Diamond Wood Community Academy

Academy Improvement Plan

2025/2026

PURPOSE AND PROCESS

The Academy Improvement Plan enables the school's vision to be shared and understood by the whole school community. It gives all stakeholders an understanding of where the school is moving and what actions will be taken to further secure and sustain improvement. The Academy Improvement Plan is designed to give a sharp, clear focus to those aspects of the school's work which are believed to be most in need of improvement and brings together, in one purposeful, practical and coherent plan, national, local and school priorities, reflecting the aims and values of the school. It links directly to the areas identified by the school's self-evaluation and by any external evaluation such as Ofsted.

As part of this process, a range of information is gathered and evaluated, and key priorities are then identified. The information evaluated includes a review of the previous year's actions and their impact, robust analysis of assessment data, information about pupils' behaviour and attitudes, attendance, monitoring evidence, external reports and the views of stakeholders.

Once key priorities have been identified and agreed, senior leaders develop action plans. Clear objectives, actions, timescales and success criteria are agreed. Resources to support specific actions are also identified; this helps leaders plan and prioritise budget spending and guides staff training.

INFORMATION ABOUT OUR SCHOOL

Our school is above average in size with 333 pupils (currently). The community is highly diverse, with 94.3% of pupils from minority ethnic backgrounds, predominantly Pakistani heritage (75.4%) and Eastern European, mainly Romanian, families. A very high proportion (72.4%) speak English as an additional language, compared with 23.4% nationally. Deprivation is well above average, with high unemployment rates locally in Ravensthorpe and Dewsbury (IMD). Eligibility for free school meals is recorded at 31%, though as an infant school, this figure is not fully representative due to universal provision.

The proportion of pupils with SEND is 23.4%, above national averages, with the most common need being Speech, Language and Communication Needs (18.9%). Attendance is a key challenge: the school's absence rate (7.1%) and persistent absence (16.7%) are significantly above national figures, placing us near the bottom compared with similar schools (DfE) and lowest in our Trust at the start of this year. Many pupils attend Mosque after school, limiting access to extended provision, so the school offers a Wednesday curriculum club (3:00pm–3:30pm) to ensure all children have the opportunity to participate.

The 2025–26 academic year has brought substantial leadership and staffing changes. A new interim Executive Headteacher, Head of School, and Assistant Head are in post, familiar to the school but new to their roles. Staffing changes include three new teachers (two ECTs), three new lunchtime supervisors, a new Safeguarding and Inclusion Leader (Autumn 2), and a new Business Services Officer (October 2025). The School Business Manager has moved to a central trust role. Governance remains strong with a well-established board welcoming a new Chair of Governors this year.

WHOLE SCHOOL PRIORITY 1:	LED BY:
Ensure staff understand how to support lower-attaining readers with writing across the curriculum, so that expectations match phonics knowledge and build confidence and vocabulary retention.	Johanna Lillie Rachel Booth Becki Price

CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:

Ofsted (2024) reported that "*in some parts of the curriculum, pupils who need help with reading are asked to write words that are beyond their current level of phonics knowledge.*" This can undermine confidence, overload working memory, and lead to insecure progress.

Leaders had already identified this as a priority. Outcomes reinforce the need:
- In 2024–25, 61% of pupils achieved GLD, below the government's ambition of 75%.
- Year 2 writing outcomes: 60% expected, 13% above.
- Year 1 writing outcomes: 56% expected, 7% above.
- Moderation has shown inconsistencies in judgments, particularly in writing across foundation subjects, with some pupils asked to write beyond secure phonics knowledge.

This priority aligns with:
- **DfE Writing Framework (2025):** sequencing, transcription, oral rehearsal, and scaffolding.
- **DfE Strong Foundations: Early Literacy (2022):** phonics as the foundation for early writing.
- **EEF Improving Literacy in KS1 (2021):** scaffolding tasks, matching expectations to prior knowledge, oral rehearsal, transcription practice, and targeted support for struggling writers.
- **Ofsted EIF (Quality of Education):** curriculum access and progression for all pupils, including lowest-attaining readers.

OVERALL SUCCESS CRITERIA:
- Writing tasks across curriculum subjects are consistently matched to pupils' phonics ability, avoiding undue cognitive load.
- By end of 2025–26, at least 65**%** of pupils achieve the expected writing standard in Reception, 65% in Year 1 and 63% in Year 2.
- Lower-attaining readers in writing make visible year-on-year gains in confidence and fluency (measured via work samples, pupil voice, book comparisons).
- Discrepancies in teacher judgments are reduced: moderation agreement rates exceed 90% across year groups.
- Vocabulary retention improves (pre/ post assessment) and is evident in writing across subjects.
- Daily transcription (handwriting/ spelling linked to phonics) is consistently applied in EYFS & KS1 classes.
- Leaders and governors can evidence impact via book scrutiny, moderation outcomes, and case studies of weaker writers.

KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
Align writing tasks with pupils' phonics knowledge and scaffold appropriately.	• Audit all writing tasks across English and foundation subjects by October, mapping expectations against pupils' phonics phases (DfE *Strong Foundations: Early Literacy*, 2022). • Redesign sentence stems, word banks, and writing frames to ensure vocabulary only includes graphemes and words pupils have secured (DfE Writing Framework Rec. 2: "Match writing to phonics knowledge"). • Create and share a bank of scaffolded writing activities that model good sentence construction and reduce cognitive load (EEF Rec. 3: scaffolding strategies). • Implement oral rehearsal and shared writing for all lower-attaining pupils before independent tasks (DfE Writing Framework Rec. 3: "Rehearse sentences orally before writing"). • Train staff to use modelling and gradual removal of scaffolds to build independence (EEF Rec. 3; DfE Writing Framework Rec. 5: "Build fluency through practice"). • Conduct half-termly book looks with leaders and governors to verify that tasks align to phonics knowledge.	English Leads (overall coordination, quality assurance) Phonics Leads (map tasks to phases, check fidelity) Class Teachers (redesign writing tasks, scaffolds, delivery) Teaching Assistants (support oral rehearsal and modelling) SLT & Governors (monitor through book looks)	Phonics Assessment Tool (RWI) – Annual subscription costs DfE Strong Foundations: Early Literacy (2022) DfE Writing Framework (2025) EEF KS1 Literacy Guidance (Rec. 2 & 3) Bank of scaffolded writing frames, sentence stems, and word banks CPD time for modelling/scaffolding strategies Monitoring proforma for book looks
Strengthen transcription and composition routines across EYFS and KS1.	• Introduce a daily 10-minute handwriting/ transcription slot in all EYFS/KS1 classes (DfE Writing Framework Rec. 1: "Daily practice in transcription skills"). • Require oral sentence rehearsal before writing in all subjects (EEF Rec. 2; DfE Writing Framework Rec. 3: "Compose orally before writing"). • Embed consistent use of working walls, vocabulary mats, and retrieval practice to reinforce spelling and vocabulary across subjects (EEF Rec. 5: "Develop pupils' language capability").	EYFS & KS1 Leaders (implementation oversight) Class Teachers (daily transcription	RWI Portal subscription – Handwriting DfE Writing Framework (2025) EEF KS1 Literacy Guidance

