

Abercromby Nursery School



School Development Plan 2025 – 2026

Abercromby Nursery School Priorities 2025 – 2026

1. SAFEGUARDING

Objective: Strengthen safeguarding culture and ensure all staff are confident and competent in safeguarding procedures.

2. INCLUSION

Objective: Enhance inclusive practices to support children with SEND and those facing barriers to learning.

3. CURRICULUM AND TEACHING

Objective: Strengthen Curriculum leadership in Communication and Language, and Mathematics to improve teaching and learning outcomes.

4. ACHIEVEMENT

Objective: Ensure children make effective progress in the Prime areas of learning.

5. ATTENDANCE AND BEHAVIOUR

Objective: Promote positive attendance habits and consistent behaviour expectations.

6. PERSONAL DEVELOPMENT AND WELL-BEING

Objective: Support children's emotional development and well-being through targeted initiatives.

7. LEADERSHIP AND GOVERNANCE

Objective: Strengthen leadership capacity and governance effectiveness



Abercromby Nursery School Development Plan 2025/26

Key School Improvement Priority 1. Safeguarding Objective: Strengthen safeguarding culture and ensure all staff are confident and competent in safeguarding procedures.		Professional Learning and Securing Understanding and Implementation Training: Regular safeguarding training for all staff (including updates on statutory guidance). Audits: Conduct safeguarding audits to check compliance and identify gaps, Termly Safeguarding update to Governing body. Communication: Clear reporting procedures and escalation routes. Monitoring: Regular checks to ensure implementation in daily practice.	
What would we like our Early Years Teachers and Nursery Officers to understand and implement?		What would we like our children to achieve?	
<ul style="list-style-type: none"> - Staff demonstrate clear understanding of safeguarding procedures. - 100% staff attendance at annual safeguarding update. - All staff use CPOMS confidently and consistently to record and escalate concerns. - Staff demonstrate understanding and confidence when referring. - Governors are actively engaged in safeguarding oversight. 		Feel Safe and Supported: Children consistently feel secure in the school environment and know who to approach if they have concerns. Understand How to Stay Safe: Age-appropriate knowledge of personal safety, online safety, and healthy relationships. Confidence to Speak Up: Children feel empowered to report worries or incidents without fear. Positive Wellbeing: Reduced incidents of harm due to proactive safeguarding culture.	
Evidence Staff demonstrate clear understanding of safeguarding procedures: Attendance records for safeguarding training. Staff quiz results or scenario-based assessments. Observation notes showing correct application of procedures. CPOMS is consistently used to record and monitor concerns: CPOMS usage logs showing timely entries. Audit reports confirming completeness and accuracy of records. Referrals are timely and appropriate: Case tracking showing referral timelines. Feedback from DSL (Designated Safeguarding Lead) on appropriateness. Governors are actively engaged in safeguarding oversight: Minutes from governor meetings with safeguarding agenda items. Governor visit reports and safeguarding audits.		Evidence Feel Safe and Supported: Pupil voice surveys, high percentage of children reporting they feel safe in school. Observation records, positive interactions and safe behaviour during unstructured times (garden area, lunchtimes). Understand How to Stay Safe: Safeguarding curriculum, displays and mini reflection time, circle time. Confidence to Speak Up: Children articulate how and where to report worries. Active use of worry monsters. Positive Wellbeing: Positive trends in emotional health indicators (Leuven Scales).	
Key actions to achieve understanding/implementation and children's outcomes	Who?	By When?	Who will Monitor? Main Aims before monitoring. Updates
Embed the use of CPOMS across the school with targeted staff training during staff meetings.	DSL/HT	Autumn Term (Sept – Dec)	Cpoms usage audit – review of logs and response times - monitoring.
Deliver annual safeguarding refresher training for all staff. Followed up with a safeguarding quiz.	DSL/HT	Autumn Term (Sept – Dec)	Safeguarding training and follow up safeguarding quiz. Staff training records.
Facilitate a dedicated staff meeting session on referral procedures to relevant external agencies. Repeat as required.	DSL/HT	Autumn Term (Sept – Dec)	Staff Safeguarding training logs.

