

Federation of Wood Street Infant School & Worplesdon Primary School



School Development Plan 2025 - 2028

(1st year of a 3 year plan **with July 2026 evaluations**)

Section One – Context

SCHOOL VISION AND INTENT

Our intent is to develop a love for learning and life.

VISION

At Wood Street Infant School & Worplesdon Primary School, we believe that children get just one childhood; it should be a magical and happy time where education should leave a host of positive and deep, meaningful memories that last for the rest of their lives. With this in mind, children are at the heart of every decision we make. We aim for every child to be happy, confident risk takers who fulfil their potential. We provide a nurturing environment where we value each child and promote positive attitudes and lifelong learning to help children grow into independent, respectful and creative adults with their own unique gifts and talents.



HISTORICAL CONTEXT

Wood Street Infant School & Worplesdon Primary School federated on 21st September 2022; they benefit from one head teacher and one governing body. Wood Street Infant School is a one-form infant school. Worplesdon Primary School is two-form entry in the infant department and three-form entry in the junior department. Wood Street Infant School has feeder status into Worplesdon Primary School in year 3.

The federated schools benefit from twenty three full time equivalent teachers and three specialist teachers who teach French, PE and Music. Furthermore, the federation benefits from 5.2 non-teaching leaders (including a full time equivalent SENDCo), a home school link worker and teaching assistants across the schools.

Wood Street Infant School context – 2024-2025

Number of pupils on roll	71	Number of pupils eligible for pupil premium	11 (15.5%)	Number of pupils with an education, health and care (EHC) plan	7 (9.9%)
--------------------------	----	---	---------------	--	-------------

Wood Street Infant School context – 2024-2025

Percentage of pupils on track to meet expected standard/attainment targets	EYFS GLD: 70.4% Yr 1 phonics : 100% Yr 1 & 2 cohorts: R: 77.5% Wr: 75.5% M: 82.5%	Percentage of pupils on track to exceed expected standard/attainment targets	Year 1 & 2 cohorts: R: 43% Wr: 23.5% M: 22.5%	Number of pupils currently not on track to meet expected standard/attainment target	Year 1 & 2 cohorts: R: 22.5% Wr: 24.5% M: 17.5%
Percentage of pupils with English as an additional language (EAL)	8%	Most recent OFSTED grade	Good across all areas	Staff turnover over for the previous year	0 Staff moved within federation
Overall absence	4.4% 95.6% attendance	Persistent absence	8.5% inclusive of one child on an agreed reduced timetable		
Key OFSTED actions from last report	In a few foundation subjects, there is insufficient emphasis on the most important knowledge that pupils need to know. On occasion, pupils learn facts that are irrelevant for future learning. This hinders pupils’ understanding over time as they do not make links between important concepts. The school should review what it is that they want pupils to remember long-term. Expectations for handwriting are not high enough. Some pupils struggle to write with the expected fluency and automaticity for their age. The school should ensure that pupils are provided with the support they need to develop fluent and legible handwriting. Some pupils, particularly disadvantaged pupils, do not attend school regularly or arrive on time. This prevents these pupils from achieving as well as they could. The school should continue to work with families, as well as review all attendance information, to improve pupils’ attendance.				
Key areas for development	Improve attendance through regular promotion, consistent communication with parents regarding their child (utilising StudyBugs intervention)				
Staffing considerations	Additional leadership interventions and support incorporated into target areas.				

Wood Street Infant School context – 2024-2025

Budget considerations	Delegation of support staff to support most vulnerable SEND pupils without appropriate EHCP funding Development of Nursery - staffing cost, FEET funding
Financial prioritisation – integrated financial curriculum planning (with impact upon learning)	Delegation of support staff to support most vulnerable pupils

Wood Street Infant School context – 2024-2025

Key performance indicators for the next 3 years

Evidence to be gathered from Surveys, monitoring, SEF and external reports.

1. **Curriculum and teaching, Inclusion and Achievement**

- EYFS outcomes (groups all/disadvantaged/SEND) in line with and ambition to exceed national outcomes.
- Phonics outcomes (groups all/disadvantaged/SEND) in line with and ambition to exceed national outcomes
- MTC outcomes (groups all/disadvantaged/SEND) in line with and ambition to exceed national outcomes
- KS2 combined outcomes (groups all/PP/boys and girls/disadvantaged/SEND) in line with and ambition to exceed national outcomes
- KS2 progress outcomes from starting points (groups all/PP/boys and girls/disadvantaged/SEND) in line with and ambition to exceed national outcomes

2. **Safeguarding and Attendance and Behaviour**

- Overall attendance % (including groups)
- Persistent attendance % (including groups) including lateness and punctuality
- Suspensions % (including groups)
- PEX % (including groups)
- Pupil on roll as percentage of capacity
- Number of reported and resolved cases of bullying
- Number of reported and resolved cases of racial discrimination

3. **Personal Development and Wellbeing**

- % of pupils who report an understanding of school values
- % of pupils who demonstrate an understanding of independence, curiosity, teamwork, empathy, resilience
- EYFS VBE accreditation
- VBE curriculum implementation
- % of pupils receiving Bronze, Silver, Gold citizenship awards

4. **Leadership and Governance**

- Budgetary standardisation - ensuring all needs are financially met
- Staff survey demonstrates staff feel part of a team
- Staff survey demonstrates workload is manageable
- Staff survey results on well being
- Monitoring demonstrates all teaching is good or better
- Moderation demonstrates teacher confidence in assessment is accurate.

5. **Early Years**

- EYFS VBE accreditation
- Nursery and Reception transition is effective and supports all pupil needs
- Reception and Year 1 transition remains of a high quality
- Monitoring ensures foundational learning and quality interactions are at the heart of EYFS curriculum

Worplesdon Primary School context

Number of pupils on roll	511	Number of pupils eligible for pupil premium	73	Number of pupils with an education, health and care (EHC) plan	Mainstream - 38 Centre - 21
Percentage of pupils on track to meet expected standard/attainment targets (or above)	R:77% Ma:75% Wr:57%	Number of pupils currently not on track to meet expected standard/attainment target	R:23% Ma:25% Wr:43%		
Percentage of pupils with English as an additional language (EAL)	6.26% (32)	Most recent OFSTED grade	L&M - Good QofE - Good B&A - Good EYFS - Outstanding PD - Outstanding	Staff turnover over for the previous year	22 leavers
		Pupil achievement for whole cohort (e.g. average progress scores for KS2/KS4 headlines)	Combined KS2 - 52%	Pupil achievement by characteristics (e.g. disadvantaged pupils, EAL, gender)	PP - 22%
Overall absence	4.7%	Persistent absence	13.7%		

Worplesdon Primary School context

Key OFSTED actions from last report	1. Persistent absence levels are too high for some pupils, particularly those who are disadvantaged. As a result, these pupils do not fully benefit from the education and wider opportunities that the school offers. 2. In a few subjects, information about what pupils know and remember is not always used to inform teaching and in the creation of tasks and activities in lessons This means that some pupils do not achieve as well as they could.
Key areas for development	- Develop and embed a knowledge rich curriculum. - Implement and embed effective assessment both formative and summative. - Maths fluency and retrieval to be embedded in all years to build automaticity of foundational learning and recall of key knowledge. - Strengthen retention of key spelling strategies for Year 3-6
Staffing considerations	Additional leadership interventions and support incorporated into target areas . AH leadership support into Year 3, AH and DH support into Year 6. HT intervention support into Year 4 and Additional HLTA support incorporated into Year 5.
Budget considerations	Staffing delegation in line with additional needs support with budgetary considerations linked to EHCP and SEND funding.
Financial prioritisation – integrated financial curriculum planning (with impact upon learning)	SEND funding continues to be an area of focus with accurate and appropriate support implemented in line with SEND Support and EHCP funding. Continued focus on supporting the experienced SEND team with following up accurate identification of needs with the matched funding in order to meet needs of pupils in both mainstream and centre.

Worplesdon Primary School context

Key performance indicators for the next 3 years

Evidence to be gathered from Surveys, monitoring, SEF and external reports.

1. **Curriculum and teaching, Inclusion and Achievement**

- EYFS outcomes (groups all/disadvantaged/SEND) in line with and ambition to exceed national outcomes.
- Phonics outcomes (groups all/disadvantaged/SEND) in line with and ambition to exceed national outcomes
- MTC outcomes (groups all/disadvantaged/SEND) in line with and ambition to exceed national outcomes
- KS2 combined outcomes (groups all/PP/boys and girls/disadvantaged/SEND) in line with and ambition to exceed national outcomes
- KS2 progress outcomes from starting points (groups all/PP/boys and girls/disadvantaged/SEND) in line with and ambition to exceed national outcomes

2. **Safeguarding and Attendance and Behaviour**

- Overall attendance % (including groups)
- Persistent attendance % (including groups) including lateness and punctuality
- Suspensions % (including groups)
- PEX % (including groups)
- Pupil on roll as percentage of capacity
- Number of reported and resolved cases of bullying
- Number of reported and resolved cases of racial discrimination

3. **Personal Development and Wellbeing**

- % of pupils who report an understanding of school values
- % of pupils who demonstrate an understanding of independence, curiosity, teamwork, empathy, resilience
- EYFS VBE accreditation
- VBE curriculum implementation
- % of pupils receiving Bronze, Silver, Gold citizenship awards

4. **Leadership and Governance**

- Budgetary standardisation - ensuring all needs are financially met
- Staff survey demonstrates staff feel part of a team
- Staff survey demonstrates workload is manageable
- Staff survey results on well being
- Monitoring demonstrates all teaching is good or better
- Moderation demonstrates teacher confidence in assessment is accurate.

5. **Early Years**

- EYFS VBE accreditation
- Nursery and Reception transition is effective and supports all pupil needs
- Reception and Year 1 transition remains of a high quality
- Monitoring ensures foundational learning and quality interactions are at the heart of EYFS curriculum

Section Two – Priorities for improvement (summary)

Priorities for school improvement from school's self-evaluation (SEF)

1. Quality of Education

A. Knowledge-Rich Curriculum

- Set and share a clear vision.
- Sequence essential knowledge and vocabulary for all subjects.
- Train staff to use proven memory strategies (retrieval practice, spaced repetition, knowledge organisers, etc.).
- Monitor impact through book looks, pupil voice, and lesson observations.
- Support staff to focus on quality over quantity in planning and delivery.

B. Effective Assessment

- Review and clarify assessment policy with clear expectations.
- Provide regular training on marking, moderation, and data use.
- Embed a wide range of formative assessment methods (quizzes, exit tickets, peer/self-assessment).
- Track and analyse pupil progress termly, using data to inform interventions and challenges.

C. Maths Recall & Fluency

- Agree non-negotiable number facts for each year group.
- Schedule daily practice for number facts and use retrieval strategies.
- Regularly assess recall and celebrate success.
- Identify gaps early and provide targeted support.
- Challenge confident pupils with investigations and peer teaching.

D. Spelling in Years 3–6

- Review and enhance the spelling curriculum using best practice.
- Teach spelling explicitly three times a week.
- Link spelling with handwriting and reading.
- Use daily practice, challenges, and home learning to boost retention.
- Assess spelling regularly and act on results.

