



Castle Camps Primary School
School Improvement Plan
2025 Update

Key Priority 1: Quality of Education

- To sustain high quality maths mastery teaching and learning across the school within our mixed year groups.
- To consistently use the online assessment and tracking features provided as part of the Monster Phonics Scheme in Early Years in KS1.
- To further develop excellence in the teaching of writing (through the Write Stuff programme), ensuring a consistent and cohesive approach leads to good levels of progress.
- To create a long term plan for English to ensure coverage and progression linked to The Write Stuff scheme.
- To revise the spelling and handwriting programmes to incorporate curriculum words.
- Reading intervention programmes in KS1 and KS2 are targeted towards the lowest 20% of readers.
- To use Juniper assessment software to record and track assessments in core and foundation subjects.
- To revise our current curriculum to ensure it is ambitious and meet the needs of pupils with SEND.
- To further develop the computing curriculum and hardware/software use to ensure full coverage and develop staff's subject knowledge.
- Review homework policy and identify measures to ensure better engagement.
- Ensure the religious education (RE) curriculum reflects diversity within Christian beliefs. (SIAMS 2025)
- To explore issues of justice and responsibility beyond individual motivations. (SIAMS 2025)
- Ensure spiritual development is woven throughout the curriculum. (SIAMS 2025)

Actions	Who is responsible?	Timescale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
To sustain high quality maths mastery teaching and learning across the school within our mixed year groups.	Head Teacher - AOC Maths Subject Leader - DCW Class Teachers	Sustaining Mastery Course for Year 1 class teacher On-going throughout	Cambridge Maths Hub – Sustaining Mastery Course for Year 1 class teacher. Staff Meetings to continue professional development of teaching staff	All staff will develop their understanding of mathematical concepts and mathematical vocabulary to enable them to teach effectively using the mastery approach.	Maths book scrutinies, lesson drop ins and observations will have a focus on mastery (5 areas – variation, fluency, mathematical thinking, coherence and representation.) Staff Meeting time is used to evaluate what is going well so far and what areas we still need to improve.

		2024/25 & 2025/26.	<p>Subscriptions to White Rose/TT rockstars</p> <p>Resources - Oak Academy, I see, NCETM</p>	<p>There will be consistency across the school in the structure of teaching and learning and consistency in the use of visual representations and manipulatives.</p> <p>All pupils will gain a deep mathematical understanding and have a positive attitude towards maths learning.</p>	<p>Feedback to the Governing Body following lesson observations and book scrutinies.</p> <p>Pupil Voice sessions will be built into the monitoring of subjects.</p> <p>Professional development gained will be shared amongst staff.</p>
To consistently use the online assessment and tracking features provided as part of the Monster Phonics Scheme in Early Years in KS1.	AOC Class teachers and teaching assistants	On-going throughout 2024/25 & 2025/26.	<p>£399 annually for MP scheme.</p> <p>£149 Foundation in Phonics membership</p> <p>Supply costs for release time to:</p> <ul style="list-style-type: none"> - Monitor phonics across the Key Stage. - Meet with MP trainers. - Review and embed best practice and 	<p>Phonics subject lead to monitor changes and new features, informing staff as required.</p> <p>All EYFS/ KS1 staff to continue to teach the scheme consistently.</p> <p>AS model foundations phonics to EYFS staff.</p> <p>Meetings continue with MP lead staff and AS.</p>	<p>Teachers complete termly online phonics assessments to ensure children are on track with phonic knowledge development.</p> <p>Interventions take place linked to formative assessments.</p> <p>Feedback to HT and Governors</p> <p>Phonics results show continued high attainment in phonics across key stages.</p>

			<p>deliver training to staff internally.</p> <ul style="list-style-type: none"> - Deliver parent workshops. 	<p>Parents will attend phonics workshops to support home learning of reading and phonics.</p>	
<p>To ensure the use of the phonics intervention programme in KS2, targeted towards the lowest 20% of readers.</p>	<p>KS2 Class Teachers</p> <p>Phonics Lead - AS</p> <p>English Lead - MR</p>	<p>On-going throughout 2024/25 & 2025/26.</p>	<p>£399 annually for MP scheme.</p>	<p>Baselines will show a clear starting point for interventions and impact will be measurable.</p> <p>The lowest 20% of readers in KS2 will be accessing additional teaching which is targeted and specific to their learning needs.</p> <p>Impact will be measured through formative and summative assessments.</p>	<p>Teaching staff monitor and oversee the interventions.</p> <p>TAs feedback their formative assessments regularly and follow up any areas of difficulty with the class teacher.</p> <p>SENCO monitors interventions and their impact through termly APDR cycles.</p>