		slot, oral rehearsal, working walls)	Handwriting scheme/ materials (pencils, handwriting books, fine-motor equipment, e.g. pencil grips, tweezers, threading kits)
	• Track writing fluency (words per minute) and stamina (sentence/word count) for identified lower-attaining pupils each term (DfE Writing Framework Rec. 6: "Assess fluency to inform next steps"). • Provide fine-motor interventions for pupils with handwriting difficulties, particularly in EYFS and Year 1 (DfE Writing Framework Rec. 1). • Revisit and recycle vocabulary weekly across subjects, monitoring retention in independent writing samples (EEF Rec. 5). • Incorporate dictation activities to strengthen spelling, transcription, and phonics-to-writing connections (DfE Writing Framework Rec. 2).	Teaching Assistants (fine motor interventions, dictation activities) SENCo (targeted provision for pupils with handwriting difficulties) English Leads (monitor fluency and vocabulary retention)	Vocabulary mats, retrieval practice resources, working wall templates Fluency tracking sheets (words per minute, stamina measures) Intervention resources for motor skills (EYFS/KS1) Dictation task bank aligned to phonics phases
Improve accuracy of teacher judgments and professional confidence.	• Deliver CPD on the DfE *Writing Framework* (2025) recommendations and EEF KS1 Literacy strategies; ensure all staff understand expectations for EXS and GDS. • Provide exemplar portfolios (WTS/EXS/GDS) linked to Writing Framework descriptors to standardise judgments. • Facilitate half-termly moderation across year groups, including foundation subject writing, ensuring judgements align with Writing Framework criteria (DfE Assessment Guidance). • Conduct joint moderation twice yearly with Trust colleagues or partner schools to strengthen external validation. • Provide termly coaching for ECTs and new staff, focusing on supporting struggling writers. • Introduce peer observations of writing lessons with feedback on scaffolding and Writing Framework alignment.	English Leads (CPD delivery, moderation facilitation) SLT (oversight and support for new staff/ECTs) Class Teachers (participate in moderation, peer observations)	DfE Writing Framework (2025) & exemplification materials EEF KS1 Literacy Guidance Exemplar portfolios (WTS/EXS/GDS) Moderation proformas and meeting time CPD sessions (staff meeting time, INSET)

| | | ECT Mentors/Coaches (provide targeted support)

Trust/Partner Schools (joint moderation)

Governors (book scrutinies for external validation) | Coaching schedules for ECTs/new staff

Peer observation templates & feedback forms |
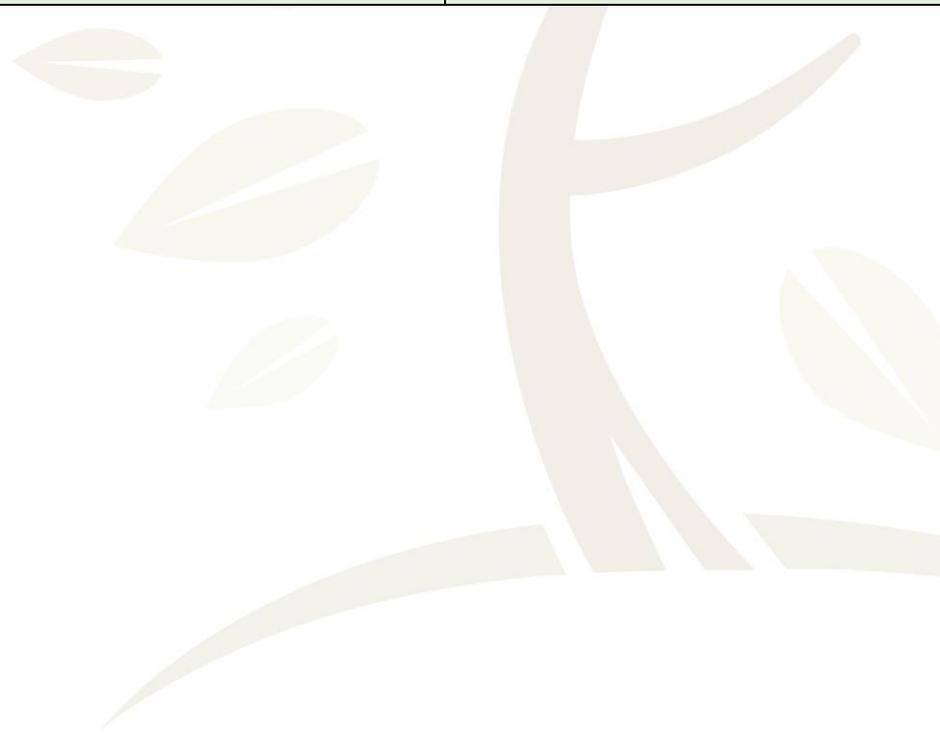|---|---|---|---|
| | • Involve governors in two book scrutinies to evaluate accuracy of teacher judgments and alignment with phonics knowledge | | |

MILESTONES		
By the end of Autumn:	By the end of Spring:	By the end of Summer:
• Writing audit complete; scaffolds, sentence stems, and word banks redesigned. • Oral rehearsal and shared writing routines introduced in all classes. • Daily transcription practice established in 100% of EYFS/KS1 classes. • Baseline fluency and stamina measures collected for target pupils. • Working walls and vocabulary supports visible in every classroom. • CPD delivered on Writing Framework and EEF strategies. • First moderation cycle completed; exemplar portfolios distributed.	• ≥75% of observed lessons demonstrate scaffolded writing aligned to pupils' phonics stage. • Handwriting fluency improves by ≥10% for target pupils. • ≥85% of observed lessons include oral rehearsal. • 60% of writing samples show use of at least two taught vocabulary words. • Moderation agreement reaches ≥85%; external moderation completed with trust/partner school. • Staff survey evidences ≥20% increase in confidence with writing judgements. • Pupil voice evidences increased confidence and reduced frustration in writing.	• ≥90% alignment between writing tasks and pupils' phonics stage evidenced in book looks. • Handwriting fluency improves by ≥20%; stamina increases by ≥25% for target pupils. • ≥70% of pupils apply at least three taught vocabulary words in independent writing. • Moderation agreement reaches ≥90%. • KS1 writing outcomes rise from 60% (2025) to ≥63% EXS, closing the gap to national. • GLD improves from 61% (2025) to ≥65%. • Governors report confidence in accuracy of teacher judgements and alignment of writing expectations.