2. Attendance & Behaviour: Fast Summary

A. Identify at-risk pupils:

- Use data to flag pupils with poor attendance/behaviour; keep an updated, colour-coded list and share with staff.

B. Create individual support plans:

- Meet with pupils and parents, set clear targets, review progress fortnightly.

C. Engage parents:

- Hold regular, supportive meetings and celebrate improvements.

D. Targeted interventions:

- Assign key adults, offer mentoring/groups, use behaviour/attendance contracts, daily check-ins.

E. Monitor progress:

- Review data weekly, discuss in staff meetings, adjust as needed.

F. Promote positives:

- Recognise good attendance/behaviour with rewards and praise.

G. Work with agencies:

- Refer persistent cases to external services and work together.

3. Personal Development A. Audit & Review • Use a VbE tool to review SMSC, British values, and wellbeing across all school areas. • Gather feedback from pupils, staff, and parents; share findings with staff. B. Embed in Curriculum • Map SMSC/British values in all subjects; update plans and displays. • Use assemblies and classroom examples to highlight values in action. C. Promote Character & Wellbeing • Integrate core values (e.g., resilience, empathy) into PSHE and assemblies. • Offer wellbeing support (clubs, mentors, ambassadors). D. Pupil Voice & Leadership • Strengthen pupil leadership (council, ambassadors, play leaders). • Regularly gather and act on pupil feedback. E. Staff Training & Role Modelling • Provide annual training and include VbE in induction. • Celebrate staff as role models. F. Community & Culture • Build links with local groups, organise visits and themed events. • Showcase cultural learning in newsletters and displays. G. Monitor & Celebrate Impact • Track data and case studies; adjust provision as needed. • Celebrate achievements in assemblies and newsletters.	4. Leadership A. Clarify Leadership Roles • Update job descriptions, share clear roles and structure, review regularly. B. Monitor & Evaluate Effectively • Schedule regular observations and reviews, act on findings, record actions. C. Develop Leaders • Identify training needs, provide targeted CPD, share learning, monitor impact. D. Collaborate Widely • Work with SFET and staff across schools, share best practice, build subject portfolios. E. Drive Pupil Progress • Set clear targets, analyse data, intervene as needed, report progress. F. Improve Curriculum • Review and update curriculum with staff input, benchmark, gather feedback, evidence improvements.
5. Early Years A. Leadership: • Appoint a Nursery Lead and create a steering group for oversight. B. Curriculum & Assessment: • Align nursery curriculum with Reception and whole school. • Track progress using regular assessments (e.g., Arc Pathways). C. Staffing & CPD: • Recruit experienced staff and prioritise ongoing EYFS training. D. Environment: • Ensure accessible, engaging, and inclusive indoor/outdoor spaces. E. Inclusion: • Identify and support SEND/disadvantaged pupils early, working with specialists and parents. F. Family Engagement: • Run parent workshops and keep families informed and involved. G. Transition: • Plan activities and information sharing for smooth nursery-to-Reception transitions. H. Monitoring:	6. Premises A. MUGA • Plan, fund, and install a MUGA. • Integrate into curriculum, train staff, and ensure inclusive use. • Gather feedback and monitor impact. B. Nursery • Assess demand, secure funding, and meet legal requirements. • Prepare site, recruit staff, deliver inclusive EYFS curriculum. • Engage families, support transitions, and review provision. C. Compliance • Complete annual audits (H&S, safeguarding, accessibility). • Provide staff training and keep records up to date. D. Learning Environments • Audit spaces, refurbish for flexibility and inclusion. • Create specialist and accessible facilities. E. Maintenance • Follow a proactive maintenance schedule. • Log, prioritise, and review all upkeep tasks.

• Regularly observe practice, analyse data, and act on feedback. I.Safeguarding & Compliance: • Update policies and conduct safeguarding audits regularly.	
--	--

Section Three – Action Plan

1. Quality of Education

Current Judgement: Good		To deliver a cohesive, knowledge-rich curriculum and robust assessment framework that enables all pupils to know more, remember more, apply their learning confidently and develop the essential skills and fluency needed to meet age related expectations.				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
A. Strengthen the design and implementation of a knowledge-rich curriculum that enables all pupils to know more, remember more, and apply their learning confidently by: - Agreeing and communicating a clear vision for a knowledge-rich curriculum, using SFET resources as appropriate. - Ensure LTP MTP & STP for each subject reflects the intent e.g. becoming historians involves curiosity, discovering for self, asking questions, not necessarily writing in every lesson (can use photos) - Review progression documents, ensuring they identify and sequence essential knowledge, concepts, and vocabulary for each subject and year group with a particular focus on subjects where data shows swift improvement is needed e.g. maths, grammar. - Further CPD and empower senior leaders to support in PPA to ensure planning includes strategies to help children learn and remember more: ➤ Retrieval Practice - Use daily/weekly quizzes, “last lesson/last week/last term” questions, or retrieval grids. ➤ Spaced Repetition - Plan for topics or facts to be reviewed at increasing intervals after first introduction. ➤ Dual Coding - Combine words with visuals to reinforce learning.	KOB Start Sept 2025	Non contact time already budgeted with cover team. Support from SFET colleagues as appropriate, along with their curriculum which is accessible for WWFS	Curriculum Coverage - All subjects have clearly sequenced, knowledge-rich curriculum maps that outline key knowledge and skills for each year group. Pupil Progress - At least 85% of pupils can recall and explain key knowledge from recent and previous topics, as evidenced in low-stakes quizzes and pupil interviews. Application of Knowledge - Pupils regularly apply learned knowledge to new contexts in lessons and assessments, demonstrated through improved outcomes in end-of-unit tasks. Staff Confidence and Consistency - All staff deliver the curriculum with fidelity, as evidenced by lesson observations and curriculum monitoring, with 100% meeting agreed expectations. Knowledge Retention - Termly retrieval practice shows that at least 80% of pupils retain key concepts over time in core subjects. Inclusivity - Curriculum adaptations enable all groups of pupils, including those with SEND and disadvantaged backgrounds, to access and achieve the intended curriculum, as evidenced in monitoring and pupil work scrutiny.	All subjects have clearly sequenced, knowledge-rich curriculum maps that outline key knowledge and skills for each year group. At least 85% of pupils can recall and explain key knowledge from recent and previous topics, as evidenced in low-stakes quizzes and pupil interviews. Pupils regularly apply learned knowledge to new contexts in lessons and assessments, demonstrated through improved outcomes in end-of-unit tasks. All staff deliver the curriculum with fidelity, as evidenced by lesson	All subjects have clearly sequenced, knowledge-rich curriculum maps that outline key knowledge and skills for each year group. At least 85% of pupils can recall and explain key knowledge from recent and previous topics, as evidenced in low-stakes quizzes and pupil interviews. Pupils regularly apply learned knowledge to new contexts in lessons and assessments, demonstrated through improved outcomes in end-of-unit tasks. All staff deliver the curriculum with fidelity, as evidenced by lesson	All subjects have clearly sequenced, knowledge-rich curriculum maps that outline key knowledge and skills for each year group. At least 85% of pupils can recall and explain key knowledge from recent and previous topics, as evidenced in low-stakes quizzes and pupil interviews. Pupils regularly apply learned knowledge to new contexts in lessons and assessments, demonstrated through improved outcomes in end-of-unit tasks. All staff deliver the curriculum with fidelity, as evidenced by lesson

➤ Knowledge Organisers - Use in lessons and for home study; refer back regularly. ➤ Elaborative Interrogation - Encourage children to explain why a fact is true or why something happens, using why & how to deepen understanding. ➤ Interleaving - Mix up different but related topics or skills within practice sessions. ➤ Clear Modelling and Worked Examples - Provide annotated models or completed worked examples for ➤ Regular Low-Stakes Assessment - Use short, informal quizzes or exit tickets to check understanding without pressure. ➤ Metacognitive Strategies - Teach pupils how to plan, monitor, and evaluate their own learning. ➤ Connect New Learning to Prior Knowledge - Activate and build on what pupils already know before introducing new content, using mind maps, KWL (Know, Want to know, Learned) charts, or discussions. • For those subjects taught daily, find ways to retain knowledge e.g. French / Spanish vocab as early morning tasks, assembly slides, share KO with parents • Regularly review curriculum impact through book looks, pupil voice, and lesson observations, using SFET colleagues to offer an objective, critical view. • Leaders to support teachers to resist over planning so that there is time in the day to deliver well (i.e. do less better, write less stories well etc)				observations and curriculum monitoring, with 100% meeting agreed expectations. Termly retrieval practice shows that at least 80% of pupils retain key concepts over time in core subjects. Curriculum adaptations enable all groups of pupils, including those with SEND and disadvantaged backgrounds, to access and achieve the intended curriculum, as evidenced in monitoring and pupil work scrutiny.	observations and curriculum monitoring, with 100% meeting agreed expectations. Termly retrieval practice shows that at least 80% of pupils retain key concepts over time in core subjects. Curriculum adaptations enable all groups of pupils, including those with SEND and disadvantaged backgrounds, to access and achieve the intended curriculum, as evidenced in monitoring and pupil work scrutiny.	observations and curriculum monitoring, with 100% meeting agreed expectations. Termly retrieval practice shows that at least 80% of pupils retain key concepts over time in core subjects. Curriculum adaptations enable all groups of pupils, including those with SEND and disadvantaged backgrounds, to access and achieve the intended curriculum, as evidenced in monitoring and pupil work scrutiny.
B. To enhance the consistency, accuracy, and impact of assessment so that it informs teaching, supports pupil progress, and drives school improvement by: • Reviewing our assessment policy with SFET colleagues and enhancing with summative assessment to support teacher assessments. • Set and communicate clear expectations for assessment types, frequency, and recording. • Provide further training to ensure consistency in marking and feedback, with support on how to use to adjust next lesson. • Provide regular CPD on assessment, moderation, and effective use of data.	MC Start Oct 2025	Staff meeting / INSET Non contact time already budgeted for by cover team to spend time observing expertise within federation and within SFET schools Cost of standardised	Consistency - Assessment processes are applied consistently across all classes and year groups, as evidenced by regular moderation and standardisation activities. Accuracy - Teacher assessments match external benchmarks (e.g., local authority moderation or standardised tests) in at least 90% of cases. Impact on Teaching - Teachers use assessment information to adapt planning and teaching, demonstrated by annotated planning and lesson observations in at least 90% of lessons. Support for Pupil Progress - At least 85% of pupils make expected or better progress	Assessment processes are applied consistently across all classes and year groups, as evidenced by regular moderation and standardisation activities. Teacher assessments match external benchmarks (e.g., local authority moderation or	Assessment processes are applied consistently across all classes and year groups, as evidenced by regular moderation and standardisation activities. Teacher assessments match external benchmarks (e.g., local authority moderation or	Assessment processes are applied consistently across all classes and year groups, as evidenced by regular moderation and standardisation activities. Teacher assessments match external benchmarks (e.g., local authority moderation or