Provide safeguarding training for governors to ensure strategic oversight and accountability.	DSL/HT/Chair of Governors	Autumn Term (Sept – Dec)	Minutes from Governing Body meetings.
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Priority 1. How have we done so far and what needs to happen next?

End of Autumn Term 2025

End of Spring Term 2026

End of Summer Term 2026



Abercromby Nursery School Development Plan 2025/26

Key School Improvement Priority 2. Inclusion Objective: Enhance inclusive practices to support children with SEND and those facing barriers to learning.		Professional Learning and Securing Understanding and Implementation Training: SEND and inclusion staff meeting (reasonable adjustments). Therapeutic handling (RBP Staff) Implementation Support: Coaching and mentoring for staff (OSSME, SENISS) Peer observations focused on inclusive practice. RBP forum, Networking. Monitoring and Evaluation: Supervision meetings, Pupil progress meetings, Learning walks.	
What would we like our Early Years Teachers and Nursery Officers to understand and implement?		What would we like our children to achieve?	
<ul style="list-style-type: none"> - Staff confidently identify and support children with SEND. Clear consistent referral process in place, early identification evidence. - External agency support is effectively integrated. RBP staff implement strategies from SENISS and OSSME coaching effectively. - Improved access to specialist advice and support. - SEND documentation is used consistently and informs planning. - RBP supports progression and engagement for all pupils. - Children with SEND make progress from their starting points. 		Access to High-Quality Learning: All children, regardless of need, can fully participate in the curriculum and make progress from their starting points. Sense of Belonging: Children feel valued and included in all aspects of school life, both academically and socially. Improved Confidence and Independence: Development of self-esteem and skills to become independent learners where possible. Equitable Opportunities: Children with SEND and those facing barriers have the same opportunities for enrichment activities, and peer interaction. Positive Outcomes: Narrowing of attainment gaps between SEND and non-SEND pupils. Improved attendance and engagement for children facing barriers. Voice and Agency: Children are able to express their views and contribute to decisions about their learning and support.	
Evidence Staff confidently identify and support children with SEND: Observation records showing adapted strategies in lessons. Staff feedback or CPD evaluations demonstrating confidence. Agency support is effectively integrated: Meeting notes with external agencies (e.g., speech therapists, SENNIS specialists). Action plans showing collaboration and follow-up. SEND documentation is used consistently and informs planning: Lesson plans referencing EHCPs or individual support plans (play plans). Children with SEND make progress from their starting points: Assessment data showing progress against baseline. Pupil progress meetings and intervention (OSSME) impact reports.		Evidence Access to High-Quality Learning: Learning walks, children with SEND actively engaged in lessons. Work/Learning journal observation. Evidence of progress from individual starting points. Adapted planning, Teachers' plans show adaptations for diverse needs. Sense of Belonging: Visual evidence, photos of mixed ability group work and inclusive displays, improved Confidence and Independence: Learning walks, children using scaffolds and strategies independently. Equitable Opportunities: Observation of positive social inclusion. Positive Outcomes: Data analysis, increased participation in activities. Voice and Agency: Play plan target setting, pupil input.	
Key actions to achieve understanding/implementation and children's outcomes	Who?	By When?	Who will Monitor? Main Aims before monitoring. Updates
Develop Holly Tree room (RBP) curriculum and learning environments to meet diverse needs.	SENCo/RBP Staff Oak Tree CT	Autumn Term (Sept – Dec)	SENCo to meet with RBP staff Autumn 1. Review Autumn 2.
Access SENISS support through a coaching model for RBP staff. Engage with additional agencies, including the SEN Consortia, to broaden support.	SENCo/RBP Staff	Autumn Term (Sept – Dec) Each Term	Specialist advisory teacher to meet SENCo – planning meeting. Liaise with RBP staff. SENCo to attend half termly SEN consortia meetings. EP planning meeting (Aut Term)

Develop Case sampling through learning walks to better understand the development of children in Willow Tree, oak Tree and Holly Tree rooms.	SENCo	Spring Term (Jan – Mar)	EIP visit planned for 03/03/25). Case sampling, learning walk exercise planned.
Embed the new initial SEND concerns documentation to improve early identification.	All staff	Autumn Term (Sept – Dec)	Initial SEND documentation review, CPOMS, SEND files. Evidence of Graduated Approach.

