2025 – 2026

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

Evidence tells us that our Core Priorities for 2025/2026 are:

Theme	Key Actions	Lead	Success Criteria
Leadership & Governance	Fill vacancies, train governors, improve oversight	Chair of Governors, Headteacher	All roles filled; governors trained and engaged
Curriculum	Monitor subjects, train leaders, report termly	Curriculum Lead, SLT	Improved curriculum oversight
English	Strengthen Talk4Writing, support vulnerable writers	English Lead	Staff confidence; pupil progress
Maths	Embed fluency, ensure challenge, engage parents	Maths Lead, KS2 Team	Consistent delivery; improved tracking
Behaviour & Attitudes	Implement behaviour policy, train staff	Headteacher,	Fewer incidents; consistent application
Safeguarding	Audit, update policies, improve attendance	PS, KG, JC, DL	Compliance and improved attendance
Personal Development	Ensure full implementation of the revised **Relationships and Sex Education (RSE)** statutory guidance	PSHE Lead, SLT	Pupil engagement and respect
Mental Health	Embed mental health, support staff and families	SMHL, SENCO	Improved wellbeing and confidence
Inclusion	Deliver interventions and embed tracking of disadvantaged pupils and SEND	SENDCo, Teachers	Progress and emotional regulation
Early Years	Refine curriculum, support transitions	EYFS Lead	Secure outcomes and confident transitions

2025 – 2026

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS

Leadership and Governance 2025–2026

This action plan focuses on strengthening the school's governance by filling vacancies, ensuring governors are trained, and enhancing their ability to hold leaders to account. These actions are essential to maintain strategic oversight and ensure accountability.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Fill governor vacancies	Advertise vacancies through school website, local authority, and parent communications. Engage with local community networks to identify potential candidates.	Chair of Governors / Headteacher	Autumn 2025	Governing body meeting minutes; recruitment updates	All governor vacancies filled by end of Spring term
Evaluation Spring 2026 The governing body has strengthened its capacity this year by appointing a new parent governor, Jo Kaye Allen. One co-opted governor vacancy remains, and suitable candidates are currently being considered. Recruitment efforts are progressing, but the objective remains partially met until the final vacancy is appointed and inducted. **Evidence** Parent governor vacancy now filled by **Jo Kaye-Allen** (internal school update).			**Evaluation Summer 2026** All vacancies filled		
Ensure governors complete required training through Governor Space	Audit current training status of all governors. Register all governors on Governor Space. Set deadlines for completion of core modules.	Clerk to Governors / Chair of Governors	Autumn 2025 – Spring 2026	Training logs; Governor Space completion reports	100% of governors complete required training modules
Evaluation Spring 2026 Governor training has progressed, with John Handley (Chair of Finance) completing Derbyshire finance training and sharing materials with the governing body. Wider governor training is delayed because Governor Space is currently offline, and governors will re-enrol once it reopens. LA visits confirm that further training (e.g., Ofsted) is still required, so this objective is partially met. **Evidence** Ofsted training for governors still required. [Little Eat...04-02-2026 | PDF] Governance development needs remain (vacancies + training). [Gov Financ...SEPT 2025 | PowerPoint] John Handley attended DCC finance training and disseminated the slideshow. [Gov Financ...SEPT 2025 | PowerPoint] Governor Space currently offline; school to re-register when available.			**Evaluation Summer 2026** Brian Richards led full body training on the 13th of July. Jo Kaye-Allen and Maria Holden (new governors) have attended DCC training held at Duffield Meadows.		
Ensure governors' contribution to the school's work is consistently strong	Assign link roles to governors for key areas (e.g. safeguarding, curriculum). Schedule regular link governor visits and reports. Provide training on effective governance.	Chair of Governors / SLT	Ongoing	Governor visit reports; SLT feedback	All governors actively engaged in link roles and reporting termly

Evaluation Spring 2026 Governors contribute actively through regular questioning, monitoring, and engagement with strategic issues. Minutes show consistent challenge around attendance, safeguarding, mental health provision, and Headteacher workload. The Maths Governor Monitoring Report demonstrates structured scrutiny linked to priorities. Clear committee structures and defined roles on the website support effective governance. While contributions are strong, deeper subject-leadership monitoring beyond maths is still embedding, so the objective is mostly met but developing. **Evidence** Governors undertake structured monitoring, including a detailed Maths book scrutiny (progress, challenge, marking consistency). [Gov Financ...SEPT 2025 | PowerPoint] Governing body minutes show regular strategic questioning on attendance, safeguarding, mental health, SEND initiatives, and workload. [Full Gover...ember 2025 | Word]			**Evaluation Summer 2026** Governors completed a writing scrutiny and a pupil voice safeguarding set of interviews.		
Ensure governors are effective at holding leaders to account	Provide training on data analysis and school improvement planning. Share key performance data with governors in advance of meetings. Use structured questions to challenge and support leaders.	Headteacher / Chair of Governors	Autumn 2025 – Summer 2026	Governing body minutes; governor challenge logs	Evidence of governor challenge in meeting records; improved strategic oversight
Evaluation Spring 2026 Governors provide effective challenge through regular scrutiny, strategic questioning and committee structures. Minutes show governors interrogating leaders on key areas such as attendance, SEND, mental-health provision and workload, while the Maths monitoring visit evidences rigorous review of progress and consistency. Upcoming training (*"20 Questions a Governor Should Ask"*) will further strengthen their ability to challenge. Overall, governor accountability is strong and developing. **Evidence** Governors undertook structured scrutiny of maths, identifying strengths and inconsistencies. [littleeato...ire.sch.uk] FGB minutes show governors questioning leaders on attendance, mental health, SEND and staffing workload. [Full Gover...ember 2025 | Word] Governor roles and committees published on the website show clear accountability structures. [Little Eat...03-12-2025 | PDF] Summer-term training (*20 Questions a Governor Should Ask*) booked – internal update.			**Evaluation Summer 2026** **As above and include training from Brian Richards,**		
Develop the school leadership team to prepare for the new Ofsted framework and	Establish a Fortnightly SIP Monitoring Meeting Hold a meeting every two weeks with SLT and key staff to review progress and agree next steps. Conduct an Audit Against New Ofsted Criteria (using	Headteacher	Spring 2026-ongoing	SLT Minutes	Regular meetings take place; minutes show actions tracked and progress made.