• Embed Formative Assessment strategies: ➤ Questioning - Open-ended questions, “No hands up” or random name generators, hinge questions to check key concepts ➤ Exit Tickets - Children write a quick response to a prompt or question before leaving the lesson ➤ Mini Whiteboards - show their answers simultaneously for instant feedback ➤ Think-Pair-Share - think independently, discuss with a partner, then share with the class ➤ Quizzes and Low-Stakes Tests - Short, regular quizzes on current and prior learning ➤ Traffic Light Cards - Pupils indicate understanding with red/amber/green cards ➤ Thumbs Up/Down/Sideways - Quick visual check for confidence or understanding ➤ Peer Assessment - assess each other’s work using clear criteria ➤ Self-Assessment - reflect on their own learning against success criteria ➤ Quick Polls or Voting - use digital tools or hands-up to gauge opinions or understanding ➤ Retrieval Practice (as per objective 2A) ➤ Concept Mapping - draw diagrams to show how ideas connect ➤ One-Minute Summary of what they’ve learned in one minute ➤ Think Aloud - verbalise their thinking as they solve a problem ➤ Spot the Error - find and correct mistakes in worked examples • Track and Analyse Progress, starting with September meetings with windscreens to check on teachers understanding of their new class followed with half termly progress meetings. • Use assessment data to identify pupils needing intervention and track impact. • Use assessment data to identify pupils requiring challenge and implement (e.g. peeling earlier from input if do not require it, more open ended and creative tasks)		tests (approx. £2000)	between assessment points, as shown in tracking data. Drives School Improvement - Assessment outcomes inform school improvement priorities, leading to demonstrable actions in the school improvement plan and subject leader action plans. Feedback Quality - Pupil work shows evidence of high-quality feedback, with at least 90% of pupils able to articulate their next steps.	standardised tests) in at least 90% of cases. Teachers use assessment information to adapt planning and teaching, demonstrated by annotated planning and lesson observations in at least 90% of lessons. At least 85% of pupils make expected or better progress between assessment points, as shown in tracking data. Assessment outcomes inform school improvement priorities, leading to demonstrable actions in the school improvement plan and subject leader action plans. Pupil work shows evidence of high-quality feedback, with at least 90% of pupils able to articulate their next steps.	standardised tests) in at least 90% of cases. Teachers use assessment information to adapt planning and teaching, demonstrated by annotated planning and lesson observations in at least 90% of lessons. At least 85% of pupils make expected or better progress between assessment points, as shown in tracking data. Assessment outcomes inform school improvement priorities, leading to demonstrable actions in the school improvement plan and subject leader action plans. Pupil work shows evidence of high-quality feedback, with at least 90% of pupils able to articulate their next steps.	standardised tests) in at least 90% of cases. Teachers use assessment information to adapt planning and teaching, demonstrated by annotated planning and lesson observations in at least 90% of lessons. At least 85% of pupils make expected or better progress between assessment points, as shown in tracking data. Assessment outcomes inform school improvement priorities, leading to demonstrable actions in the school improvement plan and subject leader action plans. Pupil work shows evidence of high-quality feedback, with at least 90% of pupils able to articulate their next steps.
--	--	------------------------------	--	--	--	--

Review assessment practices and impact through SLT monitoring and reports, adjusting as needed.						
C. To ensure all pupils develop quick, accurate recall of key number facts and procedures, building strong foundations for reasoning and problem-solving in maths by: - Agreeing the non negotiables for number fact knowledge for each year group - Reviewing fluency planning with high performing SFET schools and improve as necessary - Establishing daily number fact practice e.g. short, daily sessions for practising number bonds, times tables, and key facts. - Implementing retrieval and spaced practice - Senior leaders ensuring their teams are teaching and modelling mental strategies for recall (e.g., doubling, near doubles, patterns) and using visual aids and manipulatives - Assessing recall regularly and celebrate improvements with certificates, charts, or class competitions. - Using White Rose 'ready to progress' criteria - Identifying pupils with gaps and provide focused interventions or extra practice. - Building opportunities in lessons to use number facts in reasoning and problem-solving tasks. - Using 'little pockets of time' to revisit knowledge (such as when lining up) - Making good use of technology to support retention (such as TTR) - Introducing maths buddies i.e. year 6 children to support the younger children learn their facts. - Protecting enough time to teach content well and to bounce back to previous content - Challenging faster graspers through mini teacher approach, open ended investigations	Maths team Start Oct 2025	Staff meeting / INSET Non contact time already budgeted for by cover team to spend time observing expertise within federation and within SFET schools Number sense £125 subscription	Fluency in Number Facts - At least 90% of pupils in each year group can recall age-appropriate number facts (e.g., number bonds, multiplication tables) quickly and accurately, as shown in weekly fluency checks. Application in Reasoning and Problem-Solving - Pupils confidently use number facts and procedures to solve reasoning and problem-solving questions in lessons and assessments, evidenced by at least 85% meeting or exceeding age-related expectations. Progress Over Time - Termly assessments show a reduction in the number of pupils requiring additional support for number fact recall by at least 10% each term. Staff Consistency - All teachers use agreed strategies (such as daily mental maths and retrieval practice) to reinforce key number facts, as evidenced in lesson observations and planning scrutiny. Pupil Confidence - At least 90% of pupils report, through surveys or interviews, increased confidence in recalling and using key number facts.	At least 90% of pupils in each year group can recall age-appropriate number facts (e.g., number bonds, multiplication tables) quickly and accurately, as shown in weekly fluency checks Pupils confidently use number facts and procedures to solve reasoning and problem-solving questions in lessons and assessments, evidenced by at least 85% meeting or exceeding age-related expectations Termly assessments show a reduction in the number of pupils requiring additional support for number fact recall by at least 10% each term. All teachers use agreed strategies (such as daily mental maths and retrieval practice) to reinforce key number facts, as evidenced in lesson observations and planning scrutiny. At least 90% of pupils report, through surveys or	At least 90% of pupils in each year group can recall age-appropriate number facts (e.g., number bonds, multiplication tables) quickly and accurately, as shown in weekly fluency checks Pupils confidently use number facts and procedures to solve reasoning and problem-solving questions in lessons and assessments, evidenced by at least 85% meeting or exceeding age-related expectations Termly assessments show a reduction in the number of pupils requiring additional support for number fact recall by at least 10% each term. All teachers use agreed strategies (such as daily mental maths and retrieval practice) to reinforce key number facts, as evidenced in lesson observations and planning scrutiny. At least 90% of pupils report, through surveys or	At least 90% of pupils in each year group can recall age-appropriate number facts (e.g., number bonds, multiplication tables) quickly and accurately, as shown in weekly fluency checks. Pupils confidently use number facts and procedures to solve reasoning and problem-solving questions in lessons and assessments, evidenced by at least 85% meeting or exceeding age-related expectations. Termly assessments show a reduction in the number of pupils requiring additional support for number fact recall by at least 10% each term. All teachers use agreed strategies (such as daily mental maths and retrieval practice) to reinforce key number facts, as evidenced in lesson observations and planning scrutiny. At least 90% of pupils report, through surveys or interviews, increased

				interviews, increased confidence in recalling and using key number facts.	interviews, increased confidence in recalling and using key number facts.	confidence in recalling and using key number facts.
D. To ensure pupils in Years 3–6 develop automatic and accurate spelling, supporting their writing fluency and overall literacy outcomes through: i. Curriculum Design - Review and enhance the spelling curriculum using best practice and external resources, adapting ELS KS2 programme as necessary, introducing further support for those children with needs specifically dyslexia - Learn from other schools' successful approaches (e.g., Great Bookham School). - Ensure the curriculum is fully mapped, progressively sequenced, and embedded within broader literacy, with opportunities for cross-curricular practice. - Ensure curriculum includes Common Exception Words (CEW) ii. Curriculum Implementation - Schedule at least three explicit spelling lessons weekly in Years 3–6, using consistent, evidence-based strategies across classes. - Link spelling with handwriting practice. - Equip staff with training and opportunities to observe effective practice both within and beyond the federation. - Encourage and support correct spelling in all writing tasks, not just spelling lessons with key words including CEW displayed. - Maximise the use of Lexia to support reading and thus writing. iii. Retention and Recall Strategies - Incorporate daily spelling practice, spaced retrieval, and regular home learning.	SC Start Sept 2025	Staff meeting / INSET Non contact time already budgeted for by cover team to spend time observing expertise within federation and within SFET schools	Spelling Accuracy - At least 85% of pupils in Years 2–6 spell age-appropriate words accurately in independent writing, as shown in termly writing assessments. Automaticity - Pupils demonstrate automatic recall of taught spelling patterns and rules in weekly spelling tests, with at least 85% achieving age-related expectations. Application in Writing - Spelling errors in extended writing decrease by at least 10% each term, as evidenced in work scrutiny. Progress for All Groups - Targeted support leads to rapid improvement for pupils previously below expected standard, with at least 80% making expected or better progress in spelling. Pupil Confidence and Engagement - At least 90% of pupils report improved confidence in spelling and greater enjoyment of spelling activities, as captured in pupil voice surveys.	At least 85% of pupils in Years 2–6 spell age-appropriate words accurately in independent writing, as shown in termly writing assessments Pupils demonstrate automatic recall of taught spelling patterns and rules in weekly spelling tests with at least 85% achieving age-related expectations Spelling errors in extended writing decrease by at least 10% each term, as evidenced in work scrutiny. Targeted support leads to rapid improvement for pupils previously below expected standard, with at least 80% making expected or better progress in spelling. At least 90% of pupils report improved confidence in spelling and	At least 85% of pupils in Years 2–6 spell age-appropriate words accurately in independent writing, as shown in termly writing assessments Pupils demonstrate automatic recall of taught spelling patterns and rules in weekly spelling tests with at least 85% achieving age-related expectations Spelling errors in extended writing decrease by at least 10% each term, as evidenced in work scrutiny. Targeted support leads to rapid improvement for pupils previously below expected standard, with at least 80% making expected or better progress in spelling. At least 90% of pupils report improved confidence in spelling and	At least 85% of pupils in Years 2–6 spell age-appropriate words accurately in independent writing, as shown in termly writing assessments Pupils demonstrate automatic recall of taught spelling patterns and rules in weekly spelling tests with at least 85% achieving age-related expectations Spelling errors in extended writing decrease by at least 10% each term, as evidenced in work scrutiny. Targeted support leads to rapid improvement for pupils previously below expected standard, with at least 80% making expected or better progress in spelling. At least 90% of pupils report improved confidence in spelling and

- Motivate pupils with spelling challenges and reinforce learning with classroom displays. - Share word lists and tips with families (including through the weekly updates & pre-recorded videos); motivate pupils through spelling challenges or bees.				greater enjoyment of spelling activities, as captured in pupil voice surveys.	greater enjoyment of spelling activities, as captured in pupil voice surveys.	greater enjoyment of spelling activities, as captured in pupil voice surveys.
iv. Assessment - Use regular formative (including weekly tests) and summative assessments to identify gaps, monitor progress, and inform targeted intervention. - Mark spelling across all subjects and share outcomes with pupils and parents to set next steps for improvement.						

