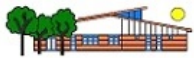




School Development Plan



The Blue Kite
Academy Trust

Abbey Meads Community Primary School

Introduction

Overview of Targets for School Development 2025-2026

Safeguarding:

This target collects the various actions identified in audits held at different times in the year. These mostly consist of STC Safeguarding Audit, Section 175 Self Audit, Prevent Self Audit, GHS IT infrastructure Audit and Health & Safety audits but BKAT and our LGB.

Inclusion

1. **Reluctant Readers** The reading curriculum is well-established across the school and reading lessons provide children with opportunities to read a variety of texts. The book spine ensures children are immersed in a range of text types. End of KS2 reading levels are consistently above national and AR engagement levels have increased each year that we have had the programme.
However, there are children in every class who do not engage with independent reading outside of the classroom. Year groups which have used book clubs as a form of intervention have seen huge progress with engagement and attainment by the end of the year. This intervention needs to be used in all classes in KS2
2. **SEND and Disadvantaged**
As we have increasing challenges meeting the needs of children with complex SEND needs with funding that is inadequate, we have to be more creative in the deployment of staff. We also have a new SENDCo in place who is non-teaching who will be supported by the EY SENDCo in Nursery and the Head Teacher. She will be supporting staff and children eg running training sessions and drop ins for staff, monitoring quality first teaching with a specific focus on the provision for SEND and disadvantaged children and setting up Sensory Solutions programme.

With the increased emphasis in the new Ofsted framework on SEND and disadvantaged, we need to overview the provision we offer so that we can demonstrate we are meeting the needs of all. We need to ensure all staff have identified and put in appropriate support for SEND and disadvantaged children and that the graduated response cycle is in place.

We have an increase in children starting Nursery with complex needs so it is vital that we are identifying the needs, getting input from the appropriate professionals and engagement from parents so that we can ensure the children have the most appropriate level of support in place ready for them to make a successful transition.

Curriculum and Teaching

Writing Over the last two years, teachers have worked with SLT to create writing units of work.

These units use carefully planned to build up skills over a unit of work. The units helped to form the writing progression of skills, which ensures there is full coverage of the writing curriculum. This year we need to embed the units and ensure they align with the writing guidance published in July 2025.

Maths - Multiplication Tables - MTC data has improved and 2024-2025 has seen more consistency across the year group as a result of trialling an agreed, robust structure to develop tables knowledge. As part of the Mobius work, a review into our times tables policy has already been completed and a new structure shared with staff. This year we need to embed the new system in KS2 to ensure all children learn and retain their times tables facts up to and beyond Y4.

Maths - Teaching of Maths - Maths results at the end of KS2 are above national, but after working on the Mobius Readiness programme this year, we have identified the need to develop our teaching of

maths to develop the children's conceptual understanding. We currently provide a lesson structure where children are given adapted tasks depending on prior learning. We want to review the lesson structure to ensure all children experience all parts of a maths lesson

Phonics and Early Reading As we are now in our second year of working with Ramsbury English Hub, we need to continue to embed ULS across EYFS and KS1 in order to continue the improvement of outcomes for all children. Having had our highest results at Year 1 Phonics Screening this year, we have seen the impact of this programme. We need to develop this into KS2 and ensure interventions are in place monitored and effective.

As classes are now mixed in Y1/2, we need to facilitate the management of this curriculum. There is a new teaching team in EYFS so will need to ensure all staff are trained and adhering to the principles and fidelity of our chosen programme,

Achievement

Remembering More -

Monitoring of planning and lessons showed all teachers were using quizzes to help children remember their learning from their current unit of work, especially in history. As an area of development from Ofsted, this is an area that needs to continue to be focused on to ensure prior learning is revisited and remembered. Further work will focus on developing a strategy in other areas of the curriculum. It will also focus on developing the types of activities that are used to help children remember their learning from both their current units and units from their previous learning.