<p>To further develop excellence in the teaching of writing (through the Write Stuff programme), ensuring a consistent and cohesive approach leads to good levels of progress.</p>	<p>Headteacher - AOC English Subject Lead Class teachers Teaching Assistants</p>	<p>On-going throughout 2024/25 & 2025/26.</p>	<p>Staff meeting time to collaborate and share what is working well and areas that need refinement.</p> <p>Release time to monitor teaching and learning in writing</p>	<p>Children will be resilient, confident and independent writers.</p> <p>Children will be learning and applying literary devices accurately in their independent writing.</p> <p>Children will have many opportunities to embed and consolidate knowledge across the curriculum.</p>	<p>Book scrutinies, lesson drop ins and observations will have a focus on year group specific objectives and application of these.</p> <p>Staff Meeting time is used to evaluate what is going well so far and what areas we still need to improve.</p> <p>Feedback to the Governing Body following lesson observations and book scrutinies</p> <p>Pupil Voice sessions will be built into the monitoring of subjects.</p> <p>Professional development gained will be shared amongst staff.</p>
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<p>To create a long term plan for English to ensure coverage and progression linked to The Write Stuff scheme.</p>	<p>English Subject Lead Class teachers</p>	<p>Ongoing while units are trialed. Completed by Summer 2026</p>	<p>Subject Leader release time Staff Meeting time</p>	<p>We will be providing an equal offer for our children with consistency and continuity across mixed year groups. Class teachers will have a two year plan to work from. This will include a mixture of units from the year groups in each class and cover a range of genre.</p>	<p>Monitoring will show a range of genres and objectives specific to the appropriate year groups. Staff Meeting time is used to evaluate what is going well and what areas we still need to improve. Feedback to the Governing Body following lesson observations and book scrutinies. Pupil Voice sessions will be built into the monitoring of subjects.</p>
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<p>To revise the spelling and handwriting programmes to incorporate curriculum words.</p>	<p>English Subject Lead Class teachers Teaching Assistants</p>	<p>On-going throughout 2024/25 & 2025/26.</p>	<p>Staff meeting time to collaborate and share what is working well and areas that need refinement.</p>	<p>Children will be learning words in a context helping with long term retention.</p> <p>Children will be presenting their work to a high standard.</p> <p>Children will be learning statutory words for their year group along with words relating to the wider school curriculum.</p>	<p>Teachers will be assessing and monitoring progress on a weekly basis.</p> <p>Staff Meeting time is used to evaluate what is going well so far and what areas we still need to improve.</p> <p>Pupil Voice sessions will be built into the monitoring of subjects.</p>
<p>To use Juniper assessment software to record and track assessments in core and foundation subjects.</p>	<p>Headteacher - AOC Subject Lead Class teachers Teaching Assistants</p>	<p>On-going throughout 2024/25 & 2025/26.</p>	<p>Staff Meeting & Leadership time Cluster moderation at Great Abington EYFS Moderation Subscription to Juniper</p>	<p>Teachers, Subject Leaders and SLT will be able to accurately measure the attainment of children in the foundation subjects.</p> <p>Pupil voice is used as a tool to assess learning.</p> <p>Wider moderation takes place to ensure</p>	<p>Data is monitored by teaching staff, SLT and the Governing Body.</p> <p>Interim review meetings</p> <p>Subject leaders report (in person or in writing) to FGB or relevant committee</p> <p>Data monitoring across Key Stages.</p>

				accuracy within year groups.	
To revise our current curriculum to ensure it is ambitious and meet the needs of pupils with SEND.	Headteacher - AOC Subject Leaders Class teachers	On-going throughout 2024/25 & 2025/26.	Staff Meeting & Leadership time SENCO time	Our curriculum will be focused on key themes of learning within each subject area. Key vocabulary will be highlighted and taught with a discrete focus. Big questions are focused and embedded in learning. Children with SEND are able to access all areas of the curriculum with adaptations made, as necessary.	Monitoring will show focus of learning in different subjects with key themes and key vocabulary evident throughout. Staff Meeting time is used to evaluate what is going well and what areas we still need to improve. Feedback to the Governing Body following lesson observations and book scrutinies. Pupil Voice sessions will be built into the monitoring of subjects.
To further develop the computing curriculum and hardware/software use to ensure	Headteacher - AOC Subject Lead - DCW	Academic year 2025/26	10x Teacher Laptops, Licenses & Installation Quote:	Curriculum Medium Term plan reviewed to ensure full coverage of skills.	DCW to meet with Computing Governor - Clive Watts to implement changes to hardware. Feedback review of curriculum and hardware to the Governing Body.