2. Behaviour and attitudes

Current Judgement: Good with outstanding features		To improve the behaviour and attendance of identified pupils, reducing persistent absence and supporting positive engagement in school				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
A. Identify At-Risk Pupils - Use attendance and behaviour data to pinpoint pupils with persistent absence or recurring behaviour issues. - Cross-reference with SEND, pupil premium, and safeguarding records to spot vulnerable groups. - Maintain an up-to-date list for regular review using colour coding system i.e. red concern, amber improving, green improved (95% and above) and include key details (pupil name, year group, attendance %, key barriers, interventions in place). - Circulate updated list to class teachers and relevant staff every half term.	KOB & MC Start Sept 2025	Faculty meetings with SFET colleagues Training for teachers & senior leaders DFE online training (free)	100% of pupils with <90% attendance or recurring behaviour issues are identified using weekly reports. All identified pupils are cross-referenced with SEND, pupil premium, and safeguarding records to ensure no vulnerable group is missed. The at-risk pupil list is updated and colour-coded (red, amber, green) at least every fortnight, including details of barriers and interventions.	100% of pupils with <90% attendance or recurring behaviour issues are identified using weekly reports. All identified pupils are cross-referenced with SEND, pupil premium, and safeguarding records to ensure no vulnerable group is missed.	100% of pupils with <90% attendance or recurring behaviour issues are identified using weekly reports. All identified pupils are cross-referenced with SEND, pupil premium, and safeguarding records to ensure no vulnerable group is missed.	100% of pupils with <90% attendance or recurring behaviour issues are identified using weekly reports. All identified pupils are cross-referenced with SEND, pupil premium, and safeguarding records to ensure no vulnerable group is missed.

- Provide a short briefing in staff meetings so teachers understand each pupil's context and are aware of any required classroom support. - Model the impact of further increases and consider alternative strategies with dealing with this issue (in line with national)			The updated list is shared with class teachers and key staff every half term. Staff briefings include a 5-minute update on at-risk pupils, ensuring all teachers can articulate the context and required support For every pupil on the list, there is a record of at least one intervention or support measure in place, reviewed each half term.	The at-risk pupil list is updated and colour-coded (red, amber, green) at least every fortnight, including details of barriers and interventions. The updated list is shared with class teachers and key staff every half term. Staff briefings include a 5-minute update on at-risk pupils, ensuring all teachers can articulate the context and required support For every pupil on the list, there is a record of at least one intervention or support measure in place, reviewed each half term.	The at-risk pupil list is updated and colour-coded (red, amber, green) at least every fortnight, including details of barriers and interventions. The updated list is shared with class teachers and key staff every half term. Staff briefings include a 5-minute update on at-risk pupils, ensuring all teachers can articulate the context and required support For every pupil on the list, there is a record of at least one intervention or support measure in place, reviewed each half term.	The at-risk pupil list is updated and colour-coded (red, amber, green) at least every fortnight, including details of barriers and interventions. The updated list is shared with class teachers and key staff every half term. Staff briefings include a 5-minute update on at-risk pupils, ensuring all teachers can articulate the context and required support For every pupil on the list, there is a record of at least one intervention or support measure in place, reviewed each half term.
B. Establish Individual Support Plans - Use attendance meeting with pupil/parent to uncover barriers (e.g., transport, illness, anxiety, family circumstances) and in collaboration with the child and parents discuss possible strategies that could support attendance. - Create tailored support or reintegration plans in collaboration with pupils, parents, and relevant staff. - Set clear, achievable targets for improvement in attendance and behaviour. - Schedule fortnightly reviews with parents and pupils to monitor progress against targets.	KOB & MC Start Oct 2025	Faculty meetings with SFET colleagues Training for teachers & senior leaders DFE online training (free)	For 100% of persistent absentees, documented attendance meetings with pupils and parents identify key barriers to attendance. All identified pupils have a personalised support or reintegration plan co-created with parents, pupils, and relevant staff within two weeks of identification. Each plan includes at least one specific, measurable, achievable, relevant, and time-bound (SMART) target for attendance and behaviour. Fortnightly review meetings with parents and pupils are held and logged, with progress against targets clearly recorded.	For 100% of persistent absentees, documented attendance meetings with pupils and parents identify key barriers to attendance. All identified pupils have a personalised support or reintegration plan co-created with parents, pupils, and relevant staff within two weeks of identification.	For 100% of persistent absentees, documented attendance meetings with pupils and parents identify key barriers to attendance. All identified pupils have a personalised support or reintegration plan co-created with parents, pupils, and relevant staff within two weeks of identification.	For 100% of persistent absentees, documented attendance meetings with pupils and parents identify key barriers to attendance. All identified pupils have a personalised support or reintegration plan co-created with parents, pupils, and relevant staff within two weeks of identification.

			At least 75% of pupils on plans show improved attendance (e.g., an increase of at least 5% over a half-term), as evidenced in tracking data.	Each plan includes at least one specific, measurable, achievable, relevant, and time-bound (SMART) target for attendance and behaviour. Fortnightly review meetings with parents and pupils are held and logged, with progress against targets clearly recorded. At least 75% of pupils on plans show improved attendance (e.g., an increase of at least 5% over a half-term), as evidenced in tracking data.	Each plan includes at least one specific, measurable, achievable, relevant, and time-bound (SMART) target for attendance and behaviour. Fortnightly review meetings with parents and pupils are held and logged, with progress against targets clearly recorded. At least 75% of pupils on plans show improved attendance (e.g., an increase of at least 5% over a half-term), as evidenced in tracking data.	Each plan includes at least one specific, measurable, achievable, relevant, and time-bound (SMART) target for attendance and behaviour. Fortnightly review meetings with parents and pupils are held and logged, with progress against targets clearly recorded. At least 75% of pupils on plans show improved attendance (e.g., an increase of at least 5% over a half-term), as evidenced in tracking data.
C. Increase Parental Engagement - Arrange regular meetings and maintain open communication with parents/carers, using supportive and solution-focused letters or calls, getting to know the families more to better support. - Provide information about the impact of lost days on child's outcomes (i.e. socially, emotionally and academically) - Schedule termly (or more frequent if needed) face-to-face or virtual meetings with parents/carers. - Send positive, solution-focused letters after each meeting, summarising what was discussed and agreed. - Celebrate improvements and involve parents in action planning.	KOB & MC Start Oct 2025	Faculty meetings with SFET colleagues Training for teachers & senior leaders DFE online training (free)	100% of parents/carers of persistently absent pupils receive at least half-termly, solution-focused communications (letters, calls, or meetings), with all interactions logged. Every meeting includes clear information for parents on the impact of absence. At least 90% of target parents attend scheduled meetings (face-to-face or virtual) each term, as evidenced by attendance records. After every meeting, parents receive a written summary of discussions, agreed actions, and next steps within one week. Improvements in attendance are celebrated with parents (e.g., certificates, positive calls).	100% of parents/carers of persistently absent pupils receive at least half-termly, solution-focused communications (letters, calls, or meetings), with all interactions logged. Every meeting includes clear information for parents on the impact of absence. At least 90% of target parents attend scheduled meetings (face-to-face or virtual) each term, as	100% of parents/carers of persistently absent pupils receive at least half-termly, solution-focused communications (letters, calls, or meetings), with all interactions logged. Every meeting includes clear information for parents on the impact of absence. At least 90% of target parents attend scheduled meetings (face-to-face or virtual) each term, as	100% of parents/carers of persistently absent pupils receive at least half-termly, solution-focused communications (letters, calls, or meetings), with all interactions logged. Every meeting includes clear information for parents on the impact of absence. At least 90% of target parents attend scheduled meetings (face-to-face or virtual) each term, as

				evidenced by attendance records. After every meeting, parents receive a written summary of discussions, agreed actions, and next steps within one week. Improvements in attendance are celebrated with parents (e.g., certificates, positive calls).	evidenced by attendance records. After every meeting, parents receive a written summary of discussions, agreed actions, and next steps within one week. Improvements in attendance are celebrated with parents (e.g., certificates, positive calls).	evidenced by attendance records. After every meeting, parents receive a written summary of discussions, agreed actions, and next steps within one week. Improvements in attendance are celebrated with parents (e.g., certificates, positive calls).
D. Implement Targeted Interventions - Provide mentoring, coaching, or small group support for identified pupils. - Assign a 'Children's Champion' or key adult for regular check-ins with each target pupil. - Run weekly social skills or resilience groups to address underlying issues. - Use Behaviour/Attendance Contracts outlining clear expectations and rewards/consequences, signed by pupil, parent, and school. - Implement a daily check-in/check-out system to provide structure and routine, with quick feedback to parents.	KOB & MC Start Oct 2025	Faculty meetings with SFET colleagues Training for teachers & senior leaders DFE online training (free)	100% of identified pupils receive at least one targeted intervention (mentoring, coaching, or small group support) within two weeks of identification. Every target pupil is assigned a 'Children's Champion' or key adult, with documented check-ins at least twice weekly. At least 90% of identified pupils attend weekly social skills or resilience groups. Behaviour/Attendance Contracts are in place for all target pupils, co-signed by pupil, parent, and school, and reviewed fortnightly. A daily check-in/check-out system is operational for all target pupils, with feedback provided to parents at least three times per week. At least 75% of pupils receiving interventions show improved attendance or behaviour as evidenced by monitoring data.	100% of identified pupils receive at least one targeted intervention (mentoring, coaching, or small group support) within two weeks of identification. Every target pupil is assigned a 'Children's Champion' or key adult, with documented check-ins at least twice weekly. At least 90% of identified pupils attend weekly social skills or resilience groups. Behaviour/Attendance Contracts are in place for all target pupils, co-signed by pupil, parent, and school,	100% of identified pupils receive at least one targeted intervention (mentoring, coaching, or small group support) within two weeks of identification. Every target pupil is assigned a 'Children's Champion' or key adult, with documented check-ins at least twice weekly. At least 90% of identified pupils attend weekly social skills or resilience groups. Behaviour/Attendance Contracts are in place for all target pupils, co-signed by pupil, parent, and school,	100% of identified pupils receive at least one targeted intervention (mentoring, coaching, or small group support) within two weeks of identification. Every target pupil is assigned a 'Children's Champion' or key adult, with documented check-ins at least twice weekly. At least 90% of identified pupils attend weekly social skills or resilience groups. Behaviour/Attendance Contracts are in place for all target pupils, co-signed by pupil, parent, and school,

				and reviewed fortnightly. A daily check-in/check-out system is operational for all target pupils, with feedback provided to parents at least three times per week. At least 75% of pupils receiving interventions show improved attendance or behaviour as evidenced by monitoring data.	and reviewed fortnightly. A daily check-in/check-out system is operational for all target pupils, with feedback provided to parents at least three times per week. At least 75% of pupils receiving interventions show improved attendance or behaviour as evidenced by monitoring data.	and reviewed fortnightly. A daily check-in/check-out system is operational for all target pupils, with feedback provided to parents at least three times per week. At least 75% of pupils receiving interventions show improved attendance or behaviour as evidenced by monitoring data.
E. Monitor and Track Progress - Review attendance and behaviour data weekly for target pupils. - Hold regular staff meetings to discuss progress (referring to spreadsheet, logging interventions and outcomes for each child) and adjust interventions as needed. - Share anonymised case studies at staff meetings to spread effective practice and keep attendance as a standing agenda item.	KOB & MC Start Nov 2025	Faculty meetings with SFET colleagues Training for teachers & senior leaders DFE online training (free)	Attendance and behaviour data for all target pupils is reviewed and updated weekly, with changes and trends clearly logged. Progress for each target pupil is discussed in at least half-termly progress meetings, with documented adjustments. All interventions and outcomes are recorded for each child, with 100% of target pupils having up-to-date records reviewed every fortnight. At least one anonymised case study is shared at every staff meeting, and attendance remains a standing agenda item. Measurable improvement in attendance or behaviour for at least 75% of target pupils over a half-term.	Attendance and behaviour data for all target pupils is reviewed and updated weekly, with changes and trends clearly logged. Progress for each target pupil is discussed in at least half-termly progress meetings, with documented adjustments. All interventions and outcomes are recorded for each child, with 100% of target pupils having up-to-date records reviewed every fortnight. At least one anonymised case study is shared at every staff meeting.	Attendance and behaviour data for all target pupils is reviewed and updated weekly, with changes and trends clearly logged. Progress for each target pupil is discussed in at least half-termly progress meetings, with documented adjustments. All interventions and outcomes are recorded for each child, with 100% of target pupils having up-to-date records reviewed every fortnight. At least one anonymised case study is shared at every staff meeting.	Attendance and behaviour data for all target pupils is reviewed and updated weekly, with changes and trends clearly logged. Progress for each target pupil is discussed in at least half-termly progress meetings, with documented adjustments. All interventions and outcomes are recorded for each child, with 100% of target pupils having up-to-date records reviewed every fortnight. At least one anonymised case study is shared at every staff meeting.