the new curriculum	ASCL template) Complete a whole-school audit to identify strengths and areas for development.	Headteacher	Spring 2026	SLT Minutes	Audit completed and summary shared with SLT and governors; priority areas identified. SIP tracker updated; all actions marked
	Investigate New Curriculum Options Research and evaluate at least two curriculum models for potential adoption.	Headteacher	Summer 2026	SLT Minutes	Present to SLT/governors with recommendations.
Evaluation Spring 2026 Leaders are developing well in readiness for the new Ofsted framework. SLT minutes show leaders completing structured self-evaluation, mapping evidence and refining priorities. Audits across Maths, Early Years, Safeguarding and Leadership confirm leaders have an accurate understanding of strengths and areas needing further development. Leaders act on monitoring, strengthen curriculum and assessment systems, and ensure safeguarding and inclusion remain robust. While some evidence-mapping work continues, leadership development is strong, reflective and clearly improving. Evidence SLT engages with ASCL Toolkit, reviews judgements and assigns evidence responsibilities. [Audit Safe...inclusion | Word] Leaders refine Spring evaluation and complete evidence-mapping to strengthen accuracy. [Audit Lead...Governance | Word] Maths audit shows secure leadership understanding of curriculum, consistency and foundational knowledge. [Audit Lead...Governance | Word] EYFS audit evidences accurate evaluation of provision, transition and development needs. [Maths Audi...h Jan 2026 | Word] Leadership & Governance audit confirms leaders know strengths, contextual risks and priorities. [Audit Safe...inclusion | Word] Safeguarding audit shows robust oversight, statutory compliance and responsive improvement actions. [Audit Safe...inclusion | Word]			**Evaluation Summer 2026** **Expected/secure standard for all areas complete July 2026.** **The SLT are to move to examining evidence against the strong standard in the Autumn term.**		

Curriculum 2025–2026

This plan ensures subject leaders have the tools and training to monitor and improve their areas. By embedding structured monitoring and reporting, the school aims to maintain high standards and consistency across subjects.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Ensure subject leaders make checks on their area of responsibility to ensure that they know what is working well and what needs to be developed.	Develop and share a termly curriculum monitoring schedule (learning walks, book looks, pupil voice).	Curriculum Lead / Subject Leaders / SLT	Staff time	Autumn 2025	Monitoring schedule implemented and followed termly
	Conduct curriculum deep dives with SLT support to evaluate intent, implementation, and impact.	SLT / Subject Leaders	Staff time	Spring 2026	Deep dive reports showing clear understanding of curriculum strengths and areas for development
	Facilitate termly subject leader staff meetings to share findings and best practices.	Curriculum Lead	Staff time	Ongoing	Meeting minutes and regular sharing of curriculum insights
	Link subject leaders with curriculum governors for reporting and discussion.	Chair of Governors / Curriculum Lead	Staff time	Spring 2026 onwards	Governor meeting minutes Governors informed and engaged in curriculum development
	Identify CPD needs from monitoring outcomes and arrange targeted training.	SLT / CPD Lead	CPD budget	Summer 2026	CPD records; staff feedback

Spring 2026 Evaluation

Subject leaders are making increasingly regular checks across their subjects through book scrutinies, lesson observations, external visits, and governor monitoring. These checks have identified clear strengths—such as strong sequencing, appropriate coverage and positive pupil engagement—but also recurring development areas including marking consistency, handwriting, depth of recording, SEND-adaptive teaching and TA subject knowledge. While monitoring systems are now established and producing accurate insights, the consistency and rigour of follow-up actions still vary between subjects. Leaders broadly know what is working well and what needs development, but curriculum monitoring is **not yet driving fully consistent practice across the school**.

Evidence

Whole-school book scrutiny shows curriculum coverage aligns with LTP/MTP and sequencing is strong, but marking and evidence consistency vary. [Little Eat...04-02-2026 | PDF]

EYFS lesson observations show accurate vocabulary use but reveal gaps in TA deployment and assessment clarity. [English_IN...ember_2025 | Word]

Governor maths scrutiny evidences good progress and sequencing but inconsistent RAG marking and presentation. [Little Eat...03-12-2025 | PDF]

Summer 2026 Evaluation

The impact of curriculum developments is increasingly evident in pupil outcomes. EYFS, KS1 and KS2 attainment outcomes are all above national benchmarks, suggesting that curriculum sequencing, teacher subject knowledge and improved assessment systems are translating into strong pupil achievement. Reading and mathematics outcomes are particularly strong across all key stages. [2025-2026...d April 26 | Word], [EOY Data 2026 | Word]

English monitoring identifies improvements in composition but gaps in handwriting, SEND adaptation and foundation-subject writing. [English IN...ember 2025 | Word] LA visit (Dec 2025) confirms some subject leaders lack sufficient expertise to evaluate curriculum impact securely. [Little Eat...03-12-2025 | PDF]	