<p>full coverage and develop staff's subject knowledge.</p>	<p>Class teachers</p>		<p>Total: £6774.40 (Purchased July 2025)</p> <p>Quotes to be obtained for new pupil laptops/Chrome Books</p> <p>Staff Meeting time</p> <p>Management time</p>	<p>Review of hardware to identify the need to ensure full coverage of curriculum.</p> <p>Integration of bank of iPads and Micro:Bits to cover programming skills.</p> <p>Replacement of pupil laptops - possibly Chromebooks.</p> <p>Staff are upskilled in use of technology and have an increased confidence to teach the subject.</p>	<p>Pupil voice questionnaire completed to identify view of the computing curriculum.</p> <p>Specific training delivered in staff meetings to upskill staff.</p>
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<p>Ensure the religious education (RE) curriculum reflects diversity within Christian beliefs. (SIAMS 2025)</p>	<p>Headteacher - AOC Governors All staff</p>	<p>On-going – 2025-26</p>	<p>EDRA time Staff Meeting & SLT time</p>	<p>Pupils appreciate the richness and variety within the religion. Christianity is recognized as a global religion.</p>	<p>Governor and EDRA monitoring. Book looks and lesson drop ins Pupil and staff voice</p>
<p>To explore issues of justice and responsibility beyond individual motivations. (SIAMS 2025)</p>	<p>All staff School council</p>	<p>On-going throughout 2025/26.</p>	<p>HT & Staff time £270 for Global Neighbours subscription Collective worship School council meetings Governors' meetings</p>	<p>Pupils take collective responsibility and become advocates for change. The School vision is revisited with the children in collective worship (September 2025). School vision promotes a positive and inclusive environment. The school subscribes to 'Christian Aid - Global Neighbours Scheme'. The scheme increases pupils' understanding of the root causes of poverty and injustice, as well as engaging and empowering pupils as agents of change. Global Neighbours enhances Religious Education provision by increasing pupils' knowledge and understanding about why and how Christians, along with people of other faiths and those of no faith, want to change the world to one where everyone can live a full life, free from poverty.</p>	<p>SLT Governors</p>

				<p>Pupils become active global citizens and courageous advocates for change in the world, from a local to global level.</p> <p>The scheme will help fulfil our Church of England’s Vision for Education that is ‘deeply Christian, serving the common good’ as well as supporting some of the SIAMS requirements for character development: hope, aspiration and courageous advocacy.</p>	
<p>Ensure spiritual development is woven throughout the curriculum. (SIAMS 2025)</p>	<p>HT Staff</p>	<p>On-going throughout 2025/26.</p>	<p>Support from EDRA to adapt curriculum document.</p> <p>Staff Meeting time</p>	<p>There are regular and planned opportunities for pupils to explore their spirituality.</p> <p>Curriculum documents are updated and identify where opportunities are planned.</p> <p>Staff are ensuring that</p>	<p>Monitoring by SLT and Governors.</p> <p>EDRA visits</p>

Key Priority 2: Behaviour and Attitudes

- Ensure Pupils behave with consistently high levels of respect for others in line with our Behaviour Policy and School Values.
- Continue to support our senior mental health lead in developing and implementing a whole school approach to mental health and well being.
- Develop children and parent understanding of the dangers and risks associated with mobile technology and the internet.
- Review current Attendance Policy in line with updated DFE statutory requirements.
- To develop children to become courageous advocates of change.
- Ensure pupils have positive learning behaviours that minimise distractions and maximise learning time.
- Ensure pupils feel empowered to improve and have a positive impact on the school and their learning environment.

Actions	Who is responsible?	Time Scale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
<p>Ensure Pupils behave with consistently high levels of respect for others in line with our Behaviour Policy and School Values.</p>	<p>SENCO – CE HT All staff</p>	<p>On-going</p>	<p>Staff Meeting time Possible overtime for staff training EDRA support</p>	<p>Behaviour Policy is monitored with clear steps for addressing low level anti-social behaviour.</p> <p>Golden Rules are discussed with the School Council and shared with pupils, staff and parents.</p> <p>Golden Rules reinforce positive behaviour - “catch them getting it right”.</p> <p>Pupils have respect for, courtesy and good manners towards each other and adults and pride in themselves and their school.</p> <p>PSHE Scheme supports school Behaviour Policy.</p> <p>All staff have received STEPS Refresher training delivered by CE. Refresher sessions as necessary.</p>	<p>Curriculum Committee HT - AOC to monitor Governor monitoring</p>