WHOLE SCHOOL PRIORITY 2:		LED BY:
Strengthen systems for analysing attendance so leaders can target support more effectively, reducing persistent absence.		*** Incoming Safeguarding and Inclusion Officer
CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:		

Ofsted (2024) stated that "*some of the school's systems for analysing the attendance of pupils do not give a clear view of which pupils need more immediate support with attendance*." The school had already identified attendance as a key priority, recognising the impact on our most vulnerable learners.

Attendance in 2024–25 (compulsory school age, 196 pupils) demonstrates why this is essential:
- Overall attendance was 92.7% (national 94.8%, LA 94.6%).
- 7.3% overall absence (4.8% authorised, 2.5% unauthorised).
- 21.9% persistent absence (43 pupils), compared with 13.5% nationally.
- 23 pupils missed 15–18 days; 40 missed 19+ days.
- 25 pupils had 10+ unauthorised absences.
- 82 pupils absent before/ after school holidays; 61 pupils met the DfE penalty notice threshold.
- Attendance distribution: 21.9% persistently absent, 34.7% at risk, 43.4% with good attendance.

Including non-statutory school-age pupils, overall attendance falls to 91.5% and persistent absence rises to 31.3%, showing a whole-school cultural issue. Compared with DfE "similar schools" benchmarks, we are second from the bottom, and within our academy Trust, we began the year at the lowest attendance point.

This priority aligns with:
- **DfE Working Together to Improve School Attendance (2022):** early identification, targeted support, and consistent systems.
- **EEF Parental Engagement Guidance (2021):** effective communication and partnership with families improves outcomes.
- **Ofsted EIF (Behaviour & Attitudes):** attendance as a key indicator of safeguarding, inclusion, and culture.

OVERALL SUCCESS CRITERIA:
- Attendance systems provide clear, cohort-appropriate analysis identifying pupils/ families requiring immediate intervention.
- Overall attendance moves closer to similar schools nationally, with the school reducing the gap from 2.1 percentage points to 1.0 point or less by July 2026.
- Persistent absence reduced by at least 5 percentage points (from 23.4% to 18.4% or below), closing the gap to similar schools (15%)
- Disadvantaged pupils' attendance gap narrowed by at least 2 percentage points, increasing to 92.7 from 90.7 last academic year.
- Leaders and governors can evidence case studies of improved attendance through targeted interventions.
- Parent/ carer feedback shows increased awareness of the importance of attendance (80%+ positive responses).
- Office/ admin staff confidently and accurately code registers in line with statutory guidance.
- Culture shift evidenced in pupil voice, parent surveys, and staff reflections.

KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
Develop and embed robust attendance systems that clearly identify pupils and families requiring immediate intervention.	• Implement daily first-day calling for all absentees by 9:15am; track % resolved by 10am. • Conduct weekly cohort and group analysis; benchmark progress against national averages; report half termly to governors. • Introduce automated text alerts for unexplained absence; monitor reduction in repeat unauthorised absence (target: cut by 10%). • Complete home visits for non-responders daily; evaluate impact through case studies. • Build and use a live dashboard to track attendance ranges; compare % PA and good attendance against national benchmarks monthly. • Train office/admin team on coding registers, legal frameworks, and policy compliance; monitor accuracy through half-termly audits. • Review priority cases fortnightly with Trust EWO; ensure interventions are linked to measurable improvements in attendance.	Attendance Officer/ Admin Team (daily calls, register coding, text alerts, Arbor updates) SLT/ Head of School (monitor interventions, oversee case studies, lead reviews) Trust EWO (fortnightly case reviews, legal compliance) Governors (scrutiny of reports)	School MIS (Arbor) with attendance module & reporting functions Automated text/call system (Arbor App) Home visit proforma and transport support DfE statutory guidance on attendance Training for office/admin staff (coding, legal frameworks) Case study templates for evaluation
Strengthen early intervention and family engagement strategies to address persistent absence quickly.	• Deliver half-termly parent workshops on routines, boundaries, and attendance; target at least 75% attendance from identified families. • Hold fortnightly panels for families of PA pupils; track attendance improvements (target: 50% show improvement within 6 weeks). • Provide structured incentives (daily stickers, weekly certificates, half-termly awards, annual family celebrations); monitor improvement in attendance bands (target: 10% more pupils in "good attendance" category by July 2026).	SLT/Head of School (lead family panels, parent workshops) Attendance Officer (coordinate incentives, track improvements) Class Teachers (promote attendance culture in	Parent workshop materials (routines, boundaries, DfE guidance) Incentive resources (stickers, certificates, trophies, funding for family celebration events) Assembly/Newsletter templates promoting attendance Data tracking tools for PA group progress

	• Promote attendance culture through assemblies/newsletters; evaluate impact through pupil voice surveys termly. • Seek advice and share practice with trust colleagues; adopt strategies linked to measurable outcomes. • Use Executive Head's expertise to coach leaders termly, focusing on data analysis and aligning with similar schools (DFE).	class, support communication) Trust Colleagues/Executive Head (coach leaders, share best practice) Governors (monitor family engagement and impact)	Pupil voice survey forms Access to Trust network and DfE benchmarking data
Monitor, review, and evaluate impact, ensuring governors and leaders can evidence improved outcomes for priority pupils.	• Report termly attendance outcomes to governors, with progress against national benchmarks. • Conduct annual parent surveys; target 80% agreement that school communicates expectations effectively. • Review disadvantaged gap fortnightly. • Hold half-termly governor link meetings to scrutinise data, including comparisons with national. • Produce annual evaluation showing: overall attendance improved towards national average, PA reduced by at least 5 points, disadvantaged gap narrowed, and cultural change evident.	Head of School (termly governor reports, disadvantaged gap reviews) Attendance Lead/Officer (data collation, survey distribution) Governors (link meetings, scrutiny, evaluation) Trust EWO (external validation and benchmarking)	Arbor/ Insight data reports National benchmark data (DfE) Governor meeting templates & link governor reports Annual parent survey (digital/print) Attendance evaluation template (annual review, PA % reduction, cultural change evidence)

MILESTONES		
By the end of Autumn:	By the end of Spring:	By the end of Summer:
- First-day calling, texts, and home visit protocols embedded. - Attendance dashboard in weekly use. - Office/ admin staff trained on register coding and legal requirements. - Parent workshop delivered; feedback collected. - Governors receive baseline report with compulsory-age data and case studies.	- Persistent absence reduced by at least 1 percentage point. - Overall attendance improved to 93.3% (in line with similar schools' comparison). - Incentives embedded; pupil/parent feedback evidences improved awareness. - Admin audit shows accurate coding.	- Persistent absence reduced by at least 5 percentage points (from 23.4% to 18.4% or below), closing the gap to similar schools (15%) - Overall attendance improved to at least 93.8%, reducing the gap to national to 1 point or less. - Disadvantaged pupils' attendance gap narrowed by at least 2 percentage points, increasing to 92.7 from 90.7 last academic year. - Governors receive end-of-year evaluation with quantitative progress against national and qualitative evidence of culture change.