English Action Plan 2025–2026

The English action plan aims to improve writing outcomes through Talk4Writing strategies, vocabulary development, and targeted support. These actions address gaps in writing fluency and ensure accurate assessment and moderation.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Strengthen Staff Expertise in Talk4Writing	Deliver refresher CPD on T4W principles: imitation, innovation, and independent application. Introduce coaching cycles and peer observations. Develop genre-specific planning templates and toolkits.	English Lead (KG)	Autumn 2025 – Spring 2026	Lesson observations, planning scrutiny	100% staff confidence in T4W delivery (survey)
Spring 2026 Evaluation Talk4Writing is increasingly embedded across the school, with external scrutiny confirming strong leadership knowledge, consistent feedback cycles and clear progression maps. Staff confidence in modelling is improving, reflected in stronger composition outcomes. Some variation remains for WTS writers, and further work is needed to ensure universal and targeted SEND strategies are applied consistently in T4W lessons. **Evidence:** • T4W stages are evident in books across the school. • EXS/GDS pupils show strong composition improvements linked to effective modelling. • Deputy Head provides clear, consistent whole-school writing guidance. • Progression maps link grammar and genre sequencing to T4W. • INSET updates strengthened shared assessment and structural expectations.			**Summer 2026 Evaluation** Writing outcomes remain above national expectations and demonstrate the positive impact of Talk4Writing implementation. However, comparison with exceptionally strong reading and mathematics outcomes demonstrates that writing remains the principal area limiting overall combined attainment. Further emphasis on handwriting, transcription, sentence construction and support for vulnerable writers will remain a priority. [2025-2026...d April 26 | Word], [EOY Data 2026 | Word]		
Embed Sentence-Level Fluency and Vocabulary Development	Implement daily “short burst” writing tasks. Use “Magpie Books” to collect and apply rich vocabulary. Introduce weekly vocabulary focus linked to reading and writing genres.	Class Teachers / English Lead	Ongoing	Book looks, pupil voice	Improved sentence structure and vocabulary use
Spring 2026 Evaluation Sentence accuracy and vocabulary are improving through short-burst writing and the use of Magpie Books. However, handwriting remains a whole-school priority, and spelling routines are not consistently embedded. These inconsistencies limit the overall impact of fluency and transcription skills, particularly for some SEND pupils. **Evidence:** • External scrutiny identifies handwriting as a whole-school priority. • INSET-introduced short-burst writing is improving fluency. • Magpie Books in KS2 support vocabulary development and writing stamina. • Scrutiny shows stronger sentence structure and composition, but inconsistent spelling correction. • SEND pupils still need more consistent universal and targeted fluency support.			**Summer 2026 Evaluation** The continued use of short-burst writing opportunities, reading-rich classrooms and vocabulary development activities has contributed to improved composition and sentence construction across the school. This is reflected in strong reading outcomes and sustained writing attainment above national averages. Pupil work demonstrates increasingly ambitious vocabulary choices and greater confidence in applying language acquired through reading. Monitoring shows that pupils are drawing upon wider vocabulary when writing independently, particularly in Key Stage 2. The exceptionally strong reading outcomes achieved in 2026 suggest that pupils are benefiting from a curriculum which promotes language acquisition and comprehension effectively.		

			However, monitoring and end-of-year data indicate that handwriting consistency, spelling accuracy and transcription skills continue to be barriers for some pupils. These factors remain priorities for further development during 2026-27. **Evidence** • KS2 Reading: 93.5% EXS; 43.3% GDS; average scaled score 109.03. • KS1 Reading: 87% EXS; 32% GDS. • Writing outcomes remain above national averages across both key stages. • Vocabulary development evident through improved composition quality.		
Objective Title	**Actions**	**Lead**	**Timeframe**	**Monitoring**	**Success Criteria**
Targeted Support for Vulnerable Writers	Identify pupils below expected standard and provide small group interventions. Use diagnostic writing assessments to pinpoint gaps. Track progress termly and adjust support accordingly.	SENCO / English Lead	Autumn 2025 – Summer 2026	Pupil progress meetings	80% of targeted pupils reach expected standard
Spring 2026 Evaluation Assessment and moderation now identify vulnerable writers more accurately, but WTS progress is still uneven. Rising SEND complexity increases the need for stronger adaptive teaching and targeted support. Continued rigorous monitoring is essential to help vulnerable pupils close gaps. **Evidence:** • WTS progress remains inconsistent. • IDSR identifies lower prior attainers as a priority group. • SEND complexity is increasing. • Updated criteria improve gap identification. • Moderation cycles strengthen assessment accuracy.			**Summer 2026 Evaluation** Targeted interventions and improved assessment procedures have enabled vulnerable writers to make stronger progress. Writing attainment remains above national averages despite increasing levels of SEND complexity and a growing number of pupils requiring additional support. Assessment information and pupil progress meetings demonstrate that many targeted pupils have benefited from intervention programmes, precision teaching and small-group support. However, writing remains the subject where attainment gaps are most evident when compared to reading and mathematics outcomes. Further work is required to accelerate progress for pupils working below age-related expectations, particularly those experiencing difficulties with handwriting, spelling and sentence construction. The school's robust moderation and assessment processes have enabled staff to identify needs more accurately and deploy support more effectively throughout the year. **Evidence** • KS2 Writing outcomes exceed national average (74% vs 73%). • KS1 Writing outcomes exceed national average (68% vs 58%). • Improved moderation processes have strengthened identification of vulnerable pupils. • Writing remains the principal area limiting combined attainment outcomes.		
Enhance Writing Assessment and Moderation	Conduct half-termly moderation within school and cluster groups. Use consistent assessment grids aligned with national standards. Provide feedback to staff on assessment accuracy and next steps.	English Lead / SLT	Half-termly	Moderation records, assessment data	95% accuracy in writing assessments

