determine whether further exploration of needs or diagnosis is required, removing barriers through Individual Support Plans and assessment within our graduated provision map of need.

To ensure we can accurately measure progress, the school has adopted local-authority-recognised documentation for levelling and measuring achievement within SEN and has devised progress measures within its assessment systems. This enables us to set targets and track progress for pupils working below pre-Key Stage standards, as well as monitor children whose progress now allows assessment against age-related expectations. The success of this system was reflected in our end-of-Key Stage 2 data, which showed our SEN cohort achieving the expected combined level across all three subjects at a rate **equal to all children nationally**.

A rigorous system of monitoring, led by our inclusion team and intervention lead, ensures external services are used effectively and provides CPD for staff so they can deliver teaching and learning that is relevant and impactful for all learners.

Our self-designed, integrated model of operation for our specialist resource bases has been further embedded, refining the success of previous years. Our learning bubbles provide small-group integration for pupils with similar academic profiles from both mainstream and the SRBs, enabling vital social integration in a controlled and purposeful manner. Children are carefully

reviewed to ensure they can support one another effectively, and this model is now being extended into afternoon sessions to develop social and interpersonal skills through foundation subjects and THRIVE-led intervention groups.

This model has been identified as a **model of good practice** by the local authority. All new SRBs are expected to visit to understand local authority expectations, and the inclusion and integration within mainstream has been positively evaluated, securing access for the whole school to further SEND training opportunities scheduled for the upcoming academic year.

At present, the school has worked tremendously hard to tailor its provision to meet the needs of all pupils, resulting in a high level of placement requests within our catchment area. The school has evaluated the new proposals within the updated DfE guidelines and already feels it is achieving their aims; therefore, it evaluates itself as exemplary in this area.

School Evaluation	**Needs Attention**	**Expected Standard**	**Strong Standard**	
Strategic Leadership of INCLUSION			**2026-2027**	**2027-2028**
Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.				
Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.				

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Continue to remove barriers through targeted provision — Ensure all disadvantaged pupils, those with SEND, those known to children's social care, and those facing additional barriers receive precisely targeted teaching and intervention that enables them to make strong progress from their starting points.	Implement precise, needs-led intervention pathways (Precision Teaching, Lexia, Times Table Rockstars, Plus 1, Power of 2, Speed Read) Use detailed assessment information (NFER, Norfolk Assessment Pathways and Cohort Reviews) to match pupils to the right provision, ensuring disadvantaged pupils, those with SEND and pupils known to social care receive targeted teaching and intervention that directly addresses their specific barriers.	Autumn 1 Intervention Plans are written. Spring 2 Intervention Plans are reviewed. Termly Assessments for NFER, KS1 tasks or NAPs Half-termly Cohort Reviews for SRB and SHIP	Intervention Lead - SL Assessment Lead - JH & EYFS Lead - CP SHIP Lead - NN & SRB Lead TS	Release time Release time Cohort Review tracker. Release time to meet with Base Advisors.

	Work proactively with external professionals (Base Advisors, EPSS, Inclusion Advisors, Team Around the School, Speech and Language Co-ordinator, Zone Inclusion Partnership meeting) to secure timely advice, specialist input and shared planning, ensuring interventions for vulnerable pupils are coherent, well-sequenced and monitored for impact.	Termly meetings with external professionals	SEND team - ED, SL, TS & NN	Release time for Base Leads.
	Review pupils' academic, social and emotional progress regularly (Team Around the School, Thrive profiling, Cohort Reviews, Phase Leader meetings, Intervention plan meetings & reviews), adjusting support promptly where provision is not having the intended effect so that all pupils make strong progress from their starting points.	Termly meetings with external professionals. Termly reviewing of assessment data to monitor academic progress	SEND team - ED, SL, TS & NN Assessment Lead- JH and SLT	Release time for Base Leads. Release time for Assessment Lead.
Embed consistent inclusive practice — Implement and monitor consistent inclusive classroom strategies across all subjects and year groups so that pupils with additional needs experience high-quality teaching that reduces barriers to learning.	Establish and model shared inclusive strategies across all subjects (e.g., scaffolding, visual supports, chunked instructions, pre-teaching vocabulary) so pupils with additional needs experience predictable, high-quality teaching that reduces barriers.	Teaching and Learning Communities half-termly CPD Weekly Phase Leader meetings	Teaching and Learning Lead - JH Phase Leaders	Staff meeting time Phase Leader release time. Meet with teachers in their PPA.
	Deliver focused CPD and in-class coaching on adaptive practice, ensuring staff confidently implement adjustments for SEND, disadvantaged pupils and those facing wider vulnerabilities, with follow-up support to secure consistency.	Teaching and Learning Communities half-termly CPD	Teaching and Learning Lead - JH	Staff meeting time
	Conduct regular learning walks, book looks and pupil voice to evaluate how well inclusive strategies are embedded, using findings to refine approaches and ensure pupils with additional needs make strong progress across all year groups.	Weekly Phase Leader meeting Termly book levelling Year Pupil Voice for all subject areas	CP, JH CP, JH, TS, SL All subject leaders	Release time for Phase Leaders Release time Release time for all subject leads to complete pupil voice