WHOLE SCHOOL PRIORITY 3:	LED BY:
Embed consistently high expectations for behaviour, engagement, and attitudes across the school, while ensuring classrooms and shared areas provide stimulating, orderly, and supportive learning environments.	Becki Price Natalie Lyons
CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:	

While Ofsted did not identify behaviour as an AFI, the new leadership team and governors recognised the need for greater consistency in behaviour expectations and learning environments across the school. In an Infant and Nursery setting, high standards for behaviour, engagement, and attitudes are essential for creating a safe and purposeful climate. The physical learning environment also plays a crucial role in developing independence, motivation, pride, and responsibility.

This priority aligns with:
- **DfE Behaviour in Schools (2022):** clear expectations, proactive systems, strong parental engagement.
- **EEF Improving Behaviour in Schools (2021):** whole-school consistency, positive reinforcement, and explicitly teaching routines.
- **DfE Strong Foundations (2022):** stimulating and orderly environments that support early learners.
- **Ofsted EIF Behaviour & Attitudes:** calm, respectful culture and high expectations for conduct.

OVERALL SUCCESS CRITERIA:
- ≥95% of lessons observed are calm, purposeful, and disruption-free.
- Behaviour logs evidence year-on-year reduction in repeated low-level disruption compared with 2024–25.
- Parent/ carer surveys show ≥80% confidence in the school's behaviour culture.
- Pupil voice evidences children feel safe, respected, and proud of classrooms and shared spaces.
- 100% of classrooms and shared areas meet environment standards: purposeful displays, order, inclusivity, and visual prompts for routines.
- Staff and pupils demonstrate shared responsibility for maintaining stimulating, tidy, and supportive environments.
- Staff consistently apply praise, rewards, restorative practice, and silent signals with fidelity.
- **Proxies for learning:**
  - Pupils demonstrate greater independence in managing routines and resources.
  - Lesson observations show higher levels of on-task engagement and reduced time lost to transitions.
  - Pupils explain behaviour expectations and how these help them learn.
  - Environment audits evidence resources and displays being used by pupils to support their own learning.

KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
Embed consistent behaviour expectations and routines	• Implement the new behaviour policy with praise, reward, and escalation processes; inform parents in Autumn (DfE, 2022). • Train staff to use positive language that explains the reason for praise (EEF, 2021). • Embed silent signals across the school to support smooth transitions (EEF, 2021: teach, model, practise). • Teach and reinforce walking expectations: calm walking, arms by sides, not touching displays/ walls, keeping left in corridors, and explaining this is to keep children safe (DfE, 2022). • Establish One Life meet-and-greet morning routine to prepare pupils for learning. • Reinforce assembly routines with consistent adult presence and modelling (DfE, 2022). • Increase SLT visibility with daily class walk-throughs and lunchtime presence (EEF, 2021: visible leadership). • Monitor planning to ensure tasks are developmentally appropriate to avoid behaviour issues linked to frustration (DfE, 2022). • Adopt restorative practice for resolving conflict and repairing relationships (EEF, 2021). • Apply "clarify, model, practise, reinforce" approach before continuing lessons when routines break down (EEF, 2021).	SLT (policy launch, visibility, monitoring, restorative practice oversight) Class Teachers (positive language, silent signals, walking routines, routines reinforcement) Behaviour Lead (training, policy compliance, restorative practice guidance) Governors (monitor through reports and visits)	New Behaviour Policy Training materials on positive language & restorative practice (EEF, 2021) Silent signal resources (visual prompts, staff training) One Life curriculum materials for morning routines & assemblies (subscription cost) Monitoring proformas for walk-throughs and lesson planning checks CPD time for modelling and practising behaviour routines
Strengthen pupil engagement and intrinsic motivation	• Launch dojo reward system and dojo shop, teaching pupils to save towards prizes (DfE, 2022). • Transition gradually from extrinsic rewards to intrinsic motivation by increasing verbal recognition (EEF, 2021). • Deliver assemblies on respect, kindness, and learning attitudes through the One Life curriculum. • Embed Mindful Minute as a calming strategy when pupils need to reset (EEF, 2021).	Class Teachers (dojo system, praise-to-correction ratio, Mindful Minute,	Dojo platform access and dojo shop resources (prizes, tokens). Doo subscription cost. Assembly resources on respect, kindness,