Priority 2. How have we done so far and what needs to happen next?

End of Autumn Term 2025

End of Spring Term 2026

End of Summer Term 2026

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<p>Key School Improvement Priority 3. Curriculum and Teaching</p> <p>Objective: Strengthen Curriculum leadership in Communication and Language, and Mathematics to improve teaching and learning outcomes.</p>	<p>Professional Learning and Securing Understanding and Implementation</p> <p>Curriculum Development: Review and refine curriculum to ensure progression in communication, language, and mathematics. Embed vocabulary development across all subjects.</p> <p>Professional Development: Training on high-quality teaching strategies for language and mathematics on curriculum intent, implementation, and impact.</p> <p>Implementation Support: Learning walks and feedback cycles. Collaborative planning sessions for consistency.</p> <p>Monitoring and Evaluation: Pupil progress tracking in language and mathematics.</p>
<p>What would we like our Early Years Teachers and Nursery Officers to understand and implement?</p>	<p>What would we like our children to achieve?</p>
<ul style="list-style-type: none"> - Coordinators lead improvements in curriculum delivery and share best practice. - Improved outcomes in Communication and language. - Staff confidence and children's mathematical understanding increase. - Children show measurable progress in language and mathematics. - Staff use evidence-based strategies to support learning. 	<p>Strong Communication Skills: Children can express themselves clearly and confidently in spoken and written forms. Development of active listening and collaborative discussion skills.</p> <p>Language Proficiency: Rich vocabulary. Mathematical Fluency: Secure understanding of number and problem-solving strategies. Confidence in applying mathematical concepts to real-life situations. Critical Thinking and Reasoning: Ability to make connections across subjects and apply knowledge creatively. Development of logical reasoning and analytical skills. Love of Learning: Engagement with an ambitious curriculum that inspires curiosity and independence. Positive attitudes toward challenge and perseverance. Preparation for Next Stage: Children leave each Abercromby Nursery School ready for the next stage in their education with positive progress made in CL and Maths with strong foundations for lifelong learning.</p>
<p>Evidence</p> <p>Coordinators lead improvements in curriculum delivery: Meeting minutes showing curriculum review and action plans. Records of coordinator-led CPD sessions and follow-up observations.</p> <p>Children show measurable progress in language and mathematics: Assessment data comparing baseline to current attainment. Pupil Progress termly tracking.</p> <p>Staff use evidence-based strategies to support learning: Lesson observations highlighting use of proven strategies (e.g., dialogic talk, mastery approaches). Planning documents referencing research-based methods CPD evaluations confirming understanding and application.</p>	<p>Evidence</p> <p>Strong Communication Skills: Observation Records, children confidently speaking in group discussions and during play. Video/Photo evidence, children presenting ideas or storytelling. Pupil Voice, Children articulate thoughts during interviews or circle time. Displays, children's work showing varied and ambitious language.</p> <p>Language Proficiency: Annotated work, rich vocabulary used in writing or oral responses. Displays, children's work showing varied and ambitious language</p> <p>Mathematical Fluency: Learning Journals, children making connections across subjects. Teacher Notes, evidence of reasoning during questioning.</p> <p>Critical Thinking and Reasoning: Practical evidence, photos of children applying maths in real-life contexts (e.g., cooking, measuring)</p> <p>Love of Learning: Observation notes, children showing curiosity and perseverance. Pupil voice, positive attitudes toward learning and challenge.</p> <p>Preparation for Next Stage: Transition reports, children meeting developmental milestones. Baseline vs Exit Data, demonstrated progress in key areas. Parent feedback, confidence in readiness for next stage.</p>