Attendance and Behaviour:

Behaviour and attitudes

Whilst our standard of behaviour within the school is good, we do have some individual children who do display more challenging behaviours. It is really important that we make appropriate adaptations for these children and that these are shared with staff. It is important that we recognise that some of our children have suffered or are suffering with Adverse Childhood Experiences (ACEs) and that we are here to support them. It can be difficult and draining for staff members to manage behaviours and within class and year group teams we need to acknowledge the need for the adults to swop in and out. Allowing a 'change of face' can be a good opportunity for a reset. It is important to develop relationships with the children and makes 'connections before correction.

There needs to be a clear structured plan for individual children - de-escalation plans, SLT involvement- which must be shared with parents.

It is also important that we celebrate the behaviours of our children who constantly make the right choices. They are celebrated through the gaining of house points and positive play cards. Each term there is an Invitation to the Kindness Cafe with the HT and DHT.

Personal Development

Safeguarding Curriculum -

We have adapted the BKAT Safeguarding Curriculum to fit our PSHE curriculum and the additional provision and experiences we provide at Abbey Meads. We will continue analyse if there are any areas missing or that we feel are needed to be covered in more depth.

We will continue to liaise with outside agencies, such as NSPCC, PCSOs etc, to see what support they can offer us either in terms of training or if we can utilise them to deliver additional components to the children

Well School

At AMCPS we want all pupils to feel a sense of belonging and that they are welcomed and valued

members of our school community. We have high aspirations for our pupils and celebrate their successes both in and out of school. We recognise the importance of educating our children for the multi-cultural society we live in, recognising and celebrating what we have in common. We believe all pupils should have access to a range of opportunities throughout their time at AMCPS and have mapped out the experiences we can offer from Nursery through to Year 6 ensuring a breadth of opportunities. Through the Well Schools Trust we will explore ways to further promote the health and well-being of all our stakeholders.

EYFS

End of FS2 outcomes continue to improve, with the Good Level of Development (GLD) in line with both national and local averages. Our focus remains on raising outcomes for all children, ensuring equity and excellence across the EYFS. We have successfully embedded the Unlocking Letters and Sounds (ULS) phonics programme, which has had a demonstrable positive impact on children's reading and writing outcomes. This year, we will continue to embed ULS across the phase, ensuring consistency and supporting new staff with high-quality training and coaching.

Mathematics is a key national and local priority. While current outcomes are in line with expectations, internal monitoring has identified that the quality of maths teaching does not yet match the strength seen in phonics. To address this, we will be introducing the Mastering Number programme, which provides a structured, differentiated approach and clear intervention pathways to ensure progress for all learners.

Oracy, communication, and language remain central to our work. This is reflected in the revised writing framework, which emphasises spoken language as a foundation for writing. We will further develop staff understanding of Tier 2 and Tier 3 vocabulary, supporting children to articulate their ideas clearly and confidently. Prioritising Talk for Writing, we aim to strengthen children's sentence construction and expressive language skills across the curriculum

Leadership and Governance

There has been a change in personnel within the leadership structure with the promotion of existing members of the team. New roles have been defined following on from the succession planning of the previous academic year.

This is also our first year of mixed age classes which has resulted in changes to the curriculum offer for those year groups

Ofsted Actions

The only action from Ofsted preventing the school from being outstanding was related to a few children not being able to remember what PE or specific History units/facts they did in a previous year group. This was attributed to leaders not carrying out enough checks - The target on Remembering more above continues this work.

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HEAD
Team:	SLT	Monitor:	HEAD
		Dates:	01/09/25 - 31/08/26

Description: This target collects the various actions identified in audits held at different times in the year. These mostly consist of STC Safeguarding Audit, Section 175 Self Audit, Prevent Self Audit, GHS IT infrastructure Audit and Health & Safety audits by both BKAT and our LGB

Strategy: The actions identified in our various audits are written at Success Criteria here bring them together in one place for close monitoring and scrutiny by school leadership, LGB and the Trust.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED
2.1 Feedback outcomes of the staff survey to staff (including non-teaching staff) and highlight procedures to follow if a member of staff feels that their concerns are not being taken seriously	✓ YES
Include all members of the safeguarding team in safeguarding supervision sessions;	● NO
Deputy Head (JH) and Assistant Head (DW) to complete additional Home Office Prevent Modules Levels 2 and 3.	● NO
Ensure actions are updated on CPOMs to show that they have been completed.	● NO
Consider completing a review of the school's anti-bullying policy to check procedures haven't changed;	● NO
Consider completing a light touch review of the school's RSHE policy, if the revised statutory guidance hasn't been published in September.	● NO
Adopt the Trust recording template for online search checks	● NO
Staff are aware of the extended duties of the Virtual School	● NO
The school delivers sessions to pupils/students on CSE, CCE, extra familial harm, County Lines, Gangs and Radicalisation	● NO