Spring 2026 Evaluation	Summer 2026 Evaluation
Writing assessment has strengthened this term. Two whole-staff internal moderation sessions improved consistency of judgements, and findings fed directly into a writing audit with **Julie Parker**, sharpening priorities around handwriting, grammar accuracy, spelling routines and retrieval. Assessment systems are becoming more reliable, though consistency across classes still needs embedding. **Evidence** Two full-staff internal moderation meetings completed (school update). Julie Parker identified key assessment priorities: handwriting progression, sentence-level accuracy, consistent dictation routines and a revise/teach/practise/apply spelling sequence [Little Eat...11-03-2026 | PDF] Need for a school-wide revision spine and subject-leader monitoring time highlighted [Little Eat...11-03-2026 | PDF]	Assessment accuracy has been further strengthened during the Summer Term. Internal moderation processes have continued throughout the year and culminated in successful Local Authority moderation as part of the KS2 statutory assessment process. Staff confidence in assessment has increased significantly through regular moderation activities, implementation of revised assessment guidance and ongoing professional dialogue. Assessment outcomes demonstrate consistency between teacher judgements and external moderation processes, providing assurance that standards are being applied accurately across the school. This increasingly secure assessment system has enabled leaders to identify strengths and development priorities with greater precision. **Evidence** • Successful Local Authority KS2 moderation. • Regular internal moderation completed throughout the year. • Writing outcomes remain securely above national averages. • Assessment information used effectively to identify priorities for improvement.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Promote Writing Across the Curriculum	Embed writing opportunities in subjects like history, science, and RE. Develop cross-curricular writing projects. Showcase pupil writing through displays and newsletters.	Subject Leaders / English Lead	Ongoing	Curriculum audits, pupil portfolios	Increased volume and quality of writing across subjects

Spring 2026 Evaluation	Summer 2026 Evaluation
Cross-curricular writing shows improving presentation and sequencing, especially in science and humanities, but consistency across foundation subjects remains a key development area. Some English units lack recorded evidence, and SEND adaptations need further embedding to secure coherent progression. **Evidence:** • External scrutiny highlights inconsistent foundation-subject writing. • Handwriting continues to affect cross-curricular standards. • Science and humanities books show strong sequencing and presentation. • Some English evidence is missing (e.g., Y2 "I am" poems). • Increasing SEND complexity requires stronger universal design across subjects.	Cross-curricular writing continues to develop positively across the school. Monitoring demonstrates that pupils are increasingly applying writing skills across a range of subjects, supporting wider curriculum outcomes and knowledge retention. Improvements in curriculum sequencing and subject leadership have resulted in stronger opportunities for purposeful writing within the wider curriculum. Pupils are able to write at length in subjects such as history, science and geography and demonstrate increasing confidence in applying vocabulary and genre features beyond English lessons. The overall strength of curriculum outcomes, combined with attainment above national averages across EYFS, KS1 and KS2, suggests that writing opportunities across the curriculum are contributing positively to pupil achievement. Further work will focus on ensuring consistency of expectations, presentation and writing quality across all foundation subjects. **Evidence** • EYFS GLD increased to 87%. • KS1 Reading, Writing and Maths outcomes all exceed national figures.

	• KS2 outcomes exceed national averages in Reading, Writing, Maths, SPaG and RWM combined. • Monitoring demonstrates increasing consistency of writing opportunities across the curriculum.

Maths Action Plan 2025–2026

Following successful implementation of the NCETM Fluency Programme across the school in 2024–2025, this action plan outlines the next steps to embed fluency strategies and roll out the programme to Years 3. The plan draws on findings from the whole school summary report and aims to improve consistency, challenge, assessment, and parental engagement.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Embed NCETM Fluency Programme in Reception, Year 1, 2 and 3	Provide CPD for KS2 staff on fluency strategies; adapt KS1 resources for KS2 use; develop planning exemplars.	Maths Lead / KS2 Team	Autumn 2025	Planning scrutiny; lesson observations	Consistent use of fluency strategies in Years 3 and 4
Spring 2026 Evaluation Monitoring indicates that fluency strategies are becoming well embedded in Reception and Year 1, with strong use of stem sentences, manipulatives and mathematical language. Book scrutiny shows improving progress and practical fluency in early KS1. Next steps are to secure consistent TA subject knowledge and strengthen assessment of new learning in Reception. **Evidence** • Reception and Year 1 lessons show consistent use of mathematical language, stem sentences and manipulatives. • Governors noted clear progression and improved accuracy in books, including lower KS1. • Year 1 books show photo evidence of practical fluency work.			**Summer 2026 Evaluation** The NCETM fluency programme is securely embedded and continues to have a positive impact on mathematical understanding. EYFS outcomes improved to 87% GLD, KS1 mathematics reached 78%, and KS2 mathematics outcomes were exceptionally strong at 93.5% expected standard, significantly above national performance. Pupils demonstrate increasingly secure fluency and confidence when discussing mathematical concepts. [2025-2026...d April 26 | Word], [EOY Data 2026 | Word]		
Ensure Greater Depth Challenge in Fluency Tasks	Develop differentiated fluency tasks; share examples of reasoning and problem-solving extensions.	Maths Lead	Autumn 2025 – Spring 2026	Book looks; pupil voice	Evidence of challenge for higher attainers in fluency sessions
Spring 2026 Evaluation Book scrutiny shows strong challenge in Years 5–6 and growing verbal reasoning opportunities lower down the school. To fully meet success criteria, greater-depth challenge needs to be more explicit in Reception and Year 1 fluency sessions. **Relevant evidence:** • Governors found consistent challenge tasks (submarine tasks) in Years 5–6. • Reasoning activities are improving school-wide, with Year 1 pupils able to explain patterns.			**Summer 2026 Evaluation** Greater depth attainment remains a significant strength. At KS2, 43.3% of pupils achieved greater depth in mathematics, while KS1 greater depth outcomes were also above national averages. Monitoring indicates that reasoning and challenge are increasingly embedded throughout lessons. Future work will focus on strengthening challenge for higher attainers in EYFS and Key Stage 1. [2025-2026...d April 26 | Word], [EOY Data 2026 | Word]		