Key actions to achieve understanding/implementation and children's outcomes	Who?	By When?	Who will Monitor? Main Aims before monitoring. Updates
Appoint and support Communication and Language and Mathematics Coordinators.	NN, LH, RH	Autumn Term (Sept – Dec)	Implementation plans to be completed Autumn Term. Key elements linked to SDP for resources, improvements – evidence-based strategies (EEF, White Rose, SHREK, URLEY approach).
Implement the Talk Boost programme (EEF) to enhance language development.	NN, LH, RH	Spring Term (Jan – Mar)	Children screened for Talk Boost Autumn 2. Talk boost launch, January 2026
Pursue engagement with the National pilot for Speech Language and Communication Needs (SLCN)	NN, RH, All staff	Autumn Term (Sept – Dec)	Expression of interest completed after receiving invite to participate (11/11/25)
Launch the Maths Champions Programme (EEF) to improve mathematical understanding.	SP, SM, LH	Spring Term (Jan – Mar)	SM, SP to complete training, deliver staff meeting for all staff. LH to observe White Rose in action in another MNS. Research purchasing resource. Trial Summer Term Oak Tree.

Priority 3. How have we done so far and what needs to happen next?

End of Autumn Term 2025	
End of Spring Term 2026	
End of Summer Term 2026	

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Key School Improvement Priority 4. Achievement Objective: Ensure children make effective progress in the Prime areas of learning		Professional Learning and Securing Understanding and Implementation Data: Use baseline and ongoing assessments to identify gaps in prime areas. Implementation Support: Moderation sessions with another MNS to ensure consistency in judgments. Monitoring and Evaluation: Termly pupil progress reviews.	
What would we like our Early Years Teachers and Nursery Officers to understand and implement?		What would we like our children to achieve?	
<ul style="list-style-type: none"> - Children demonstrate secure foundational knowledge. - Assessment shows progress and improved outcomes across Prime and Specific areas of Learning and Development. - Staff adapt teaching to meet individual needs. 		Secure Development in Prime Areas: Strong foundations in communication and language, physical development, and personal, social, and emotional development. Ability to interact positively with peers and adults. Readiness for Next Stage: Children leave Abercromby Nursery School prepared for the next phase of learning. Confidence and independence in learning tasks.	
Evidence Children demonstrate secure foundational knowledge: Observation records showing children applying prime area skills (communication, physical, personal/social/emotional). Work samples and learning journals evidencing secure understanding. Assessment shows progress across all areas of the EYFS: Termly assessment data compared to baseline. Progress tracking reports for prime and specific areas. Moderation records confirming accuracy of judgments. Staff adapt teaching to meet individual needs: Lesson plans showing differentiation and targeted support. Observation notes highlighting adaptive strategies.		Evidence Secure Development in Prime Areas: Observation records, children demonstrating strong communication, physical coordination, and positive social interactions. Learning Journals, annotated examples showing progress in personal, social, and emotional development. Pupil Voice: Children expressing feelings and needs confidently during circle time or play. Progress in Specific Areas: Work samples, literacy and numeracy tasks showing competence and application of knowledge. Cross-Curricular Evidence, photos or records of children applying skills in different contexts (e.g., using maths in cooking, writing labels in role play). Assessment data, tracking progress in understanding the world and expressive arts. Readiness for Next Stage: Transition reports, evidence of children meeting developmental milestones. Independence logs, observations of children completing tasks without adult support. Parent feedback, positive comments on confidence and readiness for school.	
Key actions to achieve understanding/implementation and children's outcomes	Who?	By When?	Who will Monitor? Main Aims before monitoring. Updates
Focus on prime areas of learning within Willow Tree	NN, SLT	Aut, Spr, Sum Terms	OPAL data analysis Prime Areas – November, March, June
Develop specific areas of learning within Oak Tree class. Impact of Prime areas achievement on learning within Specific areas of learning.	NN. SLT	Aut, Spr, Sum Terms	OPAL data analysis Prime Areas – November, March, June

Priority 4. How have we done so far and what needs to happen next?