Inclusion: Reluctant readers

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	SS
		Dates:	01/09/25 - 31/08/26

Description: The reading curriculum is well-established across the school and reading lessons provide children with opportunities to read a variety of texts. The book spine ensures children are emersed in a range of text types. End of KS2 reading levels are consistently above national and AR engagement levels have increased each year that we have had the programme. However, there are children in every class who do not engage with independent reading outside of the classroom. Year groups which have used book clubs as a form of intervention have seen huge progress with engagement and attainment by the end of the year. This intervention needs to be used in all classes in KS2.

Strategy:

- 1) SS and JH to research and purchase sets of books to be used in different age groups for book clubs.
- 2) Staff training time in staff meeting to model the club format and rationale.
- 3) Support staff with selecting children for initial book clubs.
- 4) Monitor the impact through data and pupil voice.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED
There are sufficient reading materials across KS2 for the book clubs.	☐ NO
Reading interventions are carried out through book clubs in KS2.	☐ NO
Children speak positively about reading and book clubs.	☐ NO

Inclusion: SEND and Disadvantaged

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	LiHa
Team:	SLT	Monitor:	HEAD
		Dates:	01/09/25 - 31/08/26

Description: As we have increasing challenges meeting the needs of children with complex SEND needs with funding that is inadequate, we have to be more creative in the deployment of staff. We also have a new SENDCo in place who is non-teaching who will be supported by the EY SENDCo in Nursery and the Head Teacher. She will be supporting staff and children eg running training sessions and drop ins for staff, monitoring quality first teaching with a specific focus on the provision for SEND and disadvantaged children and setting up Sensory Solutions programme.

With the increased emphasis in the new Ofsted framework on SEND and disadvantaged, we need to overview the provision we offer so that we can demonstrate we are meeting the needs of all. We need to ensure all staff have identified and put in appropriate support for SEND and disadvantaged children and that the graduated response cycle is in place. We have an increase in children starting Nursery with complex needs so it is vital that we are identifying the needs, getting input from the appropriate professionals and engagement from parents so that we can ensure the children have the most appropriate level of support in place ready for them to make a successful transition.

Strategy:

1. SENDCo will support staff with planning for the needs of children with additional needs. All staff will create SEND plans as part of the Graduated Response, using Provision Map for children on the SEND register. These plans will be quality assured by the SENDCo to ensure the targets are appropriate and aspirational. Staff meeting time will be required to support this.
2. SENDCo and EY SENDCo will liaise with other professionals to ensure the most appropriate strategies are in place and implemented for individual children. These will include EP, Advisory Teachers, School Nursing Service, Early Years Inclusion Team, Health Visitors and Lighthouse.
3. Learning walks will be carried out by SLT and SENDCo with a focus on the Universal Offer and Quality First Teaching to ensure there is inclusion for all. Feedback will be given to staff to inform future practice.
4. We need to be aware of the language we use and that we are having a high, but realistic expectation of SEND and disadvantaged children. We need to ensure that we share good practice among staff and the impact of this has had. The SENDCo and Behaviour lead will audit staff needs and offer training as well as individualised support to enable staff to feel more confident. We will be creative with the deployment of additional staff across year groups and Key Stages to ensure we can put in provision most appropriate for the child's stage rather than age.
5. SENDCo will monitor the children's sense of belonging across the year through Pupil voice and Learning Walks.