Continue to strengthen multi-agency support — Work proactively with external agencies to ensure timely information-sharing, coordinated support and effective safeguarding practice for pupils known to children's social care or experiencing wider vulnerabilities.	Establish regular information-sharing routines with social care, health and other external partners so that emerging concerns are identified early and support plans for vulnerable pupils remain coordinated and up to date (e.g. Team Around the School, MHST, Team Around the Family & School and Communities Team)		CP, JHe, SEND Team - SL, TS, NN	Weekly safeguarding meetings.
	Coordinate joint planning for vulnerable pupils — Hold scheduled multi-agency meetings (Cohort Reviews, Team Around the School & Sp/Lang Link Planning Meetings) to review risk, provision and progress, ensuring safeguarding actions and support strategies are aligned, clearly recorded and implemented promptly across all involved professionals.	Half-termly cohort reviews Termly multi-agency meetings. Weekly safeguarding meetings	SHIP Lead - NN & SRB Lead TS SEND team - ED, SL, TS & NN DSL's- CP and JHe	Release time for SRB and SHIP Lead teachers. Release time for staff. Meeting time for DSLs.

Achievement: Monitoring & Intervention	**2026-2027**	**2027-2028**
Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.		
Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Wellanalysed, quantitative and qualitative data underpins leaders' decisions.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Continue to ensure pupils with additional needs receive high-expectation, tailored support that follows specialist advice where required, so barriers to learning and well-being are reduced effectively.	Complete updated cycle of SEN assessment, Intervention ILP and provision mapping.	Termly	SEND Team	Staff meeting time for staff to update ILPs. Release time for SEND team to review ILP targets.
	Identify specialists including TAS, SHIP Hub, Specialist partners. Inclusion Team, EP S & L & EAL	Termly through Organised meetings.	SEND team	Release time for SEND Team.

	Cross reference, Intervention, Pastoral and PP interventions to ensure school resources are being used effectively to meet all areas as required.	Termly	SLT	Release time for SEND Team.
	CPD is tailored to ensure areas of development are provided with key skills to improve.	Organised yearly and adjusted as needed.	SLT	Learning walks Lesson observations
Leaders and staff maintain exemplary monitoring of pupils' progress, using well-analysed quantitative and qualitative evidence to identify and remove barriers swiftly, and adjusting strategies with precision so pupils' opportunities and experiences improve sustainably.	Implement revised progress tracking model- See ASSESSMENT POLICY	Termly	SEND team	
	Phase Leaders complete weekly checks for key pupils	Weekly	Phase Leaders	Release time for Phase Leaders
	Intervention plans review soft skills and identify additional actions as required.	Autumn and Spring term	Intervention Lead	
	Summative data analysis ensures children remain on target for year targets.	Termly	Phase Leaders Assessment Lead Intervention Lead	Termly trackers Data analysed by
	Outcome monitoring identifies areas that triangulate with summative assessments	Termly	Phase Leaders	Release time for phase leaders.
	Cohort Reviews (SHIP & SRB) review impact and actions for all children within the bases.	Half termly	SRB and SHIP Lead	Release time for

Pupil Premium	**2026-2027**	**2027-2028**
Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for sta		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Leaders ensure the pupil premium strategy is delivered consistently and effectively, with staff receiving	Review National changes to PP and create actions to ensure correct information is collated and promoted	Termly	Headteacher	Time to ensure latest changes are actioned.
ongoing, high-quality training and support so provision meets the needs of disadvantaged pupils.	Impact review of annual PP plan.	Termly	Headteacher and SLT	Pupil Premium plan. Release time for SLT