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Develop consistent practice of mathematical thinking across all year groups	Create fluency delivery checklist; conduct peer observations; share best practice in staff meetings. Model lesson adaptations during staff meetings. Encourage student-led discussions on patterns and connections. 6. Reduce reliance on full worksheets by selecting key questions Share curated resources and examples of mastery-based adaptations.	Maths Lead / SLT	Ongoing	Observation records; staff feedback	High consistency in fluency classes show adapted planning and reasoning tasks. - Lesson slides demonstrate clear adaptations. - Pupils confidently verbalize mathematical thinking. - Teachers demonstrate ownership of lesson design. - Reduction in “download and teach” approach.

Spring 2026 Evaluation

Monitoring shows that mathematical thinking is being developed through questioning, correction of misconceptions and reasoning tasks, with strong practice in KS2 and growing consistency in EYFS/KS1. However, inconsistent task design, variable feedback routines and an over-long independent task in Year 1 highlight the need for more adaptive lesson structures. Further development is required to ensure consistent modelling of sentence stems and to reduce reliance on counting-based approaches by TAs, alongside improving alignment in lesson adaptation and feedback systems.

Relevant evidence:

• Reception pupils used comparative language, with inaccuracies corrected by the teacher.
• Year 1 teachers and TAs used open-ended questions to probe thinking.
• Year 1 independent task ran too long, reducing engagement.
• Governors noted improved reasoning, self-checking and clear progression in Years 4–6.
• Governors also observed mixed use of marking, corrections and feedback, indicating variation in task design and learning routines.

Summer 2026 Evaluation

The development of mathematical thinking is increasingly evident throughout the school. Pupils demonstrate confidence in explaining their reasoning, justifying solutions and discussing mathematical concepts using appropriate vocabulary. Exceptional KS2 outcomes provide strong evidence that the school's emphasis on reasoning and conceptual understanding is having a sustained impact. The proportion achieving both expected and higher standards significantly exceeds national figures. In addition, MTC outcomes improved from a school average of 20.3 in 2025 to 20.83 in 2026, indicating growing fluency and confidence with multiplication facts.

Monitoring suggests increasing consistency in the use of mathematical language, adaptive questioning and reasoning opportunities. Staff are demonstrating greater ownership of lesson design and adapting planning to meet the needs of learners more effectively.

Future priorities will focus on ensuring that reasoning opportunities are fully consistent from EYFS onwards and that all adults further develop their expertise in facilitating high-quality mathematical discussions.

Evidence

- KS2 Mathematics: 93.5% EXS, 43.3% Higher Standard.
- School average scaled score: 107.87.
- MTC average increased from 20.3 to 20.83.
- Pupils demonstrate increasing confidence when explaining mathematical thinking and reasoning.

Behaviour and Attitudes 2025–2026

This plan introduces a consistent behaviour policy and staff training to ensure a positive learning environment. These actions aim to reduce incidents and promote restorative practices.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria	Evaluation
Ensure consistent leadership and management of behaviour across the school	Develop and implement a whole-school behaviour policy with clear expectations and restorative approaches. Provide training for all staff on consistent behaviour management strategies. Establish regular behaviour review meetings with SLT.	Headteacher / Behaviour Lead	Spring 2026 – Summer 2026	Behaviour logs, staff feedback, pupil voice, lesson observations	Reduction in behaviour incidents; staff report increased confidence; consistent application of policy observed	Behaviours for learning a key focus of assemblies Aut 2
Summer 2026 Evaluation Behaviour systems are embedded successfully across the school. Governor safeguarding interviews found that pupils consistently described behaviour as good in lessons and around school. Pupils understood behaviour expectations, spoke positively about relationships with staff and reported that behaviour concerns are dealt with effectively. Bullying was consistently described as rare and pupils demonstrated confidence in staff responses. The school's positive culture contributes to a calm and orderly learning environment. [summer review | Word]						
Anti – bullying plan to follow						

Personal Development and Well-being 2025–2026

The focus here is on character education, inclusion, and enrichment. These actions help pupils develop resilience, respect for diversity, and engagement in broader learning experiences.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Enhance Enrichment and Extra-Curricular Opportunities	Maintain and expand clubs, trips, and enrichment days; ensure all pupils access at least one enrichment activity per term.	SLT / Enrichment Coordinator	Ongoing	Participation registers, pupil feedback	Increased pupil engagement and participation in enrichment activities
Ensure full implementation of the revised **Relationships and Sex Education (RSE)** statutory guidance, embedding age-appropriate, evidence-led RSE within the PSHE curriculum across all year groups by September 2026.	**Policy Review & Parent Consultation:** Update RSE policy in light of new guidance; conduct parent consultation before final approval **Curriculum Audit:** Map existing RSE provision against statutory content to identify gaps and ensure full coverage. **Staff Training:** Provide training on new content areas (e.g., online safety, sexual ethics, mental health, healthy relationships). **Curriculum Integration:** Embed RSE within the wider PSHE curriculum and pastoral programmes, ensuring age-appropriate delivery. **Monitoring & Evaluation:** Use lesson observations, pupil voice, and policy reviews to evaluate impact and understanding. Parental workshops and training to be explored	RSE Lead	Autumn 25 – Autumn 26		RSE policy updated and approved by governors; consultation completed Curriculum map demonstrates **100% coverage** of statutory RSE content. Staff report increased confidence (via post-training surveys); lesson observations show **consistent, high-quality delivery**. Pupil feedback indicates understanding of key themes (e.g., consent, online safety, respect) and a safe learning environment. Yearly reports to governors evidence implementation progress aligned with statutory guidance.