Monitoring \ Evaluation:

Success Criteria

DESCRIPTION	COMPLETED
By the end of Term 1 staff will have created SEND plans with the support of the SENDCo and shared these with children and parents.	 NO
Sensory solutions programme is set up and utilised by identified children. Training has been given to 1:1 staff.	 NO
SENDCo has carried out learning walks at least termly to ensure provision matches the needs of the child.	 NO
Through Pupil Voice, it is clear that all children feel they belong to their class	 NO
Staff survey and individual feedback reports increased confidence in supporting all children.	 NO

Curriculum and Teaching: Times tables

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	SS
Team:	SLT	Monitor:	JH
		Dates:	01/09/25 - 31/08/26

Description: MTC data has improved and 2024-2025 has seen more consistency across the year group as a result of trialling an agreed, robust structure to develop tables knowledge. As part of the Mobius work, a review into our times tables policy has already been completed and a new structure shared with staff. This year we need to embed the new system in KS2 to ensure all children learn and retain their times tables facts up to and beyond Y4.

Strategy:

- 1) Staff training.
 - a. Staff meeting to introduce the session format for teaching times tables alongside the tables rotation.
- 2) Assessment
 - a. Share new assessment document with staff and monitor its implementation throughout the year.
 - b. At the end of term 1, teachers will suggest those requiring additional support to retain and develop tables knowledge. This group will be monitored by SLT.
- 3) Monitoring
 - a. Pupil voice and teacher voice to review system in terms 2 and 4.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED
Y4 MTC results will remain at the level of 2024 - 2025.	☐ NO
Teachers will feel confident using the school structure for tables.	☐ NO
Learning walks will show there is a consistent approach to the teaching of tables.	☐ NO
Appropriate children are identified for intervention and have made progress from their starting points.	☐ NO

Curriculum and Teaching: Writing

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	HEAD
		Dates:	01/09/25 - 31/08/26

Description: Over the last two years, teachers have worked with SLT to create writing units of work. These units use carefully planned to build up skills over a unit of work. The units helped to form the writing progression of skills, which ensures there is full coverage of the writing curriculum. This year we need to embed the units and ensure they align with the writing guidance published in July 2025.

Strategy: Term 1
Carry out a writing audit from Foundation Stage to Y6 using the writing guidance document.
Identify any changes that are needed to our writing provision and plan these changes out across the year to ensure training is timely and effective.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED
Writing audit carried out and reviewed.	☐ NO
Action plan written in response to audit.	☐ NO
Writing provision across the school is inline with the writing guidance document.	☐ NO

Curriculum and Teaching: Teaching of maths

RAG:	Not set	Status:	In Progress
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	SS
		Dates:	01/09/25 - 31/08/26

Description:

Maths results at the end of KS2 are above national, but after working on the Mobius Readiness programme this year, we have identified the need to develop our teaching of maths to develop the children’s conceptual understanding. We currently provide a lesson structure where children are given adapted tasks depending on prior learning. We want to review the lesson structure to ensure all children experience all parts of a maths lesson.

Strategy:

- 1) Calculation policy will be reviewed and refined.
 - a. Policy shared and discussed with staff before the final draft is created. Develop staff awareness of the methods needed to promote arithmetical proficiency.
 - b. Staff are clear about the manipulatives and representations that are used across the school in all areas of number.
 - c. Monitor the use of the policy through learning walks, planning and pupil voice.
- 2) Matching appropriate manipulatives, representations and sentence stems to the small steps in White Rose.
 - a. Provide support through team planning and meetings to break down the small steps and have clear progression across the school on where manipulatives and representations will be used.
 - b. Training on what stem sentences are and how they are used in a maths lesson.
 - c. Monitor the use of manipulatives and representations through learning walks, planning and pupil voice.
- 3) Change planning to reflect the mastery lesson structure.
 - a. SLT agree a structure that can show the journey of a maths lesson.
 - b. Trial the use of a different way of planning to ensure the mastery lesson structure is used and includes ideas like 'noticing' and 'generalising'.
 - c. Review and provide training to all staff on the mastery lesson structure.
 - d. Monitor and review the lesson structure through planning and learning walks.
- 4) Continue to attend the Mobius maths programme and use this to review and set targets for maths in school.
- 5) Investigate the Oak Academy maths resources.
 - a. Attend BK network meetings to find out how Oak Academy resources can be used.
 - b. Trial some units from this planning alongside the new lesson structure.
 - c. Integrate some of the resources within guided sessions.
- 6) Implement the Mastering Number at KS1 programme.
 - a. Attend training sessions for Mastering Number at KS1 and ensure all staff are fully trained to start this by the end of term 1.
 - b. Review with teachers and through pupil voice and learning walks in term 2.
 - c. Share resources with all year groups to look at how it can be used as an intervention.