	Identify additional areas of need through data scrutiny, curriculum reviews and pupil voice. Surveys.	Termly	SLT	Termly trackers Release time for assessment lead. Release time for SLT to analyse.
	Implement additional CPD or additional provision to ensure identified needs are being met to maintain all outcomes/ targets in relation to NPP and national benchmarks.	Ongoing	SEND team and SLT	Learning walks Lesson observations Phase Leader meetings. Release time for SEND Team.
Leaders maintain rigorous monitoring of pupil premium actions, using well-analysed evidence to evaluate impact and adapt provision so it remains effective and aligned with school improvement priorities.	Conduct termly reviews of pupil premium teaching, interventions and wider support to check implementation quality and identify emerging strengths or gaps.	Termly	SEND team and SLT	Release time for SEND Team.
	Analyse impact using clear evidence (Intervention reviews, data scrutiny, Curriculum audits, Pastoral meetings, interventions and attendance reviews) — Use well-analysed quantitative and qualitative data (progress, attendance, engagement, pupil voice) to evaluate the impact of pupil premium actions for each group.	Half termly	SEND team and SLT	Release time for SEND Team. Release time for Assessment Lead.
	Refine provision based on findings — Adjust strategies, deployment and resources promptly in response to evidence so provision remains effective and aligned with school improvement priorities.	Half termly	SEND team and SLT	Release time for SEND Team.
	Report outcomes to leaders and governors (termly governor reports, Working group monitoring visits). Provide concise, regular updates to senior leaders and governors summarising impact, next steps and any required changes to sustain improvement.	Termly	Assessment Lead, SEND team and Headteacher	Release time for SEND Team. Release time for Assessment Lead Termly Trackers

SEND Team & Community Engagement	**2026-2027**	**2027-2028**
The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND. Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Embed revised SEND team structure, ensuring roles and responsibilities manage the continued increase in SEND needs and support across all areas of the school.	Updated roles and responsibilities communicated through policy and shared with all stakeholders.	Ongoing	Head teacher SEND team	Release time for SEND Team.
	Monitor roles and actions to ensure key documentation and tasks are completed within given timeframes and ensure there are no gaps within provision or EHCP statutory actions.	weekly	Head teacher SEND team	Release time for SEND Team.
	Review changes to graduated provision map, INDES mapping and all data streams to ensure TAS meetings provide the maximum impact for support services required within school.	Half termly	SEND team	Release time for SEND Team.
Maintain engagement and lead roles with the local area partnership's SEND strategy, ensuring collaborative work leads to improved experiences and outcomes for pupils at the school.	Engage proactively with partnership activity (TAS, Cluster partnership, SHIP & SRB HUBS, LFI NCC meetings Attend scheduled partnership meetings, contribute to shared priorities and maintain clear communication so school practice aligns with local SEND strategic aims.	Throughout the year	SEND team	Release time for SEND Team.
	Implement partnership guidance effectively (TAS, Operational Guides, SEN CPD) Apply agreed local area guidance and recommendations within school systems, ensuring staff understand expectations and provision reflects partnership standards.	Throughout the year	SEND team	Release time for SEND Team. Learning walks.
	Model best practice across the partnership — Maintain the school's role as a lead practitioner by sharing effective SEND approaches, hosting visits and supporting other local establishments to strengthen their provision and improve pupils' experiences.	Throughout the year	SEND team	Release time for SEND Team. Arrange meetings
	Evaluate impact on pupils — Review pupil outcomes, experiences and casework to check partnership strategies are improving support for SEND pupils and refine provision where needed.	Half termly	SEND team	Meetings with external agencies. Release time for SEND Team.
Vulnerable Groups & Alternate Provision			**2026-2027**	**2027-2028**

Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.		
Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Maintain Vulnerable pupils register and ensure school and wider support systems are implemented.	Review vulnerable pupil list, ensuring all categories have been updated and systems for communicating concerns have been routinely shared with staff teams.	Throughout the year	DSLs	Insight Eduspot
	Monitor meeting logs and follow up actions to ensure , support, intervention or policies have been actioned with all pupils as required.	Weekly	DSLs	Release for meetings
Leaders ensure pupils known (or previously known) to children's social care, including looked-after and previously looked-after children, receive well-coordinated support that improves their learning opportunities and experiences.	Work closely with the virtual school — Maintain regular communication with the virtual school to ensure personal education plans are high-quality, timely and clearly focused on improving pupils' learning and well-being.	Throughout year	SEND Team	Release time for SEND Team.
	Monitor PEP implementation and impact — Review PEP targets, provision and outcomes frequently to check actions are being delivered effectively and are making a measurable difference to pupils' experiences.	Half termly	SEND Team	Release time for SEND Team.
	Coordinate tailored support for each pupil — Ensure staff understand individual needs and provide consistent, well-planned support that removes barriers and strengthens pupils' engagement, progress and confidence.	weekly	SEND team	Learning walks Release time for SEND Team.
Ensure high-quality commissioning and oversight of alternative provision — Leaders commission alternative provision appropriately and take full responsibility for	As required, Monitor pupils' education and welfare in AP — Maintain regular contact with providers, review learning, attendance and safeguarding information, and check pupils' experiences to ensure provision remains safe, appropriate and effective.	weekly	SEND team	Release time for SEND Team to visit AP.

pupils' education, welfare and progress while placed in it.	Review AP quality and commissioning decisions — Evaluate the quality, suitability and impact of alternative provision termly, ensuring commissioning decisions are evidence-based and adjustments are made swiftly where provision does not meet pupils' needs.	Termly	SEND Team	Release time for SEND Team.