				and attendance remains a standing agenda item. Measurable improvement in attendance or behaviour for at least 75% of target pupils over a half-term.	and attendance remains a standing agenda item. Measurable improvement in attendance or behaviour for at least 75% of target pupils over a half-term.	and attendance remains a standing agenda item. Measurable improvement in attendance or behaviour for at least 75% of target pupils over a half-term.
F. Promote Positive Behaviour and Attendance Use rewards, recognition, and praise to reinforce improvements (e.g., certificates, assemblies, phone calls home, best class attendance each week). Ensure all staff consistently apply the school's behaviour policy.	KOB & MC Start Nov 2025	Faculty meetings with SFET colleagues Training for teachers & senior leaders DFE online training (free)	All pupils with improved attendance or behaviour receive recognition (e.g., certificates, praise in assemblies, positive phone calls home) each half term. 100% of staff consistently apply the school's behaviour policy, as evidenced by regular lesson observations and behaviour logs. At least 85% of pupils report feeling motivated by the school's reward systems in pupil voice surveys. There is a measurable reduction in behaviour incidents and persistent absence among target pupils (e.g., a 10% decrease over a term).	All pupils with improved attendance or behaviour receive recognition (e.g., certificates, praise in assemblies, positive phone calls home) each half term. 100% of staff consistently apply the school's behaviour policy, as evidenced by regular lesson observations and behaviour logs. At least 85% of pupils report feeling motivated by the school's reward systems in pupil voice surveys. There is a measurable reduction in behaviour incidents and persistent absence among target pupils (e.g., a 10% decrease over a term).	All pupils with improved attendance or behaviour receive recognition (e.g., certificates, praise in assemblies, positive phone calls home) each half term. 100% of staff consistently apply the school's behaviour policy, as evidenced by regular lesson observations and behaviour logs. At least 85% of pupils report feeling motivated by the school's reward systems in pupil voice surveys. There is a measurable reduction in behaviour incidents and persistent absence among target pupils (e.g., a 10% decrease over a term).	All pupils with improved attendance or behaviour receive recognition (e.g., certificates, praise in assemblies, positive phone calls home) each half term. 100% of staff consistently apply the school's behaviour policy, as evidenced by regular lesson observations and behaviour logs. At least 85% of pupils report feeling motivated by the school's reward systems in pupil voice surveys. There is a measurable reduction in behaviour incidents and persistent absence among target pupils (e.g., a 10% decrease over a term).
G. Work with External Agencies Refer to Inclusion Service for persistent cases where school-based support has not resulted in improvement.	KOB & MC Start Nov 2025	Inclusion Team	100% of persistent cases (where in-school interventions have not improved attendance) are referred to the Inclusion Service.	100% of persistent cases (where in-school interventions have not improved attendance) are	100% of persistent cases (where in-school interventions have not improved attendance) are	100% of persistent cases (where in-school interventions have not improved attendance) are

- Work with CAMHS, Early Help, or local family support services for pupils with complex needs. - Attend multi-agency meetings and share relevant action plans to ensure a joined-up approach.			All pupils with complex needs are discussed with relevant agencies and have a coordinated support plan in place. School staff attend 100% of scheduled multi-agency meetings for target pupils, sharing up-to-date action plans and progress reports. Joint action plans are reviewed at least termly with agencies, showing evidence of shared targets and responsibilities. At least 75% of pupils supported by external agencies show improved attendance or engagement within a term, as evidenced by monitoring data.	referred to the Inclusion Service. All pupils with complex needs are discussed with relevant agencies and have a coordinated support plan in place. School staff attend 100% of scheduled multi-agency meetings for target pupils, sharing up-to-date action plans and progress reports. Joint action plans are reviewed at least termly with agencies, showing evidence of shared targets and responsibilities. At least 75% of pupils supported by external agencies show improved attendance or engagement within a term, as evidenced by monitoring data.	referred to the Inclusion Service. All pupils with complex needs are discussed with relevant agencies and have a coordinated support plan in place. School staff attend 100% of scheduled multi-agency meetings for target pupils, sharing up-to-date action plans and progress reports. Joint action plans are reviewed at least termly with agencies, showing evidence of shared targets and responsibilities. At least 75% of pupils supported by external agencies show improved attendance or engagement within a term, as evidenced by monitoring data.	referred to the Inclusion Service. All pupils with complex needs are discussed with relevant agencies and have a coordinated support plan in place. School staff attend 100% of scheduled multi-agency meetings for target pupils, sharing up-to-date action plans and progress reports. Joint action plans are reviewed at least termly with agencies, showing evidence of shared targets and responsibilities. At least 75% of pupils supported by external agencies show improved attendance or engagement within a term, as evidenced by monitoring data.
--	--	--	--	--	--	--

3. Personal Development

Current Judgement: Good at WSI & Outstanding at WPS		To sustain and further develop outstanding provision for pupils' personal development, ensuring all children continue to thrive in spiritual, moral, social, and cultural (SMSC) development, as well as British values, character, and wellbeing.			
Priority for Improvement with actions and SEF reference			Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)	

(intent and implementation)	Led By/ Time Scale	Resources / Budget Implications		Autumn	Spring	Summer
1. Audit and Review Current Provision - Use the recognised VbE audit tool (from VbE) to systematically review current practice in SMSC, British values, character, and wellbeing across the school. - Include curriculum, enrichment, displays, assemblies, and pastoral support in your review. - Gather feedback from pupils (via surveys or focus groups), staff (questionnaires/staff meetings), and parents (parent voice surveys or forums) to get a well-rounded view of strengths and areas to develop. - Summarise findings and share with staff to inform the action plan. - In conjunction with external consultant, carry out audit and use next steps to inform areas for development	KOB May 2026	VbE audit tool (free) Survey (free)	A VbE (Values-based Education) audit tool is fully completed. Feedback is collected from all pupils, all staff and at least 70% of parents (via surveys or forums). Audit and feedback analysis clearly identifies at least three key strengths and three priority areas for development. A summary report of findings is shared with all staff (e.g., in a staff meeting and by email) within two weeks of completing the audit. Staff feedback is used to shape the next steps, with at least one action per area for development included in the updated school action plan.	Not a focus this term.	Not a focus this term.	A VbE (Values-based Education) audit tool is fully completed. Feedback is collected from all pupils, all staff and at least 70% of parents (via surveys or forums). Audit and feedback analysis clearly identifies at least three key strengths and three priority areas for development. A summary report of findings is shared with all staff (e.g., in a staff meeting and by email) within two weeks of completing the audit. Staff feedback is used to shape the next steps, with at least one action per area for development included in the updated school action plan.
2. Embed SMSC and British Values Across the Curriculum Map where SMSC and British values are explicitly taught and experienced across all subjects and year groups. Use a matrix to ensure coverage and spot gaps.	RW & LBC Sept 2026	Non contact time for teachers planning time already budgeted for with cover team	SMSC and British values are mapped across 100% of subjects and year groups using a matrix, with gaps identified and addressed in planning.	Not a focus this term.	Not a focus this term.	Not a focus this term.

- Update curriculum documentation and schemes of work to reference SMSC and British values opportunities (e.g., discussion points, texts, events). - Ensure senior leaders prompt staff to include SMSC and British values links. - Create classroom and corridor displays that showcase our VbE in action. - Continue to deliver assemblies that covers key SMSC themes and British values, ensuring all year groups are included. - Ensure displays within shared areas celebrate our VbE and are of a high standard. - In assemblies, staff provide examples of other staff modelling the value (golden leaf for staff)			All curriculum documentation and schemes of work explicitly reference SMSC and British values opportunities by the end of the term. 100% of lesson planning templates prompt staff to include SMSC and British values links, and at least 90% of lesson plans reviewed show clear reference to these elements. Every classroom and main corridor features high quality displays showcasing SMSC learning and examples of British values in action, updated at least termly. Assemblies led by leaders and are used to promote the vision for VbE.			
3. Promote Character Education and Wellbeing - Integrate our curriculum drivers (e.g., resilience, empathy, teamwork/independence, curiosity) into PSHE lessons and assembly themes. - Use the progression map for VbE, ensuring coverage and development year on year. - Offer a menu of wellbeing support: mindfulness or relaxation sessions, lunchtime clubs, peer mentors, and access to a pastoral lead. - Train staff and select pupils to act as 'wellbeing ambassadors' who promote healthy habits and signpost support. - Use pupil survey and school council to monitor to track and respond to pupil needs.	RW & LBC Oct 2026	Non contact time for teachers planning time already budgeted for with cover team	Key character traits (e.g., resilience, empathy, teamwork, respect) are explicitly referenced in 100% of PSHE lessons and at least one assembly per half term. A clear, whole-school progression map for VbE is used to inform planning for all year groups. A minimum of three wellbeing support activities (e.g., mindfulness sessions, clubs, peer mentors, pastoral lead access) are available to all pupils each term, with participation logged and monitored. At least two staff members and a group of trained pupil 'wellbeing ambassadors' are active each term, leading initiatives and providing peer support. Pupil survey is used to identify and respond to pupil needs, with actions recorded and at least 90% of identified needs addressed within six weeks.	Not a focus this term.	Not a focus this term.	Not a focus this term.
4. Pupil Leadership and Voice Use pupil voice to enhance the leadership roles in place within year 6 and in other years groups e.g.	RW Sept 2026		All pupils have the opportunity to participate in a leadership role during their time at Worpleston.	Not a focus this term.	Not a focus this term.	Not a focus this term.