11

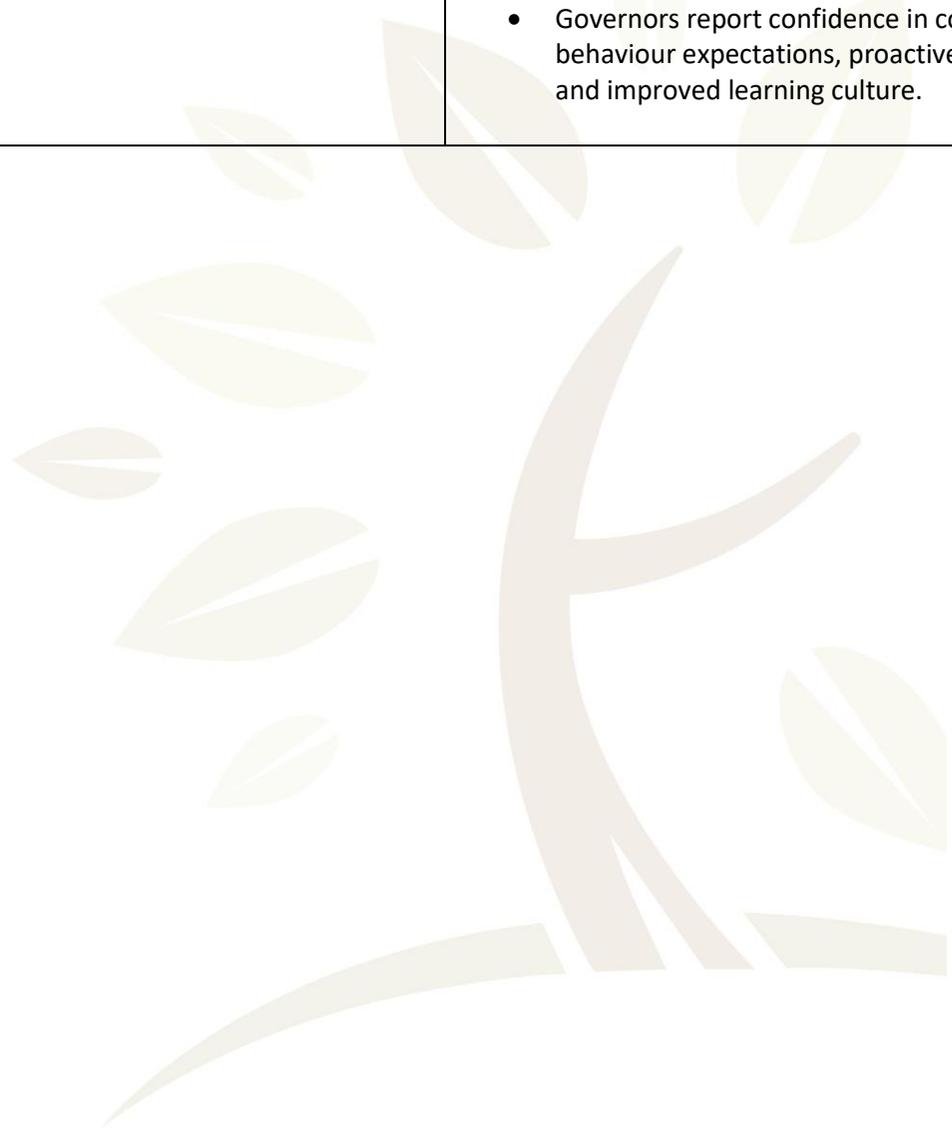|		termly pupil voice collection)	learning attitudes (One Life curriculum)
	• Introduce Corridor Star reward for pupils who role model safe, respectful walking routines. • Train staff to maintain a 4:1 praise-to-correction ratio and monitor consistency (EEF, 2021). • Collect pupil voice termly on behaviour, safety, and pride; act on findings. • Share case studies with governors on pupils who show improved motivation, independence, and behaviour for learning.	SLT/Behaviour Lead (assemblies, monitor reward-to-recognition transition, oversee case studies) Teaching Assistants (support reward systems and Mindful Minute strategies) Governors (review case studies and pupil voice outcomes)	Training resources for praise-to-correction ratio (EEF, 2021) Pupil voice survey templates & analysis tools Mindful Minute resources (scripts, timers, calming visuals) Case study templates for governor reporting
Ensure classrooms and shared areas meet environment standards with staff and pupil accountability	• Review and rewrite the Learning Environment Policy. Share with all staff and provide a clear rationale for decisions made. • Define and publish an environment standards checklist (DfE *Strong Foundations*, 2022). • Conduct at least half-termly environment audits with leaders, MAT colleagues, and governors. • Ensure displays are purposeful, current, and support learning (working walls, vocabulary banks, routines, behaviour prompts, curriculum showcasing). • Organise classrooms and shared spaces to promote independence, order, and inclusion. • Train staff to model pride in the environment; embed daily routines for tidying and resetting (EEF, 2021). • Introduce pupil monitor roles and tidy-up responsibilities to increase accountability.	SLT/Environment Lead (policy review, standards checklist, audits) Class Teachers (daily environment upkeep, purposeful displays, modelling pride)	Updated Learning Environment Policy Environment Standards Checklist (DfE *Strong Foundations*, 2022) Audit templates and governor visit proformas

	Celebrate well-maintained environments and model care of resources in assemblies/ newsletters.	Pupils (monitor roles, tidy-up routines, shared accountability) MAT Colleagues & Governors (audits, external perspective) Support Staff (shared spaces organisation and maintenance)	Display resources (working walls, vocabulary banks, prompts) Storage/organisation materials (boxes, labels, trolleys) Pupil monitor role charts & tidy-up routines Assembly/newsletter time to celebrate successes

MILESTONES		
By the end of Autumn:	By the end of Spring:	By the end of Summer:
• Behaviour policy launched; parents informed; staff trained in praise, restorative practice, silent signals, and walking expectations. • Dojo shop introduced; Corridor Star reward launched. • One Life meet-and-greet routine embedded. • Assembly routines established with teacher presence. • SLT visibility embedded: daily class walk-throughs and lunchtime presence. • First environments audit completed; pupil monitor roles introduced. • Pupil voice shows ≥65% can explain how routines (including walking) keep them safe and help learning.	• ≥85% of lessons observed are calm and disruption-free. • Silent signals and walking expectations consistently used across the school. • Parent survey shows ≥70% confidence in behaviour culture. • Pupil voice evidences ≥70% feel proud of classrooms and safe in corridors. • Environment audits show ≥75% of classrooms and shared areas meet standards. • Pupils demonstrate greater responsibility for tidiness and shared spaces. • Observations show reduced time lost to transitions and movements.	• ≥95% of lessons observed are calm, purposeful, and disruption-free. • Behaviour logs show clear reduction in repeated low-level disruption vs 2024–25 baseline. • Parent survey evidences ≥80% confidence in behaviour culture. • Pupil voice evidences ≥80% feel safe, respected, and proud of the school environment; most explain how routines and safe walking help them learn. • 100% of classrooms/ shared areas meet environment standards. • Staff and pupils consistently maintain tidy, purposeful spaces with pride and accountability.

		- Walking routines (calm, left-hand side, arms by sides) fully embedded; Corridor Star recognised by pupils as a motivator. - Governors report confidence in consistent behaviour expectations, proactive strategies, and improved learning culture.

WHOLE SCHOOL PRIORITY 4:	LED BY:
Improve quality of education, assessment, and provision in Reception to ensure children make a strong start, in line with DfE *Best Start* guidance, while being ambitious and context-aware.	Becki Price Emma Robinson

CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:
Although not an Ofsted AFI, the school's self-evaluation identified the need to strengthen Reception outcomes through more accurate assessment, improved moderation, and enriched provision. The new leadership team prioritised this to embed DfE *Best Start in Life* (2023) and *Strong Foundations* (2022), ensuring children benefit from a language-rich curriculum, strong indoor and outdoor environments, high-quality adult–child interaction, and secure foundations in early literacy and numeracy. Leaders recognise the national ambition of 75% GLD but are realistic that this will not be immediately achievable in the current context. Last year 61% children achieved GLD. Instead, the focus is on ensuring children receive a strong, ambitious start in Reception that builds year-on-year improvement and secures equity for disadvantaged pupils. This reflects: • **DfE Best Start in Life (2023):** early communication, purposeful play, high-quality interactions. • **DfE Strong Foundations (2022):** systematic phonics, early number sense, story and rhyme immersion. • **EEF Preparing for Literacy (2018):** oral language, phonological awareness, targeted support for disadvantaged pupils. • **Ofsted EIF (Early Years & Quality of Education):** ambitious curriculum, enabling environments, secure assessment.