SHIP	**2026-2027**	**2027-2028**
The SHIP is now well established within the school and is close to capacity. All staff within the SHIP have a good understanding of the SEN needs of the pupils and as a result, all pupils are making progress, in line with their developmental needs, with their learning and personal development. Where appropriate, external professionals are used to support with understanding the needs of pupils and to develop next steps.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Ensure all pupils have the opportunity to integrate with their mainstream cohort.	Identify pupils who can integrate into their mainstream classroom and identify which subject areas would be beneficial for them to attend.	Autumn 1 for initial identification. Ongoing.	NN, RA	Observations of children.
	Identify pupils who would benefit from the 'bubble system'.	Autumn 1 for initial identification. Ongoing.	NN, SL, TS, RA	Release time for SEND Team to organise Bubble groupings.
	Continuous monitoring of pupils accessing their mainstream classroom and/or bubbles to ensure appropriate challenge is in place.	Ongoing	NN, RA	Release time for learning walks.

	Ensure mainstream staff feel confident, and have the skills, to support SHIP children through CPD and modelling of good practice.	Ongoing	NN, TS	Release time to ensure modelling/training can take place
Ensure all pupils have access to a high quality curriculum that meets their individual needs.	Continue to develop a play-led, neuroaffirming approach in the EYFS/KS1 base by introducing RISE therapy and the Core Word Programme.	Autumn 1	NN	Core word training RISE training
	Continue to develop a PACE based approach in the KS2 base.	Autumn 1	RA	PACE training
	Ensure NAPS data is kept up to date and used to inform planning and next steps.	Autumn 2 Spring 2 Summer 2	NN, RA, TS	Staff meeting time to input data.
	All SHIP staff to have the relevant training on new initiatives being put into practice.	Ongoing	NN	Release time for all staff to access training
Collaborate with external professionals to ensure the learning and developmental needs of all pupils are met.	SHIP teachers to attend cohort reviews and follow up with suggested actions.	Half-termly	NN, RA	Release time
	All SHIP staff to attend supervision sessions and engage proactively.	Autumn 2 Spring 2 Summer 2	NN	Additional time after school for supervision
	SHIP teachers to make referrals to external agencies where necessary. Where further actions are suggested, these are shared with the wider team and actioned.	Ongoing	NN, RA	Release time

RFS SIDP: PERSONAL DEVELOPMENT & WELLBEING (SAFEGUARDING)

VISION STATEMENT

At Redcastle Family School, we are committed to developing the whole child, ensuring every pupil grows into a responsible, confident and compassionate citizen of the world. Through a broad, ambitious and inclusive curriculum, we nurture academic achievement alongside personal development, enabling children to thrive both within school and beyond.

Our ethos underpins every aspect of school life, promoting Fundamental British Values and Spiritual, Moral, Social and Cultural (SMSC) development to create a respectful, inclusive and supportive community where every individual is valued. Through strong partnerships, outreach opportunities and meaningful community links, our children gain first-hand experiences of citizenship, developing an understanding of their role in society and the positive impact they can have on the world around them.

We are dedicated to promoting healthy lifestyles and positive wellbeing, equipping pupils with the knowledge, skills and resilience needed to make informed choices that support their physical, emotional and mental health throughout their lives. Through a rich curriculum, purposeful experiences and consistent modelling of our values, we help children grow into compassionate individuals who understand themselves, value others and feel empowered to shape their own futures.

We believe that every child can succeed. By identifying and responding to the individual needs of all learners, we provide targeted support, personalised interventions and high-quality teaching that enable every pupil to flourish. Our commitment is to ensure that all members of the Redcastle Family School community are empowered to reach their full potential, overcome barriers to learning and achieve the very best outcomes for themselves and their future.

SCHOOL EVALUATION

The school has continued to develop its curriculum to ensure it meets the aspirations we hold for our children. Over the past year, we have expanded our offer for contextual learning, ensuring that all subjects include purposeful experiences within the local community and, where appropriate, beyond it. This approach helps children understand the relevance of the curriculum to future opportunities and supports them in recognising the role they can play in shaping their own futures.