school council, eco-ambassadors, play leaders, and peer mediators—ensure inclusive access. • Further develop leadership roles for year 2 children (to recognise they are the role models for the infant children) • School leaders allocated to the various groups, ensure there is a coordinated approach to the areas of school improvement their group will drive. • Run regular pupil voice activities (e.g., surveys, focus groups, suggestion boxes) specifically about SMSC, British values, and wellbeing. • Act on pupil feedback, sharing outcomes and next steps with the whole school community.			Pupil voice activities (e.g., surveys, focus groups, suggestion boxes) are run at least termly, with at least 75% pupil participation in each activity. 100% of pupil feedback is reviewed, with outcomes and next steps shared with the whole school community through assemblies, displays, or newsletters at least once per term. Actions taken in response to pupil voice are monitored, and at least two improvements per year are directly linked to pupil suggestions.			
5. Staff Training and Role Modelling • Plan annual staff training sessions on VbE (which includes SMSC, British values, character education, and wellbeing). • Ensure staff induction include VbE training. • Ensure all staff are aware of expectations to model positive values in interactions and relationships. • Celebrate examples of positive role modelling in staff briefings and newsletters.	KOB Oct 2026		100% of staff attend at least one annual training session. SMSC and British values are included in all new staff inductions, with completion recorded for 100% of new starters. At least one example of positive role modelling is celebrated in every staff briefing and featured in the school newsletter each half term. Termly staff surveys show at least 90% of staff feel confident in modelling and promoting VbE.	Not a focus this term.	Not a focus this term.	Not a focus this term.
6. Community and Cultural Links • Develop partnerships with local faith groups, charities, and community organisations—invite them into school for talks, workshops, and events. • Organise visits to places of cultural, historical, and religious significance. • Further develop a programme of regular themed weeks or days celebrating different cultures and faiths (e.g., International Day, Black History Month, Diwali, Eid) ensuring systematic coverage across the school curriculum.	RE leaders History leader Sept 2026	Support from SFET colleagues and their curriculum	At least three partnerships with local faith groups, charities, or community organisations are established, with each partner contributing to at least one talk, workshop, or event per year. Every year group participates in at least one visit to a place of cultural, historical, or religious significance annually. The school holds at least three themed weeks or days each year celebrating different cultures and faiths, ensuring all pupils participate.	Not a focus this term.	Not a focus this term.	Not a focus this term.

Use newsletters and displays to showcase learning from these events.			Learning from events and visits is regularly showcased through newsletters and displays, with at least one feature per term. Pupil voice surveys indicate that at least 85% of pupils feel they have learned about and celebrated a range of cultures and beliefs.			
7. Monitor and Celebrate Impact - Collect and analyse pupil survey data, wellbeing scores, and behaviour records each term. - Use case studies to track the development of individual or groups of pupils. - Review and refine provision based on evidence—report findings to governors. - Celebrate individual and collective achievements through assemblies, certificates, displays, and regular features in the school newsletter. - Share success stories and examples of living by school values in school, at home, in the local community and beyond via the schools Citizenship Award scheme.	KOB Feb 2027	Survey (free) Citizenship badges £200	Pupil survey data, wellbeing scores, and behaviour records are collected, analysed, and reviewed termly, with findings documented and tracked over time. At least three case studies are completed each year to evidence the development of individual pupils or groups in SMSC, British values, and character. Provision is reviewed and refined at least termly in response to data and case studies, with a summary of actions and outcomes reported to governors each term. Individual and collective achievements are celebrated in every assembly.	Not a focus this term.	Not a focus this term.	Not a focus this term.

4. Leadership and Management

Current Judgement: Good		To strengthen the role and impact of senior leaders and subject leaders in raising standards and improving outcomes for all pupils across the curriculum.				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
A. Clear Roles & Responsibilities Review and update job descriptions for all senior and subject leaders, ensuring alignment with school priorities.	KOB Oct 2025	SFET leadership course £600	Leaders carry out their duties with clarity and purpose, leading to more effective leadership across the school.	Leaders carry out their duties with clarity and purpose, leading to more	Leaders carry out their duties with clarity and purpose, leading to more	Leaders carry out their duties with clarity and purpose, leading to more

• Create a roles and responsibilities matrix mapping out specific duties for each leadership post. • Share and discuss roles in leadership and staff meetings to clarify expectations. • Share an up-to-date leadership structure chart with all staff & governors. • Schedule interim reviews to ensure roles remain relevant and effective.			Overlaps and gaps in responsibility are minimised, ensuring accountability and efficient school operations. Staff know who to approach for support or queries, resulting in smoother day-to-day operations. Leadership roles remain relevant to evolving school needs, enabling agile and effective leadership.	effective leadership across the school. Overlaps and gaps in responsibility are minimised, ensuring accountability and efficient school operations. Staff know who to approach for support or queries, resulting in smoother day-to-day operations. Leadership roles remain relevant to evolving school needs, enabling agile and effective leadership.	effective leadership across the school. Overlaps and gaps in responsibility are minimised, ensuring accountability and efficient school operations. Staff know who to approach for support or queries, resulting in smoother day-to-day operations. Leadership roles remain relevant to evolving school needs, enabling agile and effective leadership.	effective leadership across the school. Overlaps and gaps in responsibility are minimised, ensuring accountability and efficient school operations. Staff know who to approach for support or queries, resulting in smoother day-to-day operations. Leadership roles remain relevant to evolving school needs, enabling agile and effective leadership.
B. Effective Monitoring & Evaluation • Establish a cycle of lesson observations, book looks, and pupil voice activities led by senior and subject leaders. • Create and share a monitoring calendar so all staff know when and how monitoring will occur. • Implement data drops (e.g. termly) with clear analysis and follow-up actions. • Hold regular progress review meetings to discuss findings and agree support/intervention. • Record outcomes and actions in a simple monitoring proforma for accountability and follow-up.	KOB Oct 2025	Non contact time already budgeted for with cover team	Teaching and learning improve across the school as leaders identify strengths and areas for development through a consistent monitoring cycle. Staff feel informed and prepared for monitoring activities, reducing anxiety and promoting a culture of transparency. Data is used proactively to identify trends and address gaps, resulting in timely and targeted support for pupils. Interventions and support are agreed collaboratively, leading to improved pupil progress and closing of attainment gaps. Actions and outcomes are clearly recorded, enabling accountability and ensuring sustained follow-up and improvement.	Teaching and learning improve across the school as leaders identify strengths and areas for development through a consistent monitoring cycle. Staff feel informed and prepared for monitoring activities, reducing anxiety and promoting a culture of transparency. Data is used proactively to identify trends and address gaps, resulting in timely and targeted support for pupils. Interventions and support are agreed	Teaching and learning improve across the school as leaders identify strengths and areas for development through a consistent monitoring cycle. Staff feel informed and prepared for monitoring activities, reducing anxiety and promoting a culture of transparency. Data is used proactively to identify trends and address gaps, resulting in timely and targeted support for pupils. Interventions and support are agreed	Teaching and learning improve across the school as leaders identify strengths and areas for development through a consistent monitoring cycle. Staff feel informed and prepared for monitoring activities, reducing anxiety and promoting a culture of transparency. Data is used proactively to identify trends and address gaps, resulting in timely and targeted support for pupils. Interventions and support are agreed collaboratively,

				collaboratively, leading to improved pupil progress and closing of attainment gaps. Actions and outcomes are clearly recorded, enabling accountability and ensuring sustained follow-up and improvement.	collaboratively, leading to improved pupil progress and closing of attainment gaps. Actions and outcomes are clearly recorded, enabling accountability and ensuring sustained follow-up and improvement.	leading to improved pupil progress and closing of attainment gaps. Actions and outcomes are clearly recorded, enabling accountability and ensuring sustained follow-up and improvement.
C. Professional Development • Audit leadership training needs through appraisal discussions and self-reflection. • Source targeted CPD (e.g., subject associations, leadership courses, coaching/mentoring). • Schedule regular leadership development sessions during INSET or twilights. • Encourage leaders to share learning from external courses with the wider team. • Monitor impact of training through follow-up observations, feedback, and pupil outcomes. • Improve the quality of performance management for all staff groups, finding manageable ways for support staff to receive high quality, face to face training throughout the year.	RW Dec 2025	SFET leadership courses	Leaders' training needs are clearly identified, ensuring CPD is relevant and tailored to school priorities. Targeted CPD improves leaders' knowledge, skills, and confidence, directly enhancing their effectiveness. Ongoing leadership development creates a culture of continuous improvement and professional growth. Sharing learning from external courses builds collective expertise and consistency across the leadership team. The impact of training is visible in improved leadership practice, staff feedback, and	Leaders' training needs are clearly identified, ensuring CPD is relevant and tailored to school priorities. Targeted CPD improves leaders' knowledge, skills, and confidence, directly enhancing their effectiveness. Ongoing leadership development creates a culture of continuous improvement and professional growth. Sharing learning from external courses builds collective expertise and consistency across the leadership team. The impact of training is visible in improved leadership practice, staff feedback, and	Leaders' training needs are clearly identified, ensuring CPD is relevant and tailored to school priorities. Targeted CPD improves leaders' knowledge, skills, and confidence, directly enhancing their effectiveness. Ongoing leadership development creates a culture of continuous improvement and professional growth. Sharing learning from external courses builds collective expertise and consistency across the leadership team. The impact of training is visible in improved leadership practice, staff feedback, and	Leaders' training needs are clearly identified, ensuring CPD is relevant and tailored to school priorities. Targeted CPD improves leaders' knowledge, skills, and confidence, directly enhancing their effectiveness. Ongoing leadership development creates a culture of continuous improvement and professional growth. Sharing learning from external courses builds collective expertise and consistency across the leadership team. The impact of training is visible in improved leadership practice, staff feedback, and

				positive pupil outcomes.	positive pupil outcomes.	positive pupil outcomes.
D. Collaborative Practice - Utilise the faculty group meetings with SFET so subject leaders begin to collaborate with teachers beyond the federation. - Facilitate shared planning sessions and moderation of pupils' work across year groups and across schools (within SFET). - Develop and maintain digital 'curriculum portfolios' for each subject - Share best practice and resources in meetings, newsletters, or staff briefings. - Gather feedback from staff to improve collaborative processes.	KOB Jan 2026	SFET faculty groups Non contact time	Subject leaders and teachers benefit from wider professional networks, leading to fresh ideas and strengthened practice across schools. Shared planning and moderation ensure greater consistency and higher standards in teaching and assessment. Digital curriculum portfolios provide accessible, up-to-date records of best practice and curriculum development for all staff. Best practice and resources are disseminated effectively, supporting continuous improvement and innovation. Staff feedback drives ongoing refinement of collaborative approaches, increasing engagement and effectiveness.	Subject leaders and teachers benefit from wider professional networks, leading to fresh ideas and strengthened practice across schools. Shared planning and moderation ensure greater consistency and higher standards in teaching and assessment. Digital curriculum portfolios provide accessible, up-to-date records of best practice and curriculum development for all staff. Best practice and resources are disseminated effectively, supporting continuous improvement and innovation. Staff feedback drives ongoing refinement of collaborative approaches, increasing engagement and effectiveness.	Subject leaders and teachers benefit from wider professional networks, leading to fresh ideas and strengthened practice across schools. Shared planning and moderation ensure greater consistency and higher standards in teaching and assessment. Digital curriculum portfolios provide accessible, up-to-date records of best practice and curriculum development for all staff. Best practice and resources are disseminated effectively, supporting continuous improvement and innovation. Staff feedback drives ongoing refinement of collaborative approaches, increasing engagement and effectiveness.	Subject leaders and teachers benefit from wider professional networks, leading to fresh ideas and strengthened practice across schools. Shared planning and moderation ensure greater consistency and higher standards in teaching and assessment. Digital curriculum portfolios provide accessible, up-to-date records of best practice and curriculum development for all staff. Best practice and resources are disseminated effectively, supporting continuous improvement and innovation. Staff feedback drives ongoing refinement of collaborative approaches, increasing engagement and effectiveness.
5. Impact on Pupil Outcomes	Start Sept 2025	SFET networking opportunities,	Clear, measurable targets drive focused teaching and learning, resulting in improved	Clear, measurable targets drive focused	Clear, measurable targets drive focused	Clear, measurable targets drive focused