End of Autumn Term 2025

End of Spring Term 2026

End of Summer Term 2026



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<p>Key School Improvement Priority 5. Attendance and Behaviour</p> <p>Objective: Promote positive attendance habits and consistent behaviour expectations</p>	<p>Professional Learning and Securing Understanding and Implementation</p> <p>Attendance: Review policy and monitoring systems for attendance. Engage families through communication and support for persistent absence. Incentives and recognition for good attendance.</p> <p>Behaviour: Consistent application of behaviour policy across all staff. CPD on positive behaviour strategies and restorative approaches. Regular review of behaviour incidents and interventions.</p> <p>Professional Development: Staff training on attendance procedures and legal responsibilities. Behaviour management workshops for staff.</p> <p>Monitoring and Evaluation: Weekly attendance tracking and analysis. Half termly HT report to Governing Body.</p>
<p>What would we like our Early Years Teachers and Nursery Officers to understand and implement?</p>	<p>What would we like our children to achieve?</p>
<ul style="list-style-type: none"> - Attendance rates improve and are monitored effectively. - Behaviour policy is understood and applied consistently. - Policy reflects inclusive approaches. - Children demonstrate positive attitudes and self-regulation. 	<p>Excellent Attendance: Children attend school regularly and understand the importance of being present for learning. - Reduction in persistent absenteeism. Punctuality: Children arrive on time and are ready to learn at the start of each session. Positive Behaviour: Consistent adherence to school behaviour expectations in all settings. - Respectful interactions with peers and adults. Self-Regulation: Ability to manage emotions and behaviour independently. Use of strategies to resolve conflicts calmly and constructively. Engagement in Learning: High levels of participation and focus during lessons. Positive attitudes toward school and learning. Sense of Responsibility: Children understand how attendance and behaviour impact their progress and the school community.</p>
<p>Evidence</p> <p>Attendance rates improve and are monitored effectively: Weekly attendance reports and analysis. Communication with families regarding attendance.</p> <p>Behaviour policy is understood and applied consistently: Observation notes showing consistent application of behaviour strategies. CPD attendance records for behaviour training.</p> <p>Children demonstrate positive attitudes and self-regulation: Learning walk notes highlighting engagement and self-regulation.</p>	<p>Evidence:</p> <p>Excellent Attendance: Attendance data, termly and yearly reports showing high attendance rates. Persistent absenteeism reduction, fewer pupils flagged for persistent absence compared to previous terms. Certificates/rewards/ positive praise, evidence of attendance recognition systems.</p> <p>Punctuality: Daily registers, consistent on-time arrival recorded. Monitoring logs, reduction in late marks over time. Visual evidence, children ready and settled at the start of sessions.</p> <p>Positive Behaviour: Behaviour logs, low number of incidents and positive trend in conduct. Observation notes, respectful interactions during lessons and play.</p> <p>Pupil Voice: Children articulate understanding of behaviour expectations, Abercromby values.</p> <p>Self-Regulation: Teacher/Nursery Officer Observations, children using calming strategies independently. Learning Journals, children reflecting on emotions and strategies.</p> <p>Engagement in Learning, Lesson observations, high participation and focus noted. Work samples, completed tasks showing effort and persistence. Pupil voice, positive attitudes toward learning and challenge.</p> <p>Sense of Responsibility: Circle Time discussions, children explain why attendance and behaviour matter. Classroom displays, children's contributions to Abercromby Values.</p>

Key actions to achieve understanding/implementation and children's outcomes	Who?	By When?	Who will Monitor? Main Aims before monitoring. Updates
Raise the profile of attendance through parent engagement and visual displays.	HT, Office Staff All staff	Spring Term (Jan – Mar)	Attendance Initiatives, Meet with link Governor for attendance. Mid-year attendance report – comparison to last year.
Review and update the behaviour policy collaboratively with all staff.	HT, SLT, All staff	Spring Term (Jan – Mar)	SLT meetings – what needs to change? Why? Impact? Collaborate with all staff during staff meeting.
Develop celebration with families for good attendance and good punctuality.	HT, SLT, All staff	Spring Term (Jan – Mar)	Raffle tickets, fortnightly prizes.

Priority 5. How have we done so far and what needs to happen next?