The school has revised its PSHE and RSE curriculum, ensuring full compliance with national requirements while also aligning it with our vision statements, core values and behaviour policies. This ensures that children are consistently taught how modern British values influence their personal development and capacity for achievement.

Despite funding challenges, the school has maintained an extensive enrichment offer. This includes leading the establishment of local organisations such as the Thetford Sports Network, which provides inter-school sporting opportunities across all primary year groups, and Local Cultural Arts Participation initiatives. We have also ensured that our provision for forest schools and outdoor learning continues to expand through the redevelopment of school areas and adjustments to the school timetable. Our extra-curricular programme remains rich and diverse, offering opportunities across all subjects throughout the year, alongside daily activities and new initiatives targeting vulnerable groups to foster greater participation from harder-to-reach families.

Our pastoral provision has been refined to link directly with safeguarding and intervention teams, ensuring that the context of need for every child is analysed and that plans are created using appropriate school systems—or additional provision where needs persist. This approach has ensured that our permanent exclusion rate remains low, children's engagement in the curriculum remains high, and barriers to achievement are reduced.

Our priorities now focus on ensuring that any relevant changes to our curriculum remain aligned with our high expectations, and on continuing to develop parental engagement opportunities. This will help foster meaningful involvement from families and support them in understanding the purpose of their child's education, enabling similar opportunities to be reinforced at home.

Safeguarding

Safeguarding needs within our community remain consistently high, reflecting the significant challenges faced by many families and the continued requirement for extensive school-based and local authority support. This has been further compounded by the local authority's consent-based systems, which often result in professionals prioritising nurture-led engagement to maintain family involvement with services. In response, the school has strengthened its internal capacity to ensure that children remain protected even when external engagement is limited.

We have expanded our **DSL team** and pastoral provision to ensure that pupils are routinely listened to, with their thoughts, feelings and wishes captured and acted upon. This enhanced capacity enables the school to provide sustained oversight and supervision in cases where families decline external support but where home circumstances still require intervention.

The **THRIVE programme** continues to support pupils with routine emotional regulation and behaviour, and our PSHE and wider curriculum promote healthy living and a strong understanding of how to keep themselves and others safe. However, the increasing level of trauma-related need within our community has required a broader therapeutic offer. In response, the school has invested in additional **ELSA-trained staff** and expanded its bespoke nurture provision to ensure that pupils with more complex emotional needs are able to manage the school day successfully and access learning effectively.

Our pastoral team meets formally on a fortnightly basis, with daily informal communication to ensure rapid response to emerging concerns. Vulnerable groups are reviewed fortnightly, with behaviour, attendance and wellbeing data scrutinised to identify patterns, escalate concerns and ensure timely support or challenge. This approach ensures that all stakeholders fulfil their responsibilities promptly and effectively.

Safeguarding reporting and recording are closely monitored. Regular CPD is provided where practice requires strengthening, ensuring that record-keeping remains accurate, detailed and compliant. This has enabled the school to evidence concerns robustly and advocate successfully for statutory intervention, including escalation to Section 47 enquiries where required.

Our **Single Central Record** is reviewed half-termly both by Senior leaders and School Governors, with actions and training completed over the past year to further strengthen compliance and assurance.

As a result of these measures, pupils consistently report that they feel safe in school. The school has played a critical role in preventing further harm for a number of children, ensuring that early identification, persistent professional curiosity and decisive action remain central to our safeguarding culture.

School Evaluation	**Needs Attention**	**Expected Standard**	**Strong Standard**

Curriculum Experiences & Personal Development RSE & PHSE	**2026-2027**	**2027-2028**
A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.		
The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge		
Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Maintain a a coherent, well-sequenced programme of	Review NC updates as part of Kapow curriculum and current school policy.	Yearly	TS	Kapow Release

personal development across the taught curriculum and wider opportunities, enabling pupils to develop spiritually, morally, socially and culturally and to experience meaningful enrichment that positively shapes their character and sense of belonging.				
	Update curriculum maps and sequences and communicate this to staff and all stakeholders.	Yearly. Kapow has been updated this year. New units will be published by Kapow during the school year.	TS	Staff meeting time
	Align links with learning behaviours to ensure continuity across linked systems. Provide CPD to ensure all staff are clear.	Throughout the year	TS	Staff meeting time
	Align enrichment/ personal development sequences to support any changes within current curriculum.	Throughout the year.	TS	Staff meeting time
Leaders implement and monitor a well-taught, age-appropriate RHE/RSHE curriculum that develops pupils' knowledge, supports safe and healthy decision-making and contributes directly to their wider personal development. Pupils develop secure, detailed	Review and refine RHE/RSHE curriculum sequencing to ensure content is age-appropriate, clearly mapped and taught consistently across year groups.	Annually	TS	Release time.
	Provide targeted training, resources and modelling so staff deliver RHE/RSHE confidently.	This will be	TS	Staff meeting time.
	Monitor delivery as part of monitoring cycle for observation of lessons, pupil voice and outcomes to evaluate the effectiveness of RHE/RSHE teaching and ensure it contributes meaningfully to pupils' wider personal development.	Throughout the year.	TS	Release time.