Spring 2026 Evaluation

Personal development continues to strengthen. The extra-curricular offer has expanded with the Jam Coding Club, increasing access to digital learning. All pupils, including those with complex SEND, have taken part in trips and residentials, with flexible arrangements ensuring inclusion even when pupils did not stay overnight. No child has been prevented from attending due to cost.

RSE provision has improved following training attended by Paul Schumann and Ellie Gascoyne, resulting in an updated RSE Action Plan. This includes policy updates, staff training and clearer floor-book expectations. The curriculum continues to support emotional well-being, positive relationships and safe participation.

Evidence

Jam Coding Club added to enrichment offer (school update).

All pupils, including those with complex SEND, attended residentials; flexible participation ensured inclusion (school update).

All pupils accessed trips regardless of cost (school update).

RSE training (PS & EG) led to updated RSE Action Plan: policy updates, staff training, clearer evidence expectations, planned parent and pupil engagement. [RSE Action...020-2022v3 | Word]

Summer 2026 Evaluation

The school continues to provide a broad range of enrichment opportunities including trips, residential experiences, sports events, coding provision and wider curriculum experiences. Governor pupil voice demonstrated that pupils particularly value sports week, trips, Tough Runner, computing and enrichment activities. Participation remains inclusive, with barriers removed wherever possible to ensure all pupils can access opportunities. [summer review | Word], [2025-2026...d April 26 | Word]

Mental Health Action Plan 2025–2026

This plan integrates mental health into school leadership and provides support for pupils, staff, and families. It includes training, surveys, and targeted interventions to improve wellbeing.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Leadership and Management	Establish a strategic mental health lead (SMHL) with clear responsibilities; integrate mental health into the school improvement plan.	Headteacher / SMHL	Autumn 2025	SLT meetings; SIP reviews	Mental health is embedded in leadership decisions and planning documents.
Identifying Need and Monitoring Impact	Implement regular wellbeing surveys for pupils and staff; use data to inform interventions.	SMHL / Pastoral Lead	Termly	Survey analysis; intervention logs	Improved wellbeing scores; timely support for identified needs.
Targeted Support	Provide access to counselling and mentoring services; develop referral pathways for external support.	SMHL / SENCO	Ongoing	Referral records; pupil progress reviews	Pupils receive timely and appropriate support; reduced incidents of emotional distress.
Staff Development	Deliver CPD on mental health awareness and trauma-informed practice; provide supervision for staff wellbeing.	SMHL / CPD Lead	Autumn 2025 – Summer 2026	CPD evaluations; staff surveys	Increased staff confidence in supporting mental health; improved staff wellbeing.
Ethos and Environment	Create calm and inclusive spaces; promote positive behaviour and emotional regulation strategies.	SMHL / Inclusion Lead	Spring 2026	Learning walks; behaviour logs	Improved pupil engagement and behaviour; positive school climate.
Student Voice	Establish a pupil wellbeing council; involve pupils in shaping mental health initiatives.	SMHL / Pupil Voice Lead	Autumn 2025	Meeting minutes; pupil feedback	Pupils feel heard and valued; increased participation in wellbeing activities.
Working with Families	Offer parent workshops on mental health; improve communication about support services.	SMHL / Family Liaison	Spring 2026	Workshop attendance; parent surveys	Increased parental engagement; improved home-school collaboration.
Curriculum Integration	Embed mental health education in PSHE and across the curriculum; use assemblies to reinforce key messages.	SMHL / PSHE Lead	Ongoing	Curriculum audits; pupil voice	Pupils demonstrate understanding of mental health; increased resilience and self-awareness.

Spring Evaluation

Mental-health provision continues to strengthen across the school. A key staff qualification has now been gained, and regular meetings with the Compass Mental Health Link Adviser ensure ongoing professional guidance. The updated mental-health policy is currently in draft form. Staff routinely engage in Waves meetings, maintaining strong communication with the SENCO and ensuring early identification of emotional-wellbeing concerns.

Universal provision is secure, with Zones of Regulation used consistently across the school and embedded within both nurture hubs. Two nurture/sensory hubs are now established, and additional afternoon nurture sessions led by SW provide targeted emotional-regulation support. Whole-school capacity continues to grow through ND Advocate training, which is ready to be cascaded to all staff. Partnership work with Compass remains strong: anxiety training was delivered in September 2025, the School Council began work with Compass on 27 January, and a parent Compass coffee morning also took place that month. Parental engagement has been promoted through newsletters and calls for parental voice, strengthening links between school and families.