End of Autumn Term 2025	
End of Spring Term 2026	
End of Summer Term 2026	

Abercromby Nursery School Development Plan 2025/26

<p>Key School Improvement Priority 6. Personal Development and Well-being</p> <p>Objective: Support children's emotional development and well-being through targeted initiatives.</p>	<p>Professional Learning and Securing Understanding and Implementation</p> <p>Targeted Initiatives: Develop partnerships with external agencies for specialist support (HEARTS project, Jennifer Nook Trauma, Attachment).</p> <p>Professional Development: CPD on emotional development and trauma-informed practice. Training on identifying and supporting mental health needs. Workshops on building resilience and positive relationships.</p> <p>Implementation Support: Embed well-being strategies into daily routines. Monitor impact through pupil voice and Leuven Scales. Regular staff briefings on safeguarding and emotional support.</p> <p>Monitoring and Evaluation: Track Leuven Scales, include in spotlight observations.</p>
<p>What would we like our Early Years Teachers and Nursery Officers to understand and implement?</p>	<p>What would we like our children to achieve?</p>
<ul style="list-style-type: none"> - Staff demonstrate understanding of trauma informed approaches. - Contribution to local research and improved school practice. - Children show increased emotional resilience. - Transition processes support children's well-being effectively. 	<p>Emotional Literacy: Children can identify, understand, and express their emotions appropriately. Use of language to communicate feelings effectively. Resilience and Coping Skills: Ability to manage stress, adapt to challenges, and recover from setbacks. Development of problem-solving strategies for emotional situations. Positive Mental Health: Children feel safe, valued, and supported within the school environment. Reduced anxiety and improved overall well-being. Healthy Relationships: Skills to build and maintain positive friendships and resolve conflicts constructively. Respect and empathy toward others. Engagement in Well-being Activities: Active participation in initiatives such as mindfulness, social-emotional learning programs, and physical activities that promote mental health. Readiness to Learn: Emotional stability that supports focus, motivation, and academic progress.</p>
<p>Evidence</p> <p>Staff implement trauma-informed practices: CPD attendance records for trauma-informed training. Observation notes showing use of strategies (e.g., calm spaces, emotional regulation techniques). Staff feedback surveys on confidence in trauma-informed approaches.</p> <p>Children show increased emotional resilience: Age-appropriate Pupil voice surveys and well-being questionnaires. Reduction in incidents linked to emotional distress. Observations of children using self-regulation strategies.</p> <p>Transition processes support children's well-being effectively: Transition plans documented and shared with families. Feedback from parents and receiving settings. Monitoring of children's engagement and emotional stability post-transition.</p>	<p>Evidence</p> <p>Emotional Literacy: Observation notes, children naming and expressing emotions appropriately during play or circle time. Pupil voice, children explaining feelings using appropriate language.</p> <p>Resilience and Coping Skills: Learning walks, children persisting with challenging tasks.</p> <p>Positive Mental Health: Wellbeing surveys, children report feeling safe and supported.</p> <p>Behaviour Data: Reduction in anxiety-related incidents. Parent Feedback, positive comments on emotional wellbeing.</p> <p>Healthy Relationships: Observation records, cooperative play and respectful interactions. social stories, children demonstrating empathy and kindness.</p> <p>Engagement in Well-being Activities: Photo evidence, children engaged in physical activities promoting mental health. Curriculum planning, inclusion of wellbeing programs in planning.</p> <p>Readiness to Learn: Lesson observations, children focused and motivated during tasks. Work samples, consistent completion of activities with independence. Transition reports, emotional stability noted for next stage readiness.</p>

Key actions to achieve understanding/implementation and children's outcomes	Who?	By When?	Who will Monitor? Main Aims before monitoring. Updates
Explore the Attachment and Trauma Sensitive School Award (Bronze level).	HT, SLT	Summer Term (Apr – Jul)	HT to contact JN and enquire costings, training capacity and time scales planned. HT to enquire about the Liverpool HEARTS project.
Participate in the SIL case study on emotional development and well-being.	HT	Autumn Term (Sept – Dec)	Meeting and interview date set with KS Team leader at EYFS SIL.
Engage in a research study with an Educational Psychologist focusing on transition and well-being.	HT/Parental engagement	Autumn Term (Sept – Dec)	Share resources with parents to engage with research study. Arrange interviews on site.