knowledge across the PSHE, RHE/RSHE and citizenship curriculum, enabling them to understand key concepts confidently and apply this learning to their personal, social and civic development.	Make appropriate adjustments if required.	Throughout the year. This will be monitored and adjustments made accordingly.	TS	Release time.

Modern British Values & Diversity	**2026-2027**	**2027-2028**
Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.		
Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Maintain systems that ensure Pupils deepen their understanding of protected characteristics, fundamental British values and cultural diversity, demonstrating respect, tolerance and positive attitudes towards others.	Subject leading teams review current FBV maps to ensure all aspects have been linked to current curriculum	Yearly	All Subject Leads	Staff meeting time.
	Update Spring 2 monitoring schedule to include aspects within pupil voice and outcome. Lesson monitoring. .	Yearly	SLT	Release time for all subject leads.
	Identify actions for each subject within updated action plans for next cycle. Implement any actions.	Yearly	Subject Leaders	Release time for subject leaders.

Maintain Pupils confidence, resilience, independence and integrity through a well-sequenced personal development curriculum that promotes reflection, cooperation and responsible decision-making.	Establish a school overview of FBV and CD using subject leader provision maps and current PSHE provision mapping and contextual learning opportunities.	Yearly	TS - PSHE Lead	Release time
	Evaluate areas for further development or areas where there is too much overlap.	Reviewed yearly	TS - PSHE Lead	Release time
	Share updates with all stakeholders and monitor application over subsequent academic years.	Yearly	TS - PSHE Lead	Release time.
Learning Experiences and enrichment opportunities continue to ensure Pupils are equipped with the knowledge, skills and personal qualities needed for life beyond school, enabling them to contribute positively to society and navigate modern Britain with confidence.	Review contextual learning map ensuring all curriculum enrichment for next academic year is identified.	Yearly	TS - PSHE Lead	Release time for PSHE Lead.
	Where required, expand enrichment and learning experience pathways so pupils access purposeful opportunities linked to current mapping.	Yearly	TS - PSHE Lead	Release time for PSHE Lead

Extra Curricular Opportunities and Experiences			**2026-2027**	**2027-2028**
Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.				
Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Maintain pupils access a wide range of enriching opportunities across the arts, music, sport and	Monitor adjustments to music provision to ensure standards for enrichment are maintained.	Ongoing	EA FS	Learning walks Staff meetings

wider curriculum, enabling them to explore new experiences and develop their interests.	Update Enrichment mapping calendar and identify any areas for further provision.	Termly	Teaching Staff	Staff meetings
	Make plans for any gaps as required.	Ongoing	Teaching staff	Staff meetings
	Review contextual learning map ensuring all curriculum enrichment for next academic year is identified.	Ongoing - finalised in SU2	Teaching Staff	Staff meetings
Continue to provide structured opportunities for pupils to nurture and extend their talents,	Review and broaden the range of planned opportunities (arts, music, sport and wider enrichment) so pupils can practise, refine and extend their talents through well-organised, inclusive activities.	Yearly	Teaching Staff	Staff meetings
ensuring activities are inclusive, well-planned and support pupils to grow in confidence and skill.	Ensure staff plan and deliver high-quality enrichment — Provide guidance and modelling so staff design and deliver purposeful enrichment experiences that build pupils' confidence and skills.	Ongoing	SLT	Staff meetings

Pastoral Support & Personal Development	**2026-2027**	**2027-2028**
Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.		
Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.		
The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.		
Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Pastoral systems are understood and trusted by pupils, ensuring they can confidently seek support when needed and receive timely, appropriate help that meets their individual needs.	Review age-appropriate pupil guidance — Review age-appropriate pupil guidance so they are clear about who to approach and how to access support independently.	Termly	TS - PSHE Lead	Staff meeting time.
	Promote guidance termly — Deliver termly promotion through assemblies, class assemblies, literature and circle times.	Termly	Teachers	Timetable
	Review pastoral referrals — Review pastoral referrals to evaluate impact and make adjustments where needed.	Ongoing	TS SL	Referral forms
Systematic monitoring, detailed knowledge of pupils and proactive identification processes to anticipate which individuals or groups may require additional pastoral support, ensuring provision is targeted, effective and consistently improves pupils' well-being.	Review pastoral referral flow chart, ensure staff and roles is updated and communicate to staff, parents and children.	Autumn term	TS SL CP	Flow chart
	Complete cycle of pastoral meetings to update pastoral register, discuss new needs and link to safeguarding and attendance concerns	Fortnightly	CP JHE SL ND MJ	
	Report as part of vulnerable pupils termly level of need and identify any emerging patterns or actions required for key groups.	Termly	CP JHE SL ND	Vulnerable list