				<p>Learning is not disrupted by incidents of poor behaviour.</p> <p>School values are on display.</p>	
<p>Continue to support our senior mental health lead in developing and implementing a whole school approach to mental health and well being.</p>	<p>HT - AOC</p> <p>SENCO/MHL - CE</p>	<p>Refresher Training date for all staff: - by April 2025</p> <p>SMH Leader refresher training tbc</p> <p>:</p>	<p>Release time for SMHL to attend refresher training.</p>	<p>CE to attend a Refresher session.</p> <p>Arrangements for Mental Health and Well-being week in Spring Term 2025</p> <p>Pupil Questionnaire to include questions around pupil safety and well-being.</p>	<p>HT – AOC</p> <p>Governor Monitoring</p>
<p>Develop children and parent understanding of the dangers and risks associated with mobile technology and the internet.</p>	<p>HT - AOC</p> <p>Subject Leader</p>	<p>.</p>	<p>Staff meetings to discuss how and ensure e-safety is being delivered across all classes.</p> <p>2x assemblies.</p>	<p>Computing Lead to deliver e-safety assemblies as part of well-being week</p> <p>Website is up to date and children are guided to information.</p> <p>Parents are signposted to information on the school website and via newsletters.</p>	<p>Children are more aware of the risks associated with mobile devices and the Internet.</p> <p>E-safety is taught across each class</p>

				Relevant policies updated and on the website.	
Review current Attendance Policy in line with updated DFE statutory requirements.	HT – AOC DHT – DCW EWO School Office	Policy to be reviewed annually	HT & Office time	Attendance rises to 97% Attendance of pupil premium children is above 95% (unless there are medical reasons why attendance is lower). Governors receive a termly update on attendance within the HT report.	HT - AOC Feedback from HT to Governors Meeting with the Safeguarding Governor to discuss attendance SIAMS pre-inspection November 2024 & January 2025
To develop children to become courageous advocates of change. Sharing, displaying and celebrating our new school values.	All staff School council	Collective worships School council meetings Values agreed and published by the beginning of October 2023.	Class teachers Dan Williamson and Claire Evans - School councillors HT time Governors' meetings	The School vision is revisited with the children in collective worship (January 2025). School vision promotes a positive and inclusive environment. There is a values focus every half term, which is published on the website. Pupils demonstrating the values are celebrated in assembly every Friday.	SLT Governors

<p>Ensure pupils have positive learning behaviours that minimise distractions and maximise learning time.</p>	<p>All Staff</p>	<p>Collective worships Staff meeting time</p>	<p>Class teachers Dan Williamson and Claire Evans - School councillors</p>	<p>School vision promotes a positive and inclusive environment. Positive behaviours are rewarded and celebrated through CW and to parents via Google Classroom.</p>	<p>SLT Governor's Learning behaviours and attitudes seen on learning walks. School Council meetings Google Classroom and 'Home-School' books</p>
<p>Ensure pupils feel empowered to improve and have a positive impact on the school and their learning environment.</p>	<p>All staff School Council - Dan Williamson and Claire Evans</p>	<p>Collective worships School Council meetings</p>	<p>Class teachers Dan Williamson and Claire Evans - School councillors Governors' meetings</p>	<p>School council meetings to review and act on pupil voice. Google Forms and questionnaires used to empower pupils to share their ideas. Expectations established for what makes our school a safe and positive environment</p>	<p>SLT Governor's School Council meetings Staff meetings to establish expectations</p>

Key Priority 3: Personal Development

- Ensure our disadvantaged/vulnerable children have equal access to a wide range of enrichment activities.
- To celebrate people from a range of religions and explore diverse cultures.
- Ensure the curriculum and school's wider work supports pupils to become responsible, respectful and active citizens who are able to become actively involved in public life as adults.
- Ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.

Actions	Who is responsible?	Time Scale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
Ensure our disadvantaged/vulnerable children have equal access to a wide range of enrichment activities.	All staff	On-going	<p>See Pupil Premium and Sports Grant</p> <p>FOCCS & SLT to support trips and workshops, when possible.</p> <p>Pantomime £350 from SHT</p> <p>TA Cost - £1790.71 yearly</p> <p>Resources – needs basis</p>	<p>iRock music lessons are open to all but currently include two of our disadvantaged/vulnerable children.</p> <p>Class topic enrichment days take place throughout the academic year.</p> <p>Enrichment Week to take place in the Summer 2025</p> <p>All pupils are able to access workshops and school visits.</p> <p>Pantomime booked for Christmas 2024.</p>	<p>Headteacher</p> <p>Governors</p> <p>LF to liaise with the office and track which of our disadvantaged/vulnerable children are attending after school clubs and which ones they are attending. This will be updated and monitored on a half termly basis.</p> <p>Class teachers and club providers to keep registers and monitor any regular absences.</p>