Priority 6. How have we done so far and what needs to happen next?

End of Autumn Term 2025

End of Spring Term 2026

End of Summer Term 2026

Abercromby Nursery School Development Plan 2025/26

Key School Improvement Priority 7. Leadership and Governance Objective: Strengthen leadership capacity and governance effectiveness		Professional Learning and Securing Understanding and Implementation Leadership Development: Coaching and mentoring programs to build strategic capacity. Governance Effectiveness: Regular governor training on statutory responsibilities and school priorities. Strengthen governor monitoring and challenge through focused visits. Governhub for communication and training opportunities. Professional Development: Workshops on Ofsted expectations and compliance. Monitoring and Evaluation: Review leadership impact through appraisal, EIP visits, Governing body meetings. Half Termly leadership and governance impact reports.	
What would we like our Early Years Teachers and Nursery Officers to understand and implement?		What would we like our children to achieve?	
<ul style="list-style-type: none"> - Leadership development is evident in strategic planning and school improvement. - Improved self-evaluation and leadership effectiveness. - Governance is proactive, informed, and supportive. - Governors contribute effectively to school priorities 		Consistent High-Quality Teaching: Benefit from well-led, well-supported staff delivering an ambitious curriculum. Improved Learning Outcomes: Strong progress and attainment across all subjects due to effective leadership decisions. Stable and Positive School Environment: Experience a safe, inclusive, and well-managed school culture that supports learning and well-being. Access to Enrichment Opportunities: Leadership ensures broad and balanced experiences beyond the classroom. Voice and Representation: Children's views are considered in school improvement decisions, fostering a sense of belonging and agency. Equity and Excellence: Leadership and governance drive strategies that reduce gaps and promote fairness for all learners.	
Evidence Development is evident in strategic planning and school improvement: School Improvement Plan includes leadership development actions. Records of leadership training and coaching sessions. Monitoring reports showing leadership impact on priorities. Governance is proactive, informed, and supportive: Minutes from governor meetings showing challenge and support. Governor visit reports linked to school priorities. Evidence of governors accessing training and updates. Governors contribute effectively to school priorities: Governor involvement in curriculum reviews and safeguarding audits. Feedback from leadership on governor engagement.		Evidence Consistent High-Quality Teaching: Lesson observations, evidence of ambitious curriculum delivery and effective pedagogy. CPD Records, Staff training logs showing ongoing professional development. Improved Learning Outcomes: Assessment data, strong progress and attainment across subjects. Tracking reports, termly analysis showing positive trends. Work Samples, high-quality pupil work reflecting curriculum expectations. Stable and Positive School Environment: Behaviour logs, low incidents and positive conduct trends. Wellbeing Surveys, children report feeling safe and supported. Learning walks, calm, purposeful atmosphere observed. Access to Enrichment Opportunities: Participation records, children attending clubs, trips, and cultural events. Photo evidence, engagement in enrichment activities. Curriculum Maps, inclusion of broad and balanced experiences. Voice and Representation: Pupil voice surveys, evidence of children feeling heard. Equity and Excellence: Gap analysis reports, reduction in attainment gaps. SEND provision records, evidence of targeted support, RBP annual report to LCC. Monitoring logs, fair access to resources and opportunities	
Key actions to achieve understanding/implementation and children's outcomes	Who?	By When?	Who will Monitor? Main Aims before monitoring. Updates

Headteacher to complete the New to Headship programme with School Improvement Liverpool.	NN	Summer Term (Apr – July)	HT programme reflection
Conduct regular mentor meetings to support professional development.	NN, AC	Summer Term (Apr – July)	HT programme reflection
Recruit a new parent governor and co-opted Governor.	NN, JC	Spring Term (Jan – Mar)	Governor audit and recruitment.
Establish clear link roles for governors e.g Inclusion, Teaching and Learning. Leadership and Governance (under Safeguarding)	Governing body	Summer Term (Apr – July)	Governor skills audit

Priority 7. How have we done so far and what needs to happen next?

End of Autumn Term 2025

End of Spring Term 2026

End of Summer Term 2026