**Monitoring \
Evaluation:**

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Success Criteria

DESCRIPTION	COMPLETED	
New calculation policy is embedded in teaching and learning across the school. Staff use in their planning and are confident with the content.		NO
Learning walks show appropriate use of manipulatives, representations and sentence stems and they are part of everyday classroom practice.		NO
New planning format is being used across the school.		NO
Monitoring shows all pupils are given equal opportunities to be successful in maths.		NO
Reception, Y1 and Y2 will have completed the programme.		NO

Curriculum and Teaching: Phonics and Early Reading

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	LF
Team:	SLT	Monitor:	HEAD
		Dates:	01/09/25 - 31/08/26

Description: As we are now in our second year of working with Ramsbury English Hub, we need to continue to embed ULS across EYFS and KS1 in order to continue the improvement of outcomes for all children. Having had our highest results at Year 1 Phonics Screening this year, we have seen the impact of this programme. We need to develop this into KS2 and ensure interventions are in place monitored and effective
As classes are now mixed in Y1/2, we need to facilitate the management of this curriculum.
There is a new teaching team in EYFS so will need to ensure all staff are trained and adhering to the principles and fidelity of our chosen programme

Strategy:

1. Phonics Lead and EYFS Lead to monitor implementation and quality of teaching across EYFS, KS1 and interventions in KS2
2. Develop the programme within Year 2 to support children who did not achieve in Year 1 Screener.
3. Tracking the progress and identifying children in need of additional intervention. Supporting staff to facilitate that.
4. Regular training and coaching sessions for all staff with a particular focus on staff new to delivering ULS
5. Continue to work with Catherine McCallum, Ramsbury English Hub Literacy Specialist.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED
1. Phonics Lead and EYFS Lead to monitor implementation and quality of teaching across EYFS, KS1 and interventions in KS2	 NO
Phonics Data at end of Year 1 and at end of Year 2 will continue to be above national and Trust data.	 NO
With their new class staff have awareness of and continue to have high expectations for disadvantaged children putting in appropriate support where required after their first Phonic data point.	 NO
Monitoring will show all staff are delivering ULS in line with the programme and appropriate children have been identified and targeted for interventions.	 NO

Achievement: Remembering more

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	SS
Team:	SLT	Monitor:	HEAD
		Dates:	01/09/25 - 31/08/26

Description: Monitoring of planning and lessons showed all teachers were using quizzes to help children remember their learning from their current unit of work, especially in history. As an area of development from Ofsted, this is an area that needs to continue to be focused on to ensure prior learning is revisited and remembered. Further work will focus on developing a strategy in other areas of the curriculum. It will also focus on developing the types of activities that are used to help children remember their learning from both their current units and units from their previous learning.

Strategy:

1. Training
Staff meeting time will be used to remind staff of agreement with regards to remembering more. Training will be provided with how this can be done in geography, history and science.
2. Monitoring
Subject leaders will use pupil voice activities to help them gain an understanding of what children know and remember from their learning. JH and SS will provide support with this activity.
SS and JH will complete monitoring activities throughout the year to ensure staff are planning for opportunities to remember more and this monitoring will also provide knowledge of what children are remembering.
3. Geography
Create a whole school map to be used to rehearse location knowledge - like the timeline in history.
4. Science
Develop concept maps to help children remember their learning from a previous unit, e.g. electricity in Y4 and Y6.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED	
Planning shows children are given opportunities remember prior learning and recall knowledge from previous units.	☐	NO
All year groups are using the whole school procedure for remembering opportunities, e.g. magic box.	☐	NO
The school has a progressive geography map which is used in all geography lessons.	☐	NO



Attendance and behaviour:Behaviour and Attitudes

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HEAD
Team:	SLT	Monitor:	JH
		Dates:	01/09/25 - 31/08/26