Evidence
Staff mental-health qualification completed (MH Action Plan update).
Regular Compass link-advisor meetings held (MH Action Plan update).
Mental-health policy in draft form (MH Action Plan update).
Waves meetings used consistently; staff communicate routinely with SENCO (MH Action Plan update).
Anxiety training delivered by Compass in Sept 2025 (MH Action Plan update).
ND Advocate training completed and ready to cascade (MH Action Plan update).
Two nurture/sensory hubs established (MH Action Plan update).
Zones of Regulation used across the school (MH Action Plan update).
Afternoon nurture sessions delivered by SW (MH Action Plan update).
School Council work with Compass, started 27 Jan (MH Action Plan update).
Parent coffee morning with Compass held 27 Jan, advertised in newsletters (MH Action Plan update).

Inclusion (SEND and Vulnerable Learners Action Plan) 2025–2026

This action plan supports SEND and disadvantaged pupils through targeted interventions, improved tracking, and staff training. It ensures equitable access to learning and emotional support.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Support children with SEND and disadvantaged backgrounds	- Provide small group, teacher-led Kat tutoring. - Deliver quality first teaching with extra SEND training and CPD for all staff. - Implement evidence-based interventions.	SENDCo / Class Teachers	Autumn 2025 – Summer 2026	Lesson observations, intervention logs, pupil progress meetings	Improved progress for SEND and disadvantaged pupils; staff confidence in provision
Develop means of identifying and tracking achievement of children with SEND support	- Conduct 1:1 pupil interviews and book scrutinies. - Monitor support through termly waves. - Hold regular dialogue with staff to assess progress against IEP targets. - Deliver refresher training on relaying IEP targets to parents. - Provide refresher training on the intervention tracker.	SENDCo	Autumn 2025 – Summer 2026	IEP reviews, staff feedback, intervention tracker updates	Effective tracking and communication of pupil progress
Monitor and track assessment across the school	- Refresh teachers' understanding of assessment systems – Formative Footprints and Cromford Grids. - Implement Provision Mapping system. - Provide refresher training on Provision Mapping. - Support teachers in using Provision Mapping effectively. - Ensure staff keep Provision Mapping updated with documents, trackers, and grids.	SENDCo / Assessment Lead	Autumn 2025 – Spring 2026	Provision Mapping audits, staff feedback	Consistent and accurate use of assessment tools
Deliver targeted CPD based on pupil needs	- Use analysis of interventions and IEP targets to train staff on specific learning needs.	SENDCo	Spring 2026	CPD records, staff feedback	Staff confidence and improved provision
Ensure Zones of Regulation is utilised across the school	- Remind staff how to use Zones of Regulation in teaching and interactions. - Provide online resources for classroom use. - Monitor and develop Zones of Regulation across the school.	SENDCo / Class Teachers	Autumn 2025 – Summer 2026	Classroom observations, pupil voice	Consistent use of Zones of Regulation; improved emotional regulation
Provide staff with clear expectations from the SENCO team	- Deliver training in September 2025 for all staff. - Inform staff about the new ISAT teacher. - Continue end-of-year transition meetings between parents and staff.	SENDCo	September 2025 – July 2026	Training records, meeting logs	Staff understanding of expectations; smooth transitions
Consider Forest School provision for children with SEND	- Discuss with class teachers the possibility of SEND pupils accessing Forest School in other year groups.	SENDCo / Class Teachers	Spring 2026	Teacher feedback, pupil participation	Increased access to Forest School for SEND pupils

Evaluation Spring 2026

Mental-health provision has strengthened this term. All teachers have completed **PINS** and **ND Advocate training (Part 1)**, with advocates ready to cascade learning to all staff. Regular **Waves meetings** ensure consistent discussion of SEND and mental-health needs, while **provision mapping** is used reliably across the school and supported by new assessment tools.
SMART targets were reviewed with ISAT on **18 March**, improving precision of support.
Zones of Regulation are embedded in every class and hub, confirmed through SENCO observations, and additional Inset training has boosted staff confidence. Inclusion remains strong, with **SEN pupils fully participating alongside peers** in Y2 and Y5.

Evidence
All teachers completed **PINS** and **ND Advocate Part 1** training (MH Action Plan update).
Regular **Waves meetings** held to review SEND and mental-health needs.
Provision mapping used consistently; new assessments purchased.
SMART targets reviewed with ISAT on **18 March**.
Zones of Regulation used in every class/hub, confirmed by SENCO observations.
Inset training delivered on ND and mental-health.
SEN pupils included fully in Y2 and Y5 settings.

Early Years 2025–2026

This plan ensures secure development in EYFS through curriculum refinement, quality interactions, and strong transitions. It aligns with the school's PRIDE values and inspection standards.

Objective Title	Actions	Lead	Timeframe	Monitoring	Success Criteria
Ensure curriculum design supports secure development across all areas of learning	Review and refine EYFS curriculum to ensure coverage and progression; align with PRIDE values and whole-school curriculum intent.	EYFS Lead	Autumn 2025	Curriculum audits, planning scrutiny	Curriculum maps show clear progression; staff confident in delivery
Enhance quality of adult-child interactions to support learning and development	Provide CPD on effective questioning and scaffolding; introduce peer observations and coaching.	EYFS Lead / SLT	Autumn – Spring 2025	Lesson observations, staff feedback	Improved interaction quality; increased pupil engagement
Strengthen phonics and early reading provision	Embed systematic phonics programme; monitor fidelity of delivery; provide targeted support for pupils at risk of falling behind.	Phonics Lead / EYFS Lead	Ongoing	Phonics assessments, pupil progress tracking	80%+ pupils reach expected standard in phonics screening
Embed early maths fluency and reasoning	Implement NCETM EYFS maths guidance; provide daily maths fluency sessions; use manipulatives and real-life contexts.	Maths Lead / EYFS Lead	Autumn 2025 – Summer 2026	Book looks, pupil voice, lesson observations	Improved number sense and reasoning in EYFS assessments
Promote pupil well-being, welfare and independence	Introduce daily routines that foster independence; embed PRIDE values in EYFS; ensure safeguarding and pastoral support systems are robust.	EYFS Lead / DSL	Ongoing	Safeguarding audits, pupil voice, staff feedback	Positive pupil behaviour; strong pastoral outcomes
Ensure smooth transition from EYFS to Year 1	Develop transition programme including joint planning, visits, and pupil profiles; involve parents in transition process.	EYFS Lead / KS1 Lead	Summer 2026	Transition records, parent feedback	Successful transition evidenced by pupil confidence and progress in Year 1