OVERALL SUCCESS CRITERIA:
• EYFS practice reflects DfE guidance with high-quality adult interactions, systematic phonics, and daily story/ rhyme opportunities. • Indoor and outdoor environments are inclusive, stimulating, and language-rich, supporting purposeful play and adult-led learning. • Transition to Year 1 is strengthened, with children readier for KS1 learning, including short table-based tasks in Summer 2. • GLD improves from **61% (2025) to ≥65% (2026)**, with disadvantaged/ SEND gaps narrowed. • Moderation records show accurate, consistent teacher assessment. • Governors and leaders can evidence the impact of MAT/ external consultant support, staffing capacity, and transition planning.

15

KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
Enhance provision and practice so Reception pupils experience a language-rich, well-sequenced curriculum with purposeful play and adult-led learning.	• Redesign indoor and outdoor environments to maximise vocabulary and purposeful play (DfE *Strong Foundations*, 2022). • Conduct at least termly provision audits with leaders, governors, MAT, and SQ. • Embed daily story, rhyme, and song routines (EEF *Preparing for Literacy*, Rec. 1). • Strengthen delivery of systematic phonics daily with fidelity to SSP (DfE *Strong Foundations*, 2022). • Introduce fortnightly phonics monitoring (lesson visits, tracker checks, pupil voice). • Train staff in high-quality adult interactions: dialogic talk, sustained shared thinking, purposeful questioning (DfE *Best Start in Life*). • Deploy ETAs full time to maximise adult–child interaction opportunities. • Place an additional adult in the class with higher emerging needs to enable targeted support. • Link literacy and maths provision explicitly to continuous provision areas (EEF Rec. 2). • Rotate and refresh indoor/ outdoor enhancements regularly to maintain engagement. • Capture evidence of vocabulary-rich play and adult extension through photos, notes, and pupil voice.	EYFS Lead (curriculum design, monitoring provision, phonics fidelity) Reception Teachers (story, rhyme, play-based provision, adult-led learning) ETAs (full-time deployment, targeted adult–child interactions) SENDCo (coordinate additional adult support for pupils with higher needs) SLT & Governors (provision audits, oversight) MAT colleagues & External Consultant (support with provision reviews, CPD input)	DfE *Strong Foundations* guidance RWI resources and trackers Training materials on dialogic talk, sustained shared thinking, questioning strategies Audit templates for environment and provision reviews Additional staffing (ETA deployment, targeted adult support) Continuous provision enhancements (rotating resources for indoor/outdoor) Evidence capture tools (photo records, observation notes, pupil voice sheets)

| Strengthen assessment and moderation processes in EYFS to ensure accuracy, consistency, and responsive teaching. | Implement half-termly internal moderation using EYFSP exemplification (DfE, 2024). Participate in trust led half-termly EYFS networks and termly cross-school moderation. Commission Sarah Quinn (External Consultant) to review accuracy of judgements and provision termly. Deliver CPD on reliable observation and assessment in play (DfE *Best Start in Life*, 2023). Develop and embed assessment trackers to identify gaps in early literacy, maths, and communication. Hold pupil progress meetings termly to evaluate interventions and next steps. Train new to Reception teacher in accurate assessment processes, supported by MAT EYFS leads. Share moderation outcomes with governors and include as standing item in standards committee. | EYFS Lead (moderation coordination, trackers, CPD delivery)

Reception Teachers (observations, assessments, pupil progress meetings)

MAT EYFS Leads (support moderation and training)

External Consultant (Sarah Quinn, termly review)

SLT & Governors (monitor outcomes, scrutiny at committee level)

New-to-Reception Teacher (supported through training and coaching) | EYFSP exemplification materials (DfE, 2024)

Trust-led EYFS network resources

External consultant support (Sarah Quinn)

CPD time and training resources (reliable observation in play, assessment accuracy)

Assessment trackers for literacy, maths, and communication

Pupil progress meeting proformas

Moderation outcome reports for governors |

Strengthen transition to Year 1 and narrow gaps for vulnerable pupils	• Develop and share a structured transition plan with clear milestones (DfE *Strong Foundations*, 2022). • Introduce short table-based routines for Reception pupils in Summer 2. • Move Reception pupils into the Year 2 playground at lunchtime; train Year 2 pupils as play leaders to model KS1 routines. • Hold joint planning meetings between EYFS and Year 1 staff to align expectations and pedagogy. • Share transition files, case studies, and assessment summaries with Year 1 teachers. • Deliver small-group interventions in oral language, phonological awareness, and early number (EEF *Preparing for Literacy*, Rec. 5). • Provide parent workshops in Spring/ Summer on preparing for KS1 routines, storytelling, and phonics. • Model effective transition practice in the environment (e.g. group work at tables, longer carpet sessions). • Monitor transition readiness through Summer pupil voice and Year 1 teacher feedback. • Capture disadvantaged/SEND case studies demonstrating improved independence and readiness.	EYFS Lead & Year 1 Lead (develop transition plan, joint planning meetings) Reception & Year 1 Teachers (transition activities, assessment sharing) Year 2 Teachers/Pupils (lunchtime play leader training, role-modelling routines) SENDCo (support for vulnerable/SEND pupils, targeted case studies) Parents (workshops, supporting routines at home) SLT (monitor readiness, capture case studies, report to governors)	DfE *Strong Foundations* (2022) transition guidance Transition plan templates & milestone trackers Training resources for play leaders and staff (modelling KS1 routines) Case study templates for SEND/disadvantaged pupils Intervention resources (oral language, phonological awareness, early number) Parent workshop materials (phonics, storytelling, routines) Environment adjustments (table-based group work, longer carpet sessions) Pupil voice survey tools & Year 1 teacher feedback proformas

MILESTONES		
By the end of Autumn:	By the end of Spring:	By the end of Summer:
- EYFS moderation cycle embedded; CPD delivered on observation/assessment. - Indoor/ outdoor provision audits completed; improvements made to language-rich play. - Lunchtime transition embedded; Reception outdoor area fully set up for high-quality use all day. - Daily story, rhyme, and phonics routines firmly established. - ETAs deployed effectively; additional adult support in place for high-need class. - Baseline data shared with MAT and governors; support plans implemented for disadvantaged/ SEND pupils.	- Moderation agreement ≥85% internally/externally; SQ/ Trust review evidences improved accuracy. - Provision audits show consistent vocabulary-rich environments; ≥80% of adults extend learning through questioning and talk. ≥70% of pupils recall/ apply target vocabulary from stories/ rhymes. - Disadvantaged pupils show accelerated progress in oral language and early maths. - Draft transition plan agreed with KS1 - Parents engaged through at least one transition-focused workshop.	- Moderation agreement ≥90%; EYFS assessments reliable and externally validated. - GLD improves from 61% (2025) to ≥65% (2026). ≥80% of Reception pupils confidently complete short table-based activities. - Indoor/outdoor provision judged high quality by leaders, MAT, SQ, and governors. - Governors report confidence in EYFS quality, transition, and outcomes.