				<p>Forest School to take place on a weekly basis.</p> <p>Pupils speak positively about Forest School and show increased levels of independence.</p> <p>School to offer a range of after-school and lunchtime clubs. School to monitor attendance at clubs, with reference to Pupil Premium children.</p> <p>Outdoor areas developed to ensure safe learning spaces.</p>	
<p>To celebrate people from a range of religions and explore diverse cultures.</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Cost of trips/visitors</p> <p>Curriculum time.</p> <p>Resources linked to curriculum.</p>	<p>The RE Scheme of work rewritten with Jemma Coulson in line with new EP units.</p> <p>Visitors representing different religions are invited to attend school.</p> <p>Home School Values are promoted to parents and links made between Christianity and other world faiths.</p> <p>https://www.castlecampsschool.co.uk/vision-values/</p>	<p>Foundation Governor to meet with RE and Collective Worship Subject Leader.</p> <p>Pupil Voice interviews as part of SIAMs pre-inspection.</p> <p>Subject Monitoring and book scrutiny to take place termly.</p> <p>Learning Walk with AOC and IF to look at prayer spaces.</p>

				<p>Black History Month 2024 & 25 is promoted: Reclaiming Narratives</p> <p>The music scheme and entry music for Collective Worship reflect a range of styles and cultures.</p> <p>The school celebrates other cultures and diversity via social media and the school website.</p> <p>The new curriculum includes significant people from a range of cultures and backgrounds e.g. Maggie Aderin-Pocock (Scientist), Hokusai (Artist) and black jazz musician (Collective Worship entry music).</p> <p>Theme days are celebrated - eg Chinese New Year and festivals of Light (Diwali, Hanukkah and Christmas around the world).</p>	
<p>Ensure the curriculum and school's wider work supports pupils to become responsible, respectful and active citizens who are able</p>	<p>Headteacher - AOC</p> <p>Governors</p> <p>All staff</p>	<p>On-going</p>	<p>Staff Meeting & SLT time</p>	<p>The school's vision is to 'enable everyone in our community to thrive and flourish, whatever their needs, ability or position.'</p>	<p>Subject monitoring asks what types of feedback class teacher's give and what elements of teaching help children to learn best.</p> <p>Pupil questionnaires and analysis of these.</p>

<p>to become actively involved in public life as adults.</p>				<p>Our school values are embedded throughout the school and encourage children to develop positive mindsets.</p> <p>Forest School sessions run half termly and promote resilience, confidence and independence.</p> <p>The school curriculum has been revisited and adapted to now include 'key questions' on which learning is based. This encourages independence and confidence.</p>	<p>Learning behaviours and attitudes seen on learning walks.</p> <p>Children see the value in making mistakes and how they can learn from them.</p>
<p>Ensure that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.</p>	<p>MR</p> <p>Class Teachers and teaching support staff</p> <p>Primary Sports Stars</p> <p>Prestige Primary Football</p>	<p>Sports Grant to be completed</p>	<p>Release time for MR (Sports)</p> <p>South Cambs Sports Partnership Training - Autumn 2024</p> <p>Subscription to South Cambs Sports Partnership - see Sports Grant</p>	<p>Children will demonstrate higher skill levels across a range of sports.</p> <p>Each class will implement elements from specialist dance teaching (last year).</p> <p>PE lessons are varied and cover a range of skills.</p> <p>Specialist sports coaches deliver PE lessons in upper KS2.</p>	<p>MR to monitor.</p> <p>Lead Governor for Sport (DS) to meet with MR to discuss use and impact of Grant.</p> <p>Pupil Voice & Questionnaires</p> <p>Reports back to governors regarding impact of Sports Grant Spending.</p>

				<p>More children will attend sports competitions run by SCSSP.</p> <p>Children in KS2 have been invited to take part in a local football league run by Prestige Sports.</p> <p>Cluster school events to be attended, as appropriate.</p> <p>Budget makes an impact.</p>	
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Key Priority 4: Leadership & Management

- To refine the Governor monitoring system to ensure its effectiveness.
- Effective professional development ensures that teachers are well equipped to lead their subjects.
- **To advertise and promote** Wrap Around Provision to **increase pupil numbers** and support working families.
- Ensure that safeguarding policies and procedures are effective and up to date.
- The wider staff team have opportunities to develop professionally to support, improve and sustain pupil outcomes.
- To oversee the successful implementation of the new Management Information & Finance Systems.
- **To promote and market the school to maintain and increase pupil numbers.**

Actions	Who is responsible?	Time Scale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring Arrangements
To refine the Governor monitoring system to ensure its effectiveness.	Governors HT – AOC DHT - LF Class Teachers/subject leaders	On-going 2024/25 & 2025/26	Governing Body Meetings Staff meeting time	There is a clear Governor monitoring plan in place which includes timescales, focus of visits and deadline for written reports. Governors are present in school to monitor all subjects and wider school events. Alongside Subject Leaders, they speak to children about how they feel towards their learning (pupil voice questionnaires).	Link Governors are to monitor core and foundation subjects through visits which are planned to take place during staff meeting time/INSET days. Monitoring visit feedback is to the full Governing Body via committees and to subject leaders via a written report.