Evaluation Spring 2026

Curriculum and provision in EYFS continue to strengthen. Planning for 2025–2026 has been reviewed and refined, with routines now securely embedded and children well-settled. Phonics teaching remains consistent and fully embedded across the infants, and NCETM Mastering Number approaches are now in their second year, continuing to support strong early mathematics foundations.

The recent EYFS consultancy visit confirmed positive, purposeful play and strong engagement, with children able to articulate their learning. Staff interactions are increasingly effective, though further development in extending language and modelling thinking has been identified. TA deployment, outdoor provision and drawing-club approaches are being refined following adviser recommendations. Overall, EYFS practice is stable, well-organised, and continues to improve.

Evidence

Planning for 2025–2026 reviewed; routines fully embedded and children settled (school update).

Phonics scheme consistently embedded across EYFS and KS1 (school update).

NCETM Mastering Number embedded in its second year (school update).

EYFS consultancy visit confirmed purposeful play, strong engagement, and children articulating learning; identified next steps in adult interactions and provision use. [Little Eat...11-03-2026 | PDF]

Consultant highlighted need to extend interactions (modelling, narrating thinking), review outdoor provision use, and develop whole-class Drawing Club. [Little Eat...11-03-2026 | PDF]

Visit record (16 March 2026) confirms EYFS consultancy meeting and written feedback from Early Years Improvement Officer. [Little Eat...16-03-2026 | PDF]

Safeguarding 2025-2026

The safeguarding plan ensures compliance with statutory requirements through audits, policy updates, and training. It promotes a culture of safety and improves attendance.

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring
Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2025	Complete Sc175 **Safeguarding Audit**. Submit to DCC Safeguarding audit to be carried out to identify priorities for safeguarding action plan.	PS/KG	£200	Submit Aut1 Governors Aut2	Report to GB Report to DCC child protection manager
	Update the schools Child Protection Policy	PS		Aug 25	Report to GB
	Attend update training programme on My Concerns	PS/KG		Sep 25	Report to GB
	Whole staff and GB attend annual safeguarding training	PS	£250	Nov 25	Report to GB
	Update school safeguarding portfolio in line with Derbyshire County Council 2025 instructions	PS		Nov 25	Report to GB
Consolidate the use of safety bear	Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies	PS with staff	1 x SM	Aut 1 Spr 1 Sum 1	HT
Embed increased levels of attendance	Attendance: Target persistently absent pupils Target persistently late pupils	PS/JC		Ongoing	Termly report to govs

Spring 2026 Evaluation

Safeguarding remains strong. Policies were reviewed and adopted in Sept–Oct 2025, and key staff completed DCC safeguarding training in November.
Start-of-term assemblies reinforced expectations for pupils. Attendance continues to be closely monitored, with overall attendance (96.6%) above similar-school and national averages, though Year 1 and Year 5 remain focus groups for reducing persistent absence.

Evidence

Summer 2026 Evaluation

Safeguarding is securely embedded throughout the school and is clearly understood by pupils. Governor safeguarding interviews undertaken with pupils from Years 1, 3, 5 and 6 found that children consistently reported feeling safe in school and were able to identify multiple trusted adults they could approach if worried. Pupils demonstrated a strong understanding of safeguarding themes, including online safety, healthy relationships, road safety, water safety, stranger danger, mental health and anti-

Safeguarding policy adopted Sept–Oct 2025 (base document). DCC safeguarding course completed Nov 2025 (base document). Safeguarding reinforced through start-of-term assemblies (base document). Attendance 96.6%, above similar-school median 96.3% and national 94.9% Persistent absence 7.6%; Y1 and Y5 identified for targeted support	bullying. The Safety Bear system was recognised across all year groups and pupils were confident that concerns raised would receive a response from adults. Pupils consistently stated that bullying is rare and that staff deal with concerns effectively when they occur. Safe-space mapping activities further demonstrated that pupils feel safe across the vast majority of the school environment and were able to identify potential environmental risks responsibly. Feedback from pupils has informed future site safety reviews, particularly around vehicle access, playground supervision and Forest School risks. Together, this evidence demonstrates a strong safeguarding culture where pupils know how to seek help, trust adults to support them and understand how to keep themselves safe. [summer review | Word], [2025-2026...d April 26 | Word] **Evidence** • Pupils across all year groups reported that they feel safe in school. [summer review | Word] • Pupils could identify trusted adults including teachers, support staff and the Headteacher. [summer review | Word] • The Safety Bear system was recognised and understood by pupils across the school. [summer review | Word] • Pupils demonstrated strong knowledge of online safety, road safety, water safety, healthy relationships, mental health and personal safety. [summer review | Word] • Pupils reported that bullying is rare and would be dealt with by adults. [summer review | Word] • Safe-space mapping activities were completed by Years 1, 3, 5 and 6. [2025-2026...d April 26 | Word] • Pupil feedback identified environmental considerations relating to car parks, bike storage areas and Forest School, which have informed future safeguarding actions. [summer review | Word], [2025-2026...d April 26 | Word]