WHOLE SCHOOL PRIORITY 5:	LED BY:
Enhance the capacity and effectiveness of middle leaders so that teams benefit from consistent expectations, strong guidance, clear communication, and high-quality daily practice.	Becki Price Natalie Lyons

CONTEXT STATEMENT – WE HAVE CHOSEN THIS BECAUSE:
From September 2025, the school will operate with a newly formed senior leadership structure comprising an Executive Headteacher (2 days per week), a Head of School and an Assistant Headteacher. All roles are initially interim until December 2025, with review thereafter. Alongside this, several year group leadership changes require rapid strengthening to ensure consistency and impact: • **Year 2 Leader**: appointed permanently following an interim period (Jan 2025–July 2025); also now responsible for leading mathematics. • **Year 1 Leaders**: job-share arrangement (Mon–Wed / Wed–Fri); also responsible for leading English. The model requires careful alignment to secure coherent leadership and year group consistency. • **EYFS Leadership**: currently overseen by the Head of School; a designated EYFS leader to be considered during Autumn 2. A recent external review (Autumn 1, 2025/26) validated the school's current self-evaluation and confirmed the same areas for development already identified by the senior leadership team. The review recognised the positive steps already taken, including recent recruitment and the restructured leadership model, while also highlighting where further strengthening will increase consistency, confidence and impact across teams. The review noted that: • Middle leadership is at an early stage of development for some colleagues, and continued work is needed to embed confidence, clarity and shared expectations across all leadership roles. • There is an opportunity to strengthen the progression from Reception into Year 1, particularly around core learning behaviours such as listening, focus, turn-taking and sustained concentration. • Leadership of mathematics and EYFS would benefit from further development to ensure greater clarity of intent and consistency of implementation. • Curriculum monitoring is not yet fully embedded across all teams. These findings reinforce the importance of continuing to build leadership capacity and ensuring that middle leaders feel fully supported, equipped and empowered in their roles. Developing this layer of leadership will strengthen whole-school consistency, improve outcomes for pupils, and provide essential stability within our new leadership structures. This priority aligns with: • **EEF guidance** on effective implementation, instructional leadership, and building sustainable leadership capacity.

20

- The **Ofsted Education Inspection Framework (2025)**, with strengthened expectations around curriculum leadership, implementation, and evaluation of impact.
- Ofsted's **Strong Foundations** principles for Reception–Y2, ensuring a secure start and high-quality early curriculum.
- DfE guidance on high-quality teaching, leadership development, early reading, and curriculum progression.
- MAT expectations for distributed leadership and subject leadership networks.

OVERALL SUCCESS CRITERIA:
- Middle leaders demonstrate clear ownership, accountability and impact within their areas of responsibility.
- Consistent and high-quality practice is evident within and across year groups, supported by robust monitoring and follow-up.
- All middle leaders confidently understand and are guided by the Ofsted 2025 framework, strong foundations guidance and school monitoring systems to evaluate and improve practice.
- Quality assurance (books, lessons, pupil voice, case sampling) leads to demonstrable improvements in learning behaviours, writing, mathematics, and EYFS to KS1 transition.
- Year group teams operate with consistency, clarity and shared expectations, particularly in the Year 1 job share model.
- Leadership of mathematics and EYFS shows clear improvement, evidenced through secure curriculum intent, consistent implementation and improving outcomes.
- Middle leaders model solution-focused practice, providing first-line support before escalating to SLT.

KEY OBJECTIVE	ACTIONS	WHO	RESOURCES
Strengthen Operational, Pastoral and Team Leadership Across All Year Groups	- Use weekly protected management time in school to complete agreed leadership duties, including monitoring, planning checks, impact reviews and follow-up actions. - Lead at all key transition points (start and end of day, phonics transitions, break and lunch routines) to ensure calm, consistent and safe movement around school. - Ensure consistent implementation of year-group systems such as behaviour expectations, routines, presentation, marking and feedback, and communication with parents. - Embed consistent EYFS–Y1–Y2 routines and learning behaviours in line with Strong Foundations guidance. - Align expectations across job share leadership roles to secure consistency and continuity. - Communicate weekly expectations and key updates clearly to all team members.	Johanna Lillie Rachel Booth Zaid Saiyed	Weekly leadership/management time timetable Year Group Leader expectations crib Whole-school behaviour policy and behaviour pathway Presentation and marking/feedback guidance Strong Foundations documentation (EYFS–KS1) Weekly communication template for team updates Job-share alignment document (shared planning expectations, communication protocol)

	• Address day to day issues promptly and provide supportive guidance to colleagues. • Support ECTs and new staff through regular mentoring, coaching and modelling of best practice.		Leadership log or leadership action-recording template Mentoring and coaching guidance for supporting ECTs and new staff Access to SLT for support and clarification where required Duty rota (transitions, playground, gate duties) Induction materials for new staff and ECT documentation
Strengthen the quality, consistency and impact of monitoring and evaluation	• Conduct half-termly book looks and scrutinies for English, maths and selected foundation subjects using agreed criteria. • Carry out lesson visits, learning walks and case sampling at least once per half term, using the Ofsted 2025 toolkit to frame questions and observations. • Use monitoring templates to record strengths, areas for development and clear actions for staff. • Provide timely follow-up conversations and check that actions have been implemented. • Review and quality assure planning weekly to ensure curriculum sequencing, coverage and consistency across the team. • Monitor the implementation of foundation subjects through books, pupil voice and drop-ins, working alongside subject leaders. • Feed monitoring outcomes into weekly leadership meetings and half termly self-evaluation updates. • Use assessment information to identify pupils who need additional support or stretch, and check that interventions have impact.	Johanna Lillie Rachel Booth Zaid Saiyed	Monitoring and lesson visit templates Book scrutiny proformas Ofsted 2025 toolkit Planning formats and curriculum documents Assessment tracking system Intervention tracking tools Foundation subject progression maps Weekly leadership meeting template Subject leader monitoring schedules SLT support for joint monitoring