	Monitor completion of pastoral interventions to identify further CPD, coaching or additional support required school wide.	Termly	SL CP TS	CPD timetable
RFS staff maintain an extensive, carefully tailored personal development programme that reflects the school's context and pupils' aspirations, ensuring all pupils — including disadvantaged pupils, those with SEND, those known to social care and those facing barriers — participate fully and benefit from rich, inclusive opportunities.	Review NC updates as part of Kapow curriculum and current school policy.	Yearly	TS - PSHE Lead	Staff Meeting Time
	Update curriculum maps and sequences and communicate this to staff and all stakeholders.	Yearly	TS - PSHE Lead	Staff Meeting Time
	Align links with learning behaviours to ensure continuity across linked systems.	Ongoing	TS - PSHE Lead	Staff Meeting Time
	Provide CPD to ensure all staff are clear.	Ongoing	TS - PSHE Lead	Staff Meeting time
	Align enrichment/ personal development sequences to support any changes within current curriculum.	Yearly	TS - PSHE Lead	Staff Meeting time
Maintain monitoring and evaluation of the impact of the personal development programme on pupils' outcomes and experiences, demonstrating clear improvements for all groups and using evidence to refine provision and strengthen its effectiveness.	SLT Review outcomes of personal development teaching, gathering evidence from lesson visits, pupil voice and work scrutiny to evaluate how effectively the programme supports pupils' outcomes and experiences.	Termly	SLT	Monitoring timetable
	Refine provision using evidence — Use monitoring findings to adjust content, sequencing and opportunities so the personal development programme remains responsive, coherent and increasingly impactful for all pupil groups.	Ongoing	TS - PSHE Lead	Release time for Learning Walks

Safeguarding- Culture	**2026-2027**	**2027-2028**
Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils.		
Leaders actively try to learn from safeguarding cases and incidents and take any action needed		

Objectiv	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Sustain an open, transparent culture in which safeguarding is understood as everyone's responsibility, ensuring staff, governors and volunteers are confident, vigilant and consistently uphold safe practice.	Provide regular briefings, updates and reminders so staff, governors and volunteers remain clear about their safeguarding responsibilities and consistently apply agreed procedures. Including- Weekly: Phase meetings whole school Termly: Update training if any changes Annually: Whole school core package training	As stated	CP JHE JH	NNC training packages.
	Carry out routine checks of safeguarding conduct, including spot-monitoring of practice and follow-up conversations, to ensure adults remain confident, alert and aligned with safe working expectations. Including- Weekly: Phase meetings Termly: Safeguarding audit Annually: whole school core package training	As stated	CP JHE	Training CPD Phase leader timetable
Maintain rigorous strategic oversight of all safeguarding activity and work effectively with external agencies to ensure pupils' welfare is promoted, risks are addressed swiftly and support is well-coordinated.	Review safeguarding records, casework, referrals and multi-agency activity regularly as part of safeguarding meeting agenda.	Fortnightly	CP JHE	Release time
	SLT to report ensure leaders maintain clear strategic oversight and can identify patterns, risks and areas requiring further action. Hold scheduled meetings and follow-up discussions with external partners to ensure information is shared promptly, actions are coordinated and support for pupils is delivered swiftly and effectively.	Ongoing	SLT JHE	Release time
Leaders systematically review safeguarding cases and incidents, identifying learning and implementing necessary actions	Review Vulnerable pupil/ pastoral list	Fortnightly	CP JHE SL ND	Vulnerable list

to strengthen procedures, improve staff practice and ensure pupils' safety and welfare are continually enhanced.			MJ	
	Identify pupils to complete surveys from pupils involved in or affected by safeguarding cases to understand their experiences, identify what helped, and use their insights to shape improvements in support and practice.	Termly	JJ CP JHE	Pupil perception survey
	Continue follow-up for pupils after incidents, who to talk to and receive ongoing support while leaders use this information to refine procedures. Record this within safeguarding meeting lgs.	As needed	JHE ND CP	