<p>Effective professional development ensures that teachers are well equipped to lead their subjects.</p>	<p>HT - AOC DHT - LF Class Teachers Teaching Assistants</p>	<p>On-going 2024/25 & 2025/26</p>	<p>INSET days Staff meeting time External training opportunities</p>	<p>CPD is taking place regularly in school and is effective. Teachers and TAs are offered CPD through the LA and other organisations such as English/maths hubs, Monster Phonics etc. Teachers and TAs are given the opportunity to share any areas of training they would like to access during their Performance Management.</p>	<p>Time is given in staff meetings for any external CPD to be shared as a wider school team. Time is used effectively and consideration is given as to how to maximise the impact of internal CPD. CPD has a direct impact which can be measured and observed in day to day practice. .</p>
<p>Ensure that safeguarding policies and procedures are effective and up to date.</p>	<p>All staff HT – AOC DHT – LFGovernors</p>	<p>Safeguarding and Child Protection Training for all staff and Governors annually LA refresher training for Safeguarding Lead and Deputy Lead, as required.</p>	<p>Overtime for TAs – Safeguarding and CP training. Overtime for TAs – Safeguarding and CP training. Supply costs for Louise French to attend DDPCP training Refresher. September 24</p>	<p>Safeguarding and Child Protection Training completed by all staff. Safeguarding procedures and processes are effective and in-line with 'Keeping Children Safe in Education.. DHT (LF) has completed refresher training for DDPCP (Dec 2024). Governors to complete Safeguarding Monitoring training.</p>	<p>Governors and Safeguarding Lead (AM) to monitor.</p>

<p>To advertise and promote Wrap Around Provision to increase pupil numbers and support our working families.</p>	<p>HT - AOC Governing Body</p>	<p>On-going 2024/25 & 2025/26</p>	<p>Head teacher time, SLT time</p>	<p>External providers will be invited to tender for the position before the most suitable candidate is appointed.</p> <p>Wrap around care will be in place before the end of 2024/2025.</p> <p>Successful marketing of Wrap Around Provision leads to an increase in pupil numbers across the school.</p>	<p>Wrap around care will be in place and offered to our working families as before school and after school sessions.</p> <p>Our intake may increase due to the availability of wrap around care in 2025/2026.</p>
<p>The wider staff team have opportunities to develop professionally to support, improve and sustain pupil outcomes.</p>	<p>HT - AOC All teaching staff</p>	<p>On-going 2024/25 & 2025/26</p>	<p>Release time, if required</p> <p>NPQs funded by DfE</p> <p>Other training opportunities e.g. Level 3 TA, LA professional development etc.</p>	<p>Staff are encouraged to access further professional development, for example NPQs.</p> <p>Staff are supported with any gap tasks and time required for written assessments.</p> <p>Staff are signposted to LA training and access, as appropriate.</p>	<p>Staff's achievements are celebrated and shared with the whole school community.</p> <p>SLT monitor any changes to school practice that can be applied as a result of CPD.</p> <p>Staff share their learning at staff meetings and further embed the impact.</p> <p>Governors to monitor</p>

<p>To oversee the successful implementation of the new Management Information & Finance Systems.</p>	<p>HT - AOC Finance Assistant and Office Staff Class Teachers</p>	<p>On-going 2024/25 & 2025/26</p>	<p>LA Training on using the systems</p>	<p>BROMCOM finance and BROMCOM are working effectively and office staff are able to access information as and when it is required.</p> <p>Class teachers will be able to access registers.</p> <p>Attendance data is easily accessible and can be analysed efficiently.</p> <p>ParentApp is in place.</p>	<p>Training and ongoing support from LA ICT service.</p> <p>Office staff to support class teachers in using the systems.</p> <p>Head teacher to monitor the effectiveness of the system across the school.</p>
<p>To promote and market the school to maintain and increase pupil numbers.</p>	<p>HT - AOC SLT Finance Assistant and Office Staff Class Teachers</p>	<p>On-going 2025/26</p>	<p>Head teacher time, SLT time Governing Body Meetings</p>	<p>Wrap around care established which needs to be more readily promoted.</p> <p>Banner and leaflets purchased to advertise and promote taster days.</p> <p>Nursery activity sessions for new parents to promote school and build relationships with potential new parents.</p>	<p>Liaison with Prestige Sports to monitor pupil numbers.</p> <p>Governor monitoring - Sarah Gunn to visit provision and feedback to Governors.</p>

Key Priority 5: Effectiveness of Early Years Provision

- Continue to enrich the outdoor learning environment.
- Develop use of skill based progression in Continuous Provision linked to children’s interests, developmental needs and topic enhancements.
- Ensure EYFS teaching staff are confident in implementing the EYFS curriculum and stay up to date with new developments.
- Use curriculum target mapping for Rec/ Nursery to ensure progression and coverage.
- Adapt teaching styles and routines to new EYFS class set up of Nursery and Reception in one room.
- Ensure all EYFS staff are familiar with the characteristics of effective learning and refer to these regularly with children.