	• Check the consistency and quality of phonics, writing and maths provision, including the use of resources and vocabulary. • Hold colleagues to account where expectations are not being met, using a solution-focused and supportive approach.		
Strengthen core subject leadership and build leadership capacity across the school	• Work with English Hub, Maths Hub, Trust Teaching and Learning Consultant and Trust Maths Specialist to strengthen subject knowledge and refine teaching approaches. • Develop, implement and review subject action plans each term with measurable priorities. • Monitor subject implementation regularly, including planning, learning environments, books and pupil voice. Lead or deliver focused CPD for team members on subject expectations (linked to Strong Foundations). • Attend Trust leadership and curriculum networks and apply learning to school practice. • Participate in EYFS leadership training and ensure messages are shared with the wider team. • Collaborate with foundation subject leaders to ensure curriculum coherence, progression and appropriate adaptations for SEND. • Strengthen the EYFS–KS1 progression model by aligning routines, vocabulary, assessment and teaching expectations. • Support staff to adapt planning effectively while maintaining subject integrity. • Participate in Trust moderation for writing and mathematics and use outcomes to refine practice. • Share and model effective practice across teams to increase whole-school consistency.	Johanna Lillie Rachel Booth Zaid Saiyed	English Hub and Maths Hub support Trust Teaching and Learning Consultant and Trust Maths Specialist Subject action plan templates Curriculum and progression documents Strong Foundations guidance Trust leadership and curriculum network materials EYFS leadership training materials Moderation exemplification (writing and maths) SEND guidance for curriculum adaptation CPD materials and modelling resources

MILESTONES		
By the end of Autumn:	By the end of Spring:	By the end of Summer:
- Leadership responsibilities clarified; crib sheet issued and understood. - EYFS leadership structure confirmed and induction completed. - Initial monitoring (books/ lessons) completed with identified next steps. - Year 1 job-share leadership model embedded with aligned systems. - All leaders updated on the Ofsted 2025 framework and have read Strong Foundations. - Action plans for English, Maths and EYFS leadership revised and updated.	- Monitoring cycle shows improving consistency across year groups. - Increased visibility and presence of leaders evident across the school day. - Improvements in early learning behaviours from Reception to Year 1/2 demonstrated through monitoring. - Clear impact of English and Maths leadership visible in books and lessons. - Middle leaders confidently contributing to whole-school self-evaluation.	- Middle leadership demonstrates sustained impact on teaching, curriculum and outcomes. - EYFS, Year 1 and Year 2 transitions secure and aligned with Strong Foundations expectations. - Robust QA in writing and mathematics shows clear improvement. - Leadership capacity strengthened, supporting the wider SLT structure. - Middle leaders able to articulate curriculum intent, implementation and impact confidently and accurately during review or inspection.

IMPACT	

WHOLE SCHOOL PRIORITY 1 –	AUTUMN TERM IMPACT
Ensure staff understand how to support lower-attaining readers with writing across the curriculum, so that expectations match phonics knowledge and build confidence and vocabulary retention.	
SPRING TERM IMPACT	SUMMER TERM IMPACT
	➢

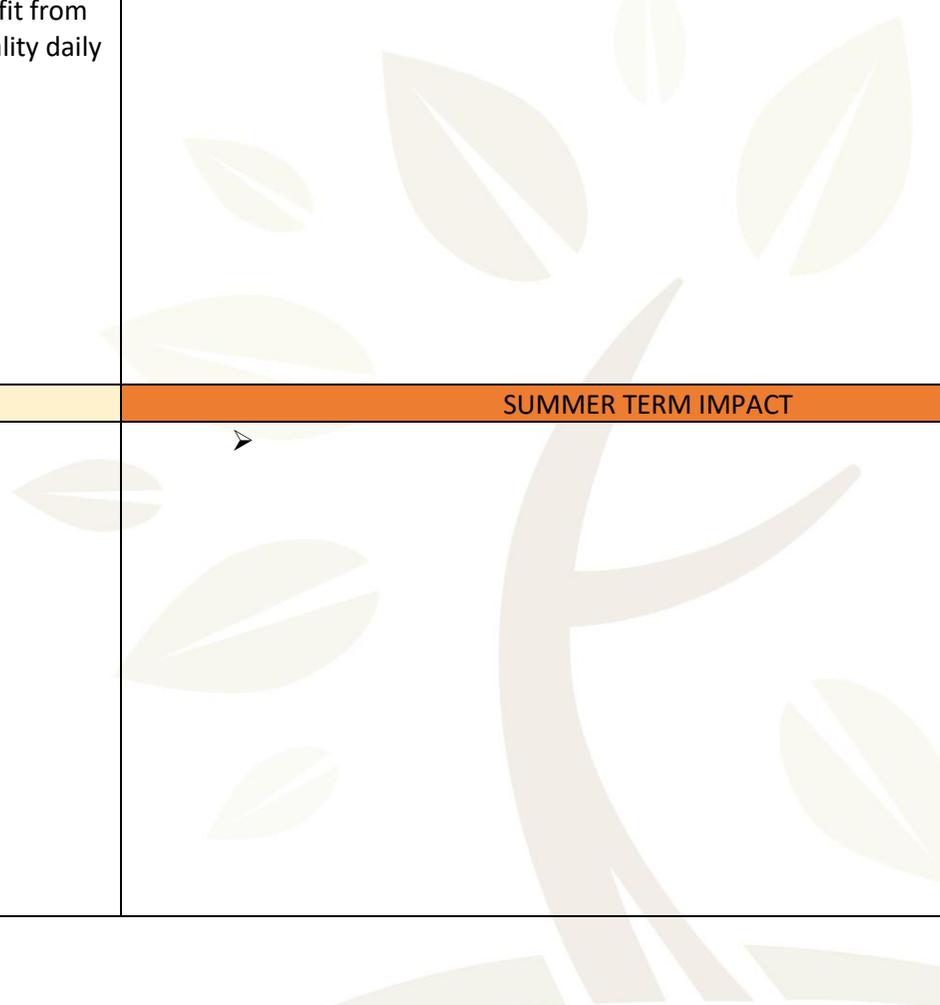| IMPACT	
WHOLE SCHOOL PRIORITY 2 –	AUTUMN TERM IMPACT
Strengthen systems for analysing attendance so leaders can target support more effectively, reducing persistent absence.	
SPRING TERM IMPACT	SUMMER TERM IMPACT
	➢

IMPACT

WHOLE SCHOOL PRIORITY 3 –	AUTUMN TERM IMPACT
Embed consistently high expectations for behaviour, engagement, and attitudes across the school, while ensuring classrooms and shared areas provide stimulating, orderly, and supportive learning environments.	

SPRING TERM IMPACT	SUMMER TERM IMPACT
	➢

IMPACT

WHOLE SCHOOL PRIORITY 4 –	AUTUMN TERM IMPACT
Improve quality of education, assessment, and provision in Reception to ensure children make a strong start, in line with DfE *Best Start* guidance, while being ambitious and context-aware.	
SPRING TERM IMPACT	SUMMER TERM IMPACT
	➤

IMPACT

WHOLE SCHOOL PRIORITY 5 –	AUTUMN TERM IMPACT
Enhance the capacity and effectiveness of middle leaders so that teams benefit from consistent expectations, strong guidance, clear communication, and high-quality daily practice.	
SPRING TERM IMPACT	SUMMER TERM IMPACT
	➢