Safeguarding- Pupil Voice & Personal Safety	**2026-2027**	**2027-2028**
Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day).		
Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.		
Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Leaders ensure pupils feel secure, valued and heard, including those learning off-site, so that all pupils are confident	Review Vulnerable pupil/ pastoral list half termly. RAG rate level of supervision required.	Half termly	CP JHE SL ND MJ	Vulnerable list
	Complete TFW in line with this.	Half termly	ND JHE CP	TFW template

their views matter and that support is accessible when needed.				
	Identify actions or issues to be addressed with relevant teams as required.	Half termly	CP JHE SL	Release time
The curriculum builds pupils' awareness of how to stay safe and seek help, with clear, trusted routes for pupils and parents to access guidance and support.	Review pastoral referral flow chart, ensure staff and roles are updated and communicate to staff, parents and children.	Ongoing	SLT	Release time
	Complete cycle of pastoral meetings to update pastoral register, discuss new needs and link to safeguarding and attendance concerns	Fortnightly	CP JHE SL ND MJ	
	Report as part of vulnerable pupils termly level of need and identify any emerging patterns or actions required for key groups.	Termly	CP JHE	Report
Staff maintain use of school behaviour policy and systems for preventing, recognising and addressing child-on-child harm, ensuring pupils are protected and concerns are managed with clarity and rigour.	Continue to give reminders, briefings and modelling so staff apply the behaviour policy and child-on-child harm procedures consistently, ensuring pupils experience clear, predictable responses.	Weekly	CP JH	Phase meeting
	Safeguarding & Pastoral Meetings: Review logs, follow-up actions and case outcomes to check staff recognise, record and address child-on-child harm promptly and rigorously, strengthening protection for pupils.	Fortnightly	CP JHE SL ND MJ	Timetable Safeguarding log

Safeguarding-Systems, Monitoring & Reporting	2026-2027	2027-2028
All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. The school has clear and accessible policies and procedures that keep pupils safe.		
Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review. They respond by following the school's systems confidently and consistently.		
Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults		

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
Leaders ensure staff are consistently vigilant, understand indicators of concern and follow clear, accessible safeguarding policies and procedures that promote pupils' safety.	Provide regular briefings, updates and reminders so staff, governors and volunteers remain clear about their safeguarding responsibilities and consistently apply agreed procedures. Including- Weekly: Phase meetings Termly: Any updates, governor reports Annually: whole school core package training	As stated	JHE CP JH	Governor reports Phase meeting logs
Leaders engage in continual reflection and professional challenge, reviewing the	Carry out routine checks of safeguarding conduct, including spot-monitoring of practice and follow-up conversations, to ensure adults remain confident, alert and aligned with safe working expectations. Including-	As stated	JHE CP JH	Governor reports Phase meeting logs

effectiveness of safeguarding systems and responding with confident, consistent practice that strengthens provision.	Weekly: Phase meetings Termly: Any updates, governor reports Annually: whole school core package training			
Leaders monitor staff practice, provide appropriate supervision and support, and follow local authority procedures rigorously when managing safeguarding concerns or allegations about adults.	Routine checks of staff safeguarding practice, including supervision discussions and review of case records, to ensure expectations are met and support is provided where needed. Record evidence within Safeguarding Meetings Log. When rewired, ensure local authority guidance is followed rigorously when responding to safeguarding concerns or allegations about adults, ensuring actions are timely, compliant and clearly documented.	Half termly	CP JHE	Up to date training

Safeguarding- Leadership	**2026-2027**	**2027-2028**
Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty.		
Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.		

Objective	**Actions/ (Complete) (On-going) (Pending)**	**Timescale/ Monitoring & Evaluation**	**Responsibility**	**Resources**
Leaders ensure all statutory safeguarding duties are met, including safer recruitment, reporting, referrals, recordkeeping and the Prevent duty, so that compliance is secure and practice is consistently reliable.	Ensure all statutory safeguarding duties (safer recruitment, reporting, referrals, recordkeeping and Prevent) are implemented consistently across the setting.	On going	CP JHE	Safeguarding documentation
	Embed rigorous vetting, checks and documentation so recruitment processes remain fully compliant and reliably applied.	On going	CP JJ JH	
	Monitor and quality-assure referrals, recordkeeping and Prevent reporting to ensure timely, precise and secure practice.	On going	CP JHE	Safeguarding log Management reporting system

Maintain effective supervision and monitoring of staff, ensuring conduct is appropriate and that local authority procedures are followed confidently and consistently when managing safeguarding concerns or allegations about adults.	Maintain consistent, visible oversight of staff to ensure conduct remains appropriate and professional at all times.	On going	CP JJ JHE	
	Ensure all staff follow local-authority processes confidently and consistently when responding to safeguarding concerns or allegations about adults.	On going	All staff	