Description: Whilst our standard of behaviour within the school is good, we do have some individual children who do display more challenging behaviours. It is really important that we make appropriate adaptations for these children and that these are shared with staff. It is important that we recognise that some of our children have suffered or are suffering with Adverse Childhood Experiences (ACEs) and that we are here to support them. It can be difficult and draining for staff members to manage behaviours and within class and year group teams we need to acknowledge the need for the adults to swop in and out. Allowing a 'change of face' can be a good opportunity for a reset. It is important to build relationships with the children; thinking about connection before correction. There needs to be a clear structured plan for individual children - de-escalation plans, SLT involvement- which must be shared with parents. it is also important that we celebrate the behaviours of our children who constantly make the right choices. They are celebrated through the gaining of house points and positive play cards. Each term there is an Invitation to the Kindness Cafe with the HT and DHT.

Strategy:

1. Class teachers will raise concerns with SENCo and/or SLT about any children whose behaviours are a cause for concern
2. Risk assessments and de-escalation plans are drawn up in conjunction with parents and child (where appropriate)
3. Internal measures in school may include a period of the session in another classroom or with a member of SLT. Help from outside agencies is sought if the response in school is not successful.
4. Recognition for positive behaviour is embedded throughout the school in many ways including class reward systems, positive playgrounds cards, house points, inclusion on Golden Book and Kindness Cafe.
5. All staff will have training on trauma through Trauma Informed Schools Programme.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED	
Staff build relationships with the children and understand the reasons for a child's behaviour.	☐	NO
An individual graduate response is put in place when required and shared with all.	☐	NO
All staff understand and can recognise signs of Adverse Childhood Experiences.	☐	NO
Children are celebrated for consistent good behaviour.	☐	NO
Callouts to SLT have reduced as staff feel confident in their own ability to manage.	☐	NO

Personal Development : Safeguarding Curriculum

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HEAD
Team:	SLT	Monitor:	JH
		Dates:	01/09/25 - 31/08/26

Description: We have adapted the BKAT Safeguarding Curriculum to fit our PSHE curriculum and the additional provision and experiences we provide at Abbey Meads.
 We will continue analyse if there are any areas missing or that we feel are needed to be covered in more depth.
 We will continue to liaise with outside agencies, such as NSPCC, PCSOs etc, to see what support they can offer us either in terms of training or if we can utilise them to deliver additional components to the children.

Strategy: We will continue to build on links with outside agencies for to enhance our offer and provide additional training for staff.
 Online safety has a high priority in order that children can develop and confidently navigate the online world.
 We provide enrichment opportunities and opportunities to be active through the school day with our Active Playtimes.
 We have a pastoral support programme for children who may need additional help to navigate difficult times or need support with their emotional help and well-being. We also can refer in to Lighthouse or outside support such as BeU, Step or the NSPCC.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED
Pupil voice demonstrates an increased confidence in how to keep themselves safe, both in school, at home and online.	☐ NO
A range of clubs are on offer across the year, run by staff and outside agencies.	☐ NO
Playtime Zones are monitored with children's views taken into account through Pupil Voice.	☐ NO

Personal Development: Well Schools

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HEAD
Team:	SLT	Monitor:	JH
		Dates:	01/09/25 - 31/08/26

Description: At AMCPs we want all pupils to feel a sense of belonging and that they are welcomed and valued members of our school community. We recognise the importance of educating our children for the multi-cultural society we live in, recognising and celebrating what we have in common. We have high aspirations for our pupils and celebrate their successes both in and out of school.

We believe all pupils should have access to a range of opportunities throughout their time at AMCPs and have mapped out the experiences we can offer from Nursery through to Year 6 ensuring a breadth of opportunities.

Through the Well Schools Trust we will further explore how we can promote health and well-being of all stakeholders

Strategy:

1. Through participation in BKAT events, children will take place in Art, Sport and Music events with all having a chance to represent the school during their time with us.
2. We will not let personal finances be a barrier to participation.
3. Through our reading spine, visitors and sharing our own cultures in school, we promote and celebrate respect for all our communities
4. Through the Well Schools Trust explore further how we can promote health and well-being of staff and pupils.