- Set clear, measurable targets for pupil attainment and progress in each subject/phase. - Empower subject leaders and senior leaders to analyse data regularly to identify trends, strengths, and areas for support (including for disadvantaged pupils). - Senior leaders to implement targeted interventions for identified groups, monitor and review impact to head teacher. - Report on progress to governors and to SFET termly.		particularly with Great Bookham	pupil attainment and progress across all subjects and phases. Regular data analysis empowers leaders to promptly identify trends and address gaps, ensuring support is effectively targeted—especially for disadvantaged or underperforming pupils. Targeted interventions are monitored and adapted to maximise their impact, leading to accelerated progress for identified pupil groups. Regular reporting to governors and SFET strengthens accountability and supports informed decision-making at all levels.	teaching and learning, resulting in improved pupil attainment and progress across all subjects and phases. Regular data analysis empowers leaders to promptly identify trends and address gaps, ensuring support is effectively targeted—especially for disadvantaged or underperforming pupils. Targeted interventions are monitored and adapted to maximise their impact, leading to accelerated progress for identified pupil groups. Regular reporting to governors and SFET strengthens accountability and supports informed decision-making at all levels.	teaching and learning, resulting in improved pupil attainment and progress across all subjects and phases. Regular data analysis empowers leaders to promptly identify trends and address gaps, ensuring support is effectively targeted—especially for disadvantaged or underperforming pupils. Targeted interventions are monitored and adapted to maximise their impact, leading to accelerated progress for identified pupil groups. Regular reporting to governors and SFET strengthens accountability and supports informed decision-making at all levels.	teaching and learning, resulting in improved pupil attainment and progress across all subjects and phases. Regular data analysis empowers leaders to promptly identify trends and address gaps, ensuring support is effectively targeted—especially for disadvantaged or underperforming pupils. Targeted interventions are monitored and adapted to maximise their impact, leading to accelerated progress for identified pupil groups. Regular reporting to governors and SFET strengthens accountability and supports informed decision-making at all levels.
6. Curriculum Improvement - With SFET colleagues, carry out a curriculum review involving all leaders and staff. - Benchmark curriculum content and delivery against national expectations and best practice. - Collect feedback from pupils, parents, and staff to inform development. - Update curriculum maps and long-term plans in line with review findings.	LBC RW Start Feb 2026	Non contact time already budgeted for with cover team Access to SFET curriculum	Collaborative curriculum reviews ensure the curriculum remains relevant, ambitious, and responsive to pupils' needs. Benchmarking against national expectations and best practice raises standards and ensures statutory compliance. Feedback from pupils, parents, and staff shapes a curriculum that is engaging, inclusive, and valued by the whole school community.	Collaborative curriculum reviews ensure the curriculum remains relevant, ambitious, and responsive to pupils' needs. Benchmarking against national expectations and best practice raises	Collaborative curriculum reviews ensure the curriculum remains relevant, ambitious, and responsive to pupils' needs. Benchmarking against national expectations and best practice raises	Collaborative curriculum reviews ensure the curriculum remains relevant, ambitious, and responsive to pupils' needs. Benchmarking against national expectations and best practice raises

Maintain evidence of improvements in subject portfolios and leadership reports.			Updated curriculum maps and long-term plans provide clear progression and coherence across all subjects. Evidence of improvements in subject portfolios and leadership reports demonstrates ongoing curriculum development and accountability.	standards and ensures statutory compliance. Feedback from pupils, parents, and staff shapes a curriculum that is engaging, inclusive, and valued by the whole school community. Updated curriculum maps and long-term plans provide clear progression and coherence across all subjects. Evidence of improvements in subject portfolios and leadership reports demonstrates ongoing curriculum development and accountability.	standards and ensures statutory compliance. Feedback from pupils, parents, and staff shapes a curriculum that is engaging, inclusive, and valued by the whole school community. Updated curriculum maps and long-term plans provide clear progression and coherence across all subjects. Evidence of improvements in subject portfolios and leadership reports demonstrates ongoing curriculum development and accountability.	standards and ensures statutory compliance. Feedback from pupils, parents, and staff shapes a curriculum that is engaging, inclusive, and valued by the whole school community. Updated curriculum maps and long-term plans provide clear progression and coherence across all subjects. Evidence of improvements in subject portfolios and leadership reports demonstrates ongoing curriculum development and accountability.
7. Become an academy within South Farnham Educational Trust Pre-Application - Secure governing board resolution to convert and join SFET - Obtain SFET's written consent to join their trust - Register interest with DfE and get assigned project lead - Conduct statutory consultation (minimum 4 weeks) with staff, parents and pupils - Appoint legal advisors and obtain actuarial assessment Application & Documentation - Complete DfE online application form - Notify local authority of conversion plans - Compile lists of all contracts, assets, SLAs, licences and grants	KOB Sept25	Leadership time	Pre-Application - Governing board resolution passed - SFET consent received - DfE project lead assigned - Consultation completed - Legal advisors appointed Application & Documentation - DfE application submitted - LA formally notified - All asset/contract lists completed - Land documents gathered - Budget agreement signed Conversion Process - Academy order received	Pre-Application Application & Documentation Conversion Process - Academy order received - CTA signed - Land transfer completed - TUPE completed - Funding agreement signed	Pre-Application Application & Documentation Conversion Process - Academy order received - CTA signed - Land transfer completed - TUPE completed - Funding agreement signed	Pre-Application Application & Documentation Conversion Process - Academy order received - CTA signed - Land transfer completed - TUPE completed - Funding agreement signed

• Gather land registration documents • Address budget surplus/deficit with LA Conversion Process • Receive academy order (2-6 weeks after approval) • Complete Commercial Transfer Agreement with SFET • Finalise land arrangements (prioritise early) • Arrange staff TUPE transfers • Sign funding agreement with DfE Pre-Opening • Ensure current DBS checks for all staff, governors and members • Set up complaints procedure aligned with SFET • Obtain new URN and notify exam boards (if secondary) • Complete all paperwork in month before conversion date Opening • Open on first day of chosen month • Publish funding agreement on website • Complete land valuation within 6 weeks • Submit financial returns to ESFA • Integrate into SFET governance structures			• CTA signed • Land transfer completed • TUPE completed • Funding agreement signed Pre-Opening • 100% DBS checks • Complaints procedure published • URN obtained • All documentation submitted Opening & Integration • Academy opens on 1st April • Funding agreement published within 24 hours • Land valuation submitted within 6 weeks • Financial returns submitted • SFET governance operational			
---	--	--	--	--	--	--

5. The Quality of Early Years Education

Current Judgement: Good at Wood Street Infants & Outstanding at Worplesdon Primary School		To maintain and further enhance outstanding Early Years Foundation Stage (EYFS) provision for pupils aged 2–5, ensuring high-quality teaching, learning, and outcomes, while successfully integrating a new nursery setting that is inclusive, well-resourced, and fully aligned with the school’s values and curriculum.				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
1. Leadership and Management - Appoint a dedicated Nursery Lead or EYFS Phase Leader - Ensure clear leadership, accountability, and communication across the EYFS and nursery settings. - Establish a nursery steering group - Involve staff, governors, and parents to oversee development, review progress, and identify challenges early.	LBC Start March 2026		Strong and visible EYFS leadership ensures a clear vision and consistent, high-quality provision across nursery and Reception. The nursery steering group drives continuous improvement, resulting in shared accountability and swift resolution of challenges.	Not a focus this term	Strong and visible EYFS leadership ensures a clear vision and consistent, high-quality provision across nursery and Reception. The nursery steering group drives continuous improvement, resulting in shared accountability and swift resolution of challenges.	Strong and visible EYFS leadership ensures a clear vision and consistent, high-quality provision across nursery and Reception. The nursery steering group drives continuous improvement, resulting in shared accountability and swift resolution of challenges.
2. Curriculum and Assessment - Align nursery curriculum with Reception and whole-school priorities - Map out progression in key learning areas to ensure continuity and readiness for school. - Implement rigorous baseline and ongoing assessments - Use Arc Pathways to track children’s progress, especially in prime areas of learning (communication, physical development, PSED) in nursery, as well as reception.	EYFS leader Sept 2026	Arc Pathway £700 Reception baseline (free)	A well-sequenced, cohesive curriculum enables seamless progression for children from nursery to Reception, supporting consistently strong learning outcomes. Robust assessment systems ensure every child’s progress is closely monitored, enabling timely support and high rates of achievement.	Not a focus this term	A well-sequenced, cohesive curriculum enables seamless progression for children from nursery to Reception, supporting consistently strong learning outcomes. Robust assessment systems ensure every child’s progress is closely	A well-sequenced, cohesive curriculum enables seamless progression for children from nursery to Reception, supporting consistently strong learning outcomes. Robust assessment systems ensure every child’s progress is closely monitored, enabling

					monitored, enabling timely support and high rates of achievement.	timely support and high rates of achievement.
3. Staffing and Professional Development - Recruit and retain experienced, qualified nursery practitioners - Prioritise staff with strong EYFS knowledge and commitment to inclusion. - Facilitate continuous professional development, focusing on: ➤ Early language and communication ➤ SEND and inclusive practice ➤ Safeguarding and welfare requirements ➤ Observational assessment and planning	LBC Apr 2026	Staff training, approximately £1000	Experienced, well-trained staff deliver outstanding teaching and care, fostering children's development and readiness for their next stage. Ongoing professional development drives staff confidence and expertise, directly enhancing provision and pupil outcomes.	Not a focus this term	Not a focus this term	Not a focus this term
4. Environment and Resources - Create an enabling, inclusive learning environment - Review indoor and outdoor spaces to ensure they promote exploration, independence, and accessibility for all children. - Invest in high-quality resources - Regularly audit and refresh resources to stimulate curiosity, creativity, and learning.	LBC Feb 2026	Approx £60k (already funded by Surrey funding)	Children benefit from stimulating, inclusive learning environments that promote independence, curiosity, and engagement for all. Regular investment in high-quality resources supports creative, purposeful learning experiences across the EYFS.	Not a focus this term	Not a focus this term	Not a focus this term
5. Inclusion and SEND - Strengthen early identification and support for SEND - Collaborate with external specialists and parents to implement effective support plans. - Develop targeted interventions - Address learning gaps for disadvantaged and vulnerable children.	SENDCo Start July 2026		Early identification and targeted support ensure all children, including those with SEND or vulnerabilities, make strong progress and feel fully included. Effective interventions narrow gaps, so disadvantaged pupils thrive alongside their peers.	Not a focus this term	Not a focus this term	Not a focus this term
6. Family and Community Engagement	EYFS leader		Positive partnerships with families enhance children's learning and well-being, with	Not a focus this term	Not a focus this term	Not a focus this term