Additional Actions:

- Update & review policies and Risk Assessments specific to EYFS.
- Visit local schools with a mixed Rec/ Nur class to observe and share good practice.
- Continue monitoring of Monster Phonics.

Actions	Who is responsible	Time scale	Resources/Cost	Success Criteria/Impact on Learning	Monitoring
Continue to enrich the outdoor learning environment.	AS ZA	Sept 24 – July 25	Cost of new resources: Purchase large scale furniture suitable for all weather -wooden bridge (£69) -children’s picnic bench (£50)	Risk assessment shows that the area provides safe but sufficiently challenging physical development opportunities. Clearly defined areas can be seen that reflect the EYFS 7 areas of learning.	Observations show that children are learning outdoors across all areas of the curriculum. Tapestry shows that purposeful learning is taking place outdoors. Planning shows that both the indoor and outdoor environments are planned for purposefully across all areas of the curriculum.

			Purchase additional construction/ small world outdoor resources £200	Children engage in purposeful learning in all weathers that extends their development. Children show high levels of engagement when learning outdoors.	Children reflect on their learning experiences inside and outdoors through use of annotated floor books. Children make GLD at end of Rec.
Develop use of skill based progression in Continuous Provision linked to children's interests, developmental needs and topic enhancements	AS ZA	Sept 24 – July 26	Team meetings	Clearly defined areas can be seen that reflect the EYFS 7 areas of learning. Children engage in purposeful learning, in all weathers, that extends their development across both Nursery and Reception. Children show high levels of engagement when learning both indoors and outdoors.	Observations show that children are engaged in purposeful learning across all areas of the curriculum, in both directed and independent activities. Planning shows that both the indoor and outdoor environments are planned for purposefully across all areas of the curriculum. Enhancements are added to CProvision based on children's interests and developmental needs
Ensure EYFS teaching staff are confident in implementing the EYFS curriculum and stay up to	AS ZA AOC	On-going	CPD course costs and supply costs including: AS	Established links will be continued with other foundation unit settings to monitor and share practice – Cluster meetings	Observations and data outcomes will show that all children are receiving a quality first education and making good progress against the foundation stage profile.