**Monitoring **

Evaluation:

Success Criteria

DESCRIPTION	COMPLETED
Swimming sessions will be in place for a group of disadvantaged pupils	● NO
Our school curriculum and enrichment activities provide a wide range of experiences for the children.	● NO
We will support all children to be involved in activities and work with parents to try to remove barriers.	● NO
From the Well school audit we will have an action plan to promote health and well-being for all stakeholders	● NO

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	DW
Team:	SLT	Monitor:	HEAD
		Dates:	01/09/25 - 31/08/26

Description: End of FS2 outcomes continue to improve, with the Good Level of Development (GLD) in line with both national and local averages. Our focus remains on raising outcomes for all children, ensuring equity and excellence across the EYFS. We have successfully embedded the Unlocking Letters and Sounds (ULS) phonics programme, which has had a demonstrable positive impact on children's reading and writing outcomes. This year, we will continue to embed ULS across the phase, ensuring consistency and supporting new staff with high-quality training and coaching.

Mathematics is a key national and local priority. While current outcomes are in line with expectations, internal monitoring has identified that the quality of maths teaching does not yet match the strength seen in phonics. To address this, we will be introducing the Mastering Number programme, which provides a structured, differentiated approach and clear intervention pathways to ensure progress for all learners.

Oracy, communication, and language remain central to our work. This is reflected in the revised writing framework, which emphasises spoken language as a foundation for writing. We will further develop staff understanding of Tier 2 and Tier 3 vocabulary, supporting children to articulate their ideas clearly and confidently. Prioritising Talk for Writing, we aim to strengthen children's sentence construction and expressive language skills across the curriculum.

Strategy:

- 1.Implemement Mastering Number
 - a Attend training sessions for Mastering number and ensure all staff are fully trained and start this by the end of term 1.
 - b Review with teachers and through pupils voice and learning walks in term 2.
- 2.Continue to embed the ULS Phonic programme, ensuring staff are trained and adhering to the principles and fidelity of the programme
 - a. Monitor implementation and quality of teaching
 - b. Track progress and identify children in need of intervention
 - c. Regular training and coaching sessions with a focus on staff new to delivering ULS
3. Develop staffs understanding of Tier 2 and 3 vocabulary and supporting children to articulate their ideas clearly and confidently.
 - a. Staff training on Tier 2 and 3 vocabulary, supporting planning for and highlighting this vocabulary in texts.
 - b. Develop oracy through, I can see...I know... I wonder... using pictures and books.
 - c. Talk for writing - children develop storytelling

**Monitoring \
Evaluation:**

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Success Criteria

DESCRIPTION	COMPLETED
Complete the Mastering number programme	☐ NO
All children's number knowledge to improve, positively impacting end of year data	☐ NO
End of FS2 outcomes to continue to improve in reading and writing	☐ NO
Staff identify children who require additional support in phonics	☐ NO
Monitoring shows all staff are delivering ULS in line with the programme	☐ NO
Training completed with staff to develop knowledge of tier 2 and 3 vocabulary	☐ NO
Staff confident and skilled identifying key vocabulary from texts	☐ NO



Leadership and Governance:

RAG:	● Not set	Status:	In Progress
Priority:	High	Responsible:	HEAD
Team:	SLT	Monitor:	HEAD
		Dates:	01/09/25 - 31/08/26

Description: There has been a change in personnel within the leadership structure with the promotion of existing members of the team. New roles have been defined following on from the succession planning of the previous academic year.
This is also our first year of mixed age classes which has resulted in changes to the curriculum offer for those year groups.

Strategy:

1. Opportunities for all staff to be involved making contributions to the effectiveness of the school.
2. Maintain and promote positive relationships with parents and the wider school community.
3. Support staff with changes to new roles and set up shadowing opportunities.
4. Look at the changes needed to the curriculum offer to accommodate mixed age classes in Year 1 and 2.

Monitoring \ Evaluation: -

Success Criteria

DESCRIPTION	COMPLETED
SLT have defined roles and responsibilities which all staff are aware of.	● NO
CPD opportunities are provided for all staff-whether through in-house training, BKAT courses, BKAT Bricks or external providers	● NO
SLT are a visible presence around school in order to engage a positive relationship with parents.	● NO
Adaptations to the curriculum for Y1/2 mixed age classes are monitored and evaluated with adaptations being made if needed.	● NO