- Run termly parent workshops and stay-and-play sessions - Build strong relationships and support home learning. - Establish regular communication channels - Use newsletters, digital platforms, and parent consultations to keep families informed and involved.	Sept 2026		parents feeling valued, informed, and involved in school life. High levels of parental engagement contribute to a supportive, collaborative school community.			
7. Transition Arrangements - Plan comprehensive transition activities - For children moving from nursery to Reception, including visits, story times, and buddy systems. - Share assessment information - Ensure seamless handover between nursery and Reception teachers.	EYFS leader June 2027	Non contact time already budgeted for with cover team	Carefully planned transitions help children feel secure, confident, and ready for Reception, ensuring continuity in learning and care. Effective information sharing enables staff to meet each child's needs from day one.	Not a focus this term	Not a focus this term	Not a focus this term
8. Monitoring and Evaluation - Schedule regular learning walks and observations - Monitor teaching quality and children's engagement. - Collect and act on stakeholder feedback - Use parent, staff, and pupil surveys to inform ongoing improvements. - Analyse EYFS data termly - Identify trends, address gaps, and celebrate successes.	LBC Nov 2026	Arc pathway (already allocated previously)	Regular monitoring and feedback drive ongoing improvement, embedding a culture of excellence in the EYFS. Stakeholder feedback shapes provision, ensuring it meets the needs of all children and families.	Not a focus this term	Not a focus this term	Not a focus this term
9. Compliance and Safeguarding - Ensure all statutory requirements are met - Regularly update policies in line with EYFS framework and safeguarding guidance. - Conduct regular safeguarding audits - Address any actions promptly.	LBC May 2026	SFET H&S support	Children's safety and well-being are prioritised, with robust safeguarding and compliance practices fully embedded in daily routines. All statutory requirements are consistently met, supporting a safe and effective early years environment.	Not a focus this term	Not a focus this term	Not a focus this term

6. Premises

Current Judgement: Requiring improvement		To strategically improve the physical environments of Wood Street Infant School & Worplesdon Primary School over the next three years, ensuring that all buildings and grounds are safe, accessible, well-maintained, and conducive to outstanding teaching, learning, and wellbeing for every pupil and staff member.				
Priority for Improvement with actions and SEF reference (intent and implementation)	Led By/ Time Scale	Resources / Budget Implications	Success Criteria (impact)	Monitoring of actions and impact Evaluation of impact (RAG)		
				Autumn	Spring	Summer
A. To install and fully integrate a Multi-Use Games Area (MUGA) at Worplesdon Primary School, enhancing the quality, range, and inclusivity of physical education (PE), extracurricular activities, and wider school life for all pupils. 1. Planning and Procurement Conduct a needs assessment involving staff, pupils, and governors to agree on the MUGA's desired features and uses. Research and obtain quotes from reputable suppliers, ensuring value for money, safety, and suitability for primary-aged pupils. Secure necessary funding (e.g., school budget, grants, PTA fundraising) and obtain local authority/planning permissions as required. 2. Installation Appoint a contractor and agree a clear project timeline, ensuring minimal disruption to learning and safeguarding requirements are met. Communicate plans, timelines, and safety measures to staff, pupils, and parents. Monitor progress through regular site meetings, addressing any issues promptly. 3. Curriculum Integration and Staff Training Review and adapt the PE curriculum to maximise use of the MUGA for a variety of sports and activities (e.g., football, netball, tennis, athletics).	KOB Sept 2025	Condition surveys approximately £10k Consultancy support Installation £400k (grants)	1. Planning and Procurement The MUGA meets the needs and expectations of staff, pupils, and governors, providing a safe and high-quality facility delivered on time and within budget. 2. Installation The MUGA is installed with minimal disruption, and the school community feels informed, involved, and confident in the process. 3. Curriculum Integration and Staff Training Staff confidently and consistently use the MUGA to deliver a broader, more engaging PE curriculum and extracurricular offer, leading to improved pupil skills and enthusiasm for physical activity. 4. Pupil and Community Engagement All pupils, including those with SEND and lower prior engagement in sport, actively participate in MUGA-based activities, fostering a sense of inclusion and enjoyment. The wider school and local community benefit from new opportunities for sports and recreation. 5. Monitoring and Evaluation Feedback and participation data show increased physical activity, enjoyment, and	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.

Provide CPD for staff on safe supervision, effective use of the facility, and inclusive practice. Develop risk assessments and a usage policy covering PE, playtimes, and extracurricular clubs. 4. Pupil and Community Engagement Involve pupils in the launch (e.g., naming the MUGA, opening ceremony, first fixtures). Consult school council and PE ambassadors on how to ensure the MUGA is used inclusively, including for SEND and less active pupils. Explore opportunities for community use outside school hours, strengthening local partnerships. 5. Monitoring and Evaluation Gather feedback from staff and pupils on the impact of the MUGA on physical activity, enjoyment, and skill development. Track participation rates in PE lessons and extracurricular clubs, aiming for increased engagement, particularly among less active groups. Review and update the MUGA usage policy annually to ensure safety, sustainability, and maximum benefit for all.			skill development across all pupil groups, with ongoing improvements ensuring the MUGA's sustained positive impact.			
B. To successfully establish a high-quality, inclusive nursery at Wood Street Infant School, providing early years education that meets the needs of local families and supports children's development and transition into Reception. Key Actions 1. Needs Assessment and Strategic Planning Consult with local families, governors, and staff to identify demand and define the vision for the nursery. Review local childcare market data and assess financial viability, including possible funding streams (e.g., grants, LA support). 2. Governance, Compliance, and Registration Liaise with the local authority to ensure all legal and Ofsted requirements are met for opening a new nursery provision.	LBC Start Oct 2025	Approximately £100k (covered by Surrey funding)	The nursery is established in direct response to local demand, with a clear vision and sustainable business model ensuring long-term success. 2. Governance, Compliance, and Registration The nursery operates fully within legal and Ofsted requirements, providing a safe, well-managed environment from day one. 3. Site Preparation and Resourcing Children benefit from a purpose-designed, stimulating, and safe learning environment that meets all statutory EYFS standards. 4. Staffing and Professional Development A skilled, well-trained team delivers high-quality, inclusive early years provision, supporting strong outcomes for all children.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.

Update school policies and procedures to include nursery provision, including safeguarding, admissions, and health & safety. 3. Site Preparation and Resourcing Identify and prepare suitable space on the school site, ensuring it meets statutory requirements for EYFS settings. Procure age-appropriate furniture, learning resources, and outdoor play equipment. 4. Staffing and Professional Development Recruit qualified and experienced nursery staff, including a Nursery Lead. Provide induction and ongoing CPD in EYFS curriculum, safeguarding, and inclusive practice. 5. Curriculum Design and Inclusive Practice Develop a broad, play-based nursery curriculum aligned with the school's ethos and Reception curriculum. Implement robust systems for early identification of SEND and support for disadvantaged children. 6. Parental and Community Engagement Launch a communications plan to inform and involve local families, including open events, information sessions, and marketing. Build partnerships with local early years providers and support agencies. 7. Transition and Integration Develop transition arrangements for children moving from nursery to Reception, including shared activities and information handover. Foster a sense of belonging by fully integrating nursery children and staff into the life of the school. 8. Monitoring, Evaluation, and Sustainability Set clear success criteria and KPIs (e.g., occupancy rates, parental feedback, child progress).			5. Curriculum Design and Inclusive Practice All children, including those with SEND and from disadvantaged backgrounds, access a rich, play-based curriculum that supports rapid progress and school readiness. 6. Parental and Community Engagement Families feel welcomed, informed, and valued as partners, contributing to strong take-up and positive community relationships. 7. Transition and Integration Nursery children experience smooth, well-supported transitions into Reception, fostering confidence, security, and continuity in learning. 8. Monitoring, Evaluation, and Sustainability Regular evaluation demonstrates high levels of parental satisfaction, strong child development outcomes, and sustainable nursery provision that continually improves.			
---	--	--	--	--	--	--

Gather regular feedback from parents, staff, and children to inform continuous improvement. Review nursery provision annually to ensure ongoing quality, sustainability, and alignment with school priorities.						
C. Ensure all statutory health and safety, safeguarding, and accessibility requirements are consistently met and regularly reviewed. Key Actions: • Conduct comprehensive annual health and safety audits covering fire safety, first aid, electrical/gas compliance, and water hygiene. • Review and update safeguarding policies and site risk assessments at least annually, or when guidance changes. • Deliver regular staff training on health and safety, safeguarding, and site security procedures. • Undertake annual accessibility audits to identify and address barriers for pupils, staff, and visitors with disabilities. • Display clear signage for emergency exits, first aid stations, and accessible routes throughout the premises. • Maintain up-to-date statutory records (e.g., accident logs, maintenance certificates, fire drill records).	LS & Site Team	Approximately £20,000	All statutory health and safety, safeguarding, and accessibility requirements are consistently met, resulting in a safe and inclusive environment for every pupil, staff member, and visitor. Regular audits and training ensure staff confidence and swift response to compliance issues, with zero unresolved high-risk actions.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.
D. Upgrade and adapt indoor and outdoor spaces to support modern, inclusive teaching and learning—e.g., flexible classrooms, outdoor learning areas, and specialist facilities. Key Actions: • Audit all indoor and outdoor learning spaces with input from staff and pupils to identify areas for upgrade or adaptation. • Refurbish classrooms to enable flexible seating, collaborative work, and access to digital technology.	LS & Site Team	Approximately £100,000	Pupils and staff benefit from modern, flexible, and inclusive learning spaces that support diverse needs, promote engagement, and enhance teaching and learning outcomes. Upgraded indoor and outdoor areas are fully utilised, increasing opportunities for collaboration, creativity, and outdoor learning.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.

• Develop and enhance outdoor learning areas, such as nature zones, sensory gardens, and covered spaces for all-weather use. • Create or upgrade specialist facilities (e.g., intervention rooms, sensory spaces, STEM/resource rooms) to meet diverse learning needs. • Ensure all spaces are inclusive and accessible, with appropriate furniture, lighting, and acoustics for pupils with SEND. • Regularly review and refresh displays and learning resources to reflect current curriculum themes and celebrate diversity.						
E. Implement a robust, proactive maintenance schedule to prevent deterioration and minimise disruption. Key Actions: • Develop and follow a rolling maintenance schedule for all buildings, grounds, and equipment, including termly inspections. • Log and prioritise all maintenance requests with clear timescales for action. • Carry out planned preventative maintenance (e.g., servicing boilers, PAT testing, gutter clearance) according to manufacturer and statutory guidelines. • Regularly check and maintain play equipment, fencing, and surfacing in outdoor areas. • Review maintenance contracts annually to ensure value for money and high standards. • Report progress to SLT and governors each term, with updates on outstanding actions and completed works.	LS & Site Team	Approximately £60,000	The premises remain in excellent condition, with proactive maintenance preventing disruption to learning and minimising costly repairs. All maintenance requests are addressed promptly, and regular reporting assures governors and stakeholders of site safety and quality.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.	Due to a lack of successful grants, these SC are yet to be achieved. Leaders are focused on securing grants.