



Kingsland CE Primary School

School Improvement Plan 2026 – 2027



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.”

Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

Let your light shine on our mission:

Our **deeply Christian** character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a **precious child of God**. The school's motto “**Let your light shine**” encapsulates the school's commitment to provide a **nourishing education** which is **deep** and **broad**, equipping children for **life in all its fullness**, focussed through **wisdom, hope, community** and **dignity**. With **spiritual development** at the heart of the school, our children are **inspired** with a love of learning, enabling them to **flourish** and embrace their fullest individual potential whilst learning how to love, and empowering others to do the same.



Attainment summary – 2025-2027

EYFS	2025 National	2025 School	2026 National	2026 School	2027 school target	2030 National target	Narrative
Good Level of Development	68%	79%	72%	63%	79%	75%	The 2026 cohort of YR children included two high level SEND children (EHCPs) and a CLA (SEN support). As each child is worth 5%, removing these children from the overall data would mean the school GLD is 75%.

Phonics	2025 national	2025 school	2026 National	2026 School	2027 school target	2030 National target	Narrative
Year 1 phonics	80%	100%	82%	100%	89%	90%	2027 target aims for 17/19 children to achieve EXS.
Year 2 resits	91%	100%		No resits			

Year 4 MTC	2025 National	2025	2026 national	2026 School	2027 school target	2030 target	Narrative
Average Point score	21.0	24.2		23.1			
% achieving 25/25	37%	63%		58%			

Key Stage 2 outcomes	2025 national EXS	2025 school EXS	2025 national GDS	2025 school GDS	2026 national EXS	2026 school EXS	2026 national GDS	2026 school GDS	2027 national EXS	2027 school EXS	2027 national GDS	2027 school GDS
Reading	75%	88%	33%	41%	75%	81%	31%	30%				
Writing	72%	82%	13%	16%	73%	86%	13%	33%				
Maths	74%	82%	26%	24%	75%	76%	27%	29%				
GPS	73%	77%	30%	29%	74%	71%	30%	19%				
Combined	62%	77%	8%	9%	63%	71%	9%	19%				

School Improvement Plan 2026 – 2027 Next Steps

Ofsted next steps 2023

- Leaders have not identified the key knowledge, skills and subject vocabulary they want pupils to learn and remember in some foundation subjects and some areas of learning in the early years curriculum. This means that some content is not sequenced as well as it could be, and learning does not build progressively as pupils move through the school. Leaders should identify the essential knowledge, skills and vocabulary that children need to know in these subjects so pupils can achieve as well as they do in English and mathematics.
- Senior leaders carry out regular checks on how well the English and mathematics curriculums are delivered and on how well pupils master the skills and knowledge needed to be successful. However, these checks are not carried out as effectively in the foundation subjects. Senior leaders should ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning, in their own subject areas.

SIAMS next steps 2026

- Enhance a broader understanding of justice so pupils can identify further opportunities to contribute to positive change.

Summary of school self-evaluation	
Exceptional	
Strong Standard 	Inclusion, Attendance and Behaviour, Personal Development and Wellbeing
Expected Standard 	Curriculum and Teaching, Achievement, Early Years, Leadership and Governance
Needs Attention	
Urgent improvement	

Priority A: Achievement – To achieve outcomes in national assessments which are at least in line with national averages with gaps in skills and knowledge between Disadvantaged Pupils and their non-Disadvantaged peers nationally closing quickly.

A1: Continue to **close the gap between Disadvantaged Pupils and their non-disadvantaged peers nationally**, with a particular focus on maths, writing and GPS, to be aligned with their achievements in reading - improve the achievement of these Disadvantaged / vulnerable pupils resulting in above-average outcomes in national assessments over time.

A2: Continue to **track, monitor and enhance the achievement of those who may face other barriers to their learning and/or wellbeing**, ensuring they consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum

Priority B: Curriculum and Teaching – Consistently effective teaching of a high-quality curriculum is intentionally adapted to target any gaps in foundational knowledge and skills, removing barriers to achievement for all pupils, and aiding detailed recall of intended key knowledge and vocabulary.

B1: Continue to **implement Kingsland's Essence of Teaching and Learning**, including with new teaching staff, further embedding **adaptive teaching and learning strategies** across each class and subject area, ensuring teachers are skilled at teaching and adapting in the moment to respond to children's emerging thinking, their curiosity and any misunderstanding, providing opportunities for children to excel in their learning and development.

B2: To further implement the school's **Foundational Skills and Knowledge Framework**, so that the gaps in pupils' foundational skills and knowledge are identified, and quickly targeted.

B3: Leaders continue to use **monitoring and assessment strategies** well to enable them to make astute decisions about how the curriculum should adapt and evolve, ensuring that the implementation and delivery of the curriculum is high-quality and consistent across all subjects and year groups, and to consistently make highly effective choices about what to teach, and when and how to teach it; leaders will ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning.

Priority C: Inclusion – Leaders continue to consistently identify pupils' needs (and emerging or changing needs) quickly and accurately, having high expectations for them, and take a graduated approach to ensure that their needs are met.

C1: Continue to implement **early identification** strategies of a range of increasingly complex needs, including the development of the school's **Inclusion Strategy**

C2: Continue to implement highly effective **adaptive teaching** (high-quality inclusive teaching for all)

C3: Continue to implement effective **tracking and monitoring strategies of vulnerable pupils** including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing

Priority D: Leadership and governance – Leaders establish an ambitious and coherent programme of Personal Development

D1: Leaders use their detailed and insightful analysis of school performance to **evaluate the impact of the provision**, with a particular focus on **embedding new staff members**, further developing the impact of **adaptive teaching** strategies, and further embedding the impact of the **Foundational Skills and Knowledge Framework**. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school.

D2: Continue to increase awareness of **cyber security**

D3: Continue to enhance provision for Personal Development including: reapply for **International School Award** and continue to develop international learning; continue the development of **restorative practice** principles and achievement of ARC Gold Award / **national ARC Learning