<p>date with new developments.</p> <p>Ensure support provided for all EYFS staff</p>			<p>Termly leadership briefings</p> <p>13.11.24</p> <p>13.3.25</p> <p>12.6.25</p> <p>CPD training</p> <p>'Understanding children's behaviours and interactions'</p> <p>12.2.25</p> <p>Profile assessment training</p> <p>12.3.25</p> <p>Moderation meeting (supply needed)</p> <p>5.6.25</p> <p>Half termly supervisions with EYFS staff</p>	<p>All children will receive a rich and varied curriculum that meets the EYFS requirements.</p> <p>All children will make good progress within the EYFS curriculum.</p> <p>The learning environment will reflect excellent EY practice.</p> <p>Staff have a good understanding of the Development Matters 2021 document.</p> <p>It is used by all adults in the foundation stage and they have a clear understanding of how this can be used to extend learning.</p>	<p>Curriculum objectives to be set, reviewed and updated at least termly for Nursery & Reception.</p> <p>Tracking progress completed through:</p> <ul style="list-style-type: none"> -On entry observations of all chn. -Baseline assessment for Reception chn. -PITA on Target Tracker updated half termly for Reception and Nursery. -Next steps tracking sheet updated in Nursery Learning journals termly. -ELG completed at end of Reception. <p>Cluster moderation show consistency of assessments across settings.</p> <p>Baseline data is reviewed and used to inform teaching and learning.</p>
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<p>Use curriculum target mapping for Rec/ Nurs to ensure progression and coverage.</p> <p>Adapt teaching styles and routines to new EYFS class set up of Nursery and Reception in one room.</p> <p>Ensure all EYFS staff are familiar with the characteristics of effective learning and refer to these regularly with chn</p>	<p>AS</p> <p>ZA</p> <p>AOC</p>	<p>On-going</p>	<p>Half termly supervisions with EYFS staff</p> <p>Training as required</p>	<p>Staff have a clear understanding of children's development and understand the skill progressions needed to aid their development.</p> <p>Staff are confident implementing objective led learning into children's play.</p> <p>Children can talk about the Characteristics of Learning and self-assess against them regularly.</p>	<p>Observations and data outcomes will show that all children are receiving a quality first education and making good progress against the foundation stage profile.</p> <p>Curriculum objectives to be set, reviewed and updated at least termly for Nursery & Reception.</p> <p>Tracking progress completed through:</p> <ul style="list-style-type: none"> -On entry observations of all chn. -Baseline assessment for Reception chn. -PITA on Target Tracker updated half termly for Reception and Nursery. -Next steps tracking sheet updated in Nursery Learning journals termly. -ELG completed at end of Reception.
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<p>Update & review policies and Risk Assessments specific to EYFS.</p>	<p>AS/AOC</p>	<p>Autumn 24</p>	<p>Time</p>	<p>AS to update the EYFS risk assessment document.</p> <p>All aspects of the new outside area will be documented in the risk assessment.</p> <p>Latest EYFS and Ofsted framework requirements will be acknowledged through the risk assessment and EYFS policy.</p> <p>All policies will be approved by HT and Govs.</p>	<p>AS to share with all members of EYFS, SLT and governors.</p> <p>AOC and Governors to approve updated policies.</p> <p>School website and Google Drive will have the up to date policies available.</p> <p>AOC to add to website.</p>
<p>Visit local schools with a mixed Rec/ Nur class to observe and share good practice.</p>	<p>AS DM/ LK LF AOC</p>	<p>On-going</p>	<p>Release time to visit school near Manea with mixed Nurs/ Rec class.</p>	<p>AS to liase with EYFS advisor, Fiona Croft, to identify local schools with mixed Nur/ Rec classes to visit.</p> <p>All children will receive a rich and varied curriculum that meets the EYFS requirements.</p>	<p>AS to share feedback with EYFS team, AOC.</p> <p>Observations and data outcomes will show that all children are receiving a quality first education and making good progress against the foundation stage profile.</p>

				All children will make good progress within the EYFS curriculum.	
<p>Continue to monitor the systematic and synthetic phonics programme (Monster Phonics), ensuring a rigorous and consistent approach to the teaching of reading.</p> <p>Ensure that staff are up to date with changes to MPhonics scheme – same day/ rapid intervention programmes, updated actions to Phase 2 graphemes, TA training module.</p> <p>Continue to embed phase 1 Monster Phonics to ensure consistency from Nursery to Reception.</p> <p>Monitor the use of Monster Phonics across EYFS/ KS1 and as intervention in KS2.</p>	<p>AS</p> <p>DM/ LK</p> <p>LF</p> <p>AOC</p>		<p>£399 annually for MP scheme.</p> <p>£149 annually for Foundations MP scheme</p> <p>Ebooks annually £399</p> <p>Supply costs for release time to:</p> <ul style="list-style-type: none"> · Monitor phonics across the Key Stage. · Meet with MP trainers. · Review and embed best practice and deliver training to staff internally. · Deliver parent workshops. 	<p>All EYFS/ KS1 staff to implement the scheme consistently.</p> <p>AS support ZA to deliver foundations phonics to Nursery and Phonics scheme to Reception.</p> <p>AS to pass on TA training module from 11.6.24 to staff for phonics refresher.</p> <p>Ensure that TA's complete this.</p> <p>Parents will attend phonics workshops to support home learning of reading and phonics.</p> <p>Parents will access MP ebooks with their children.</p> <p>Teachers adapt and improve the planned lessons to meet the needs of individual learners and</p>	<p>Teachers to complete phonics tracking sheet ½ termly to ensure chn on track with phonic knowledge development.</p> <p>Feedback to HT and Governors</p> <p>Phonics results show continued high attainment in phonics across key stages.</p> <p>Teachers to use updated termly plans from MPhonics.</p> <p>Teachers monitor parent engagement with MP through home learning and Ebooks.</p> <p>Children will engage with non-fiction guided reading sessions using new packs funded by English hub.(using Ebooks as set by staff in meantime)</p>

<p>Apply for funding from English hub for non-fiction guided reading packs.</p>			<p>AS to meet with English New Wave Hub for funding application regarding Guided Reading non-fiction packs – visit by advisor planned for 2.10.24</p> <p>(LHunter to cover am in return for unused PPA in Sept 24)</p>	<p>show high levels of engagement for all children.</p> <p>Nursery and Reception children access Phase 1 MP programme.</p> <p>AS to set up guided reading non-fiction packs and allocate to appropriate classes.</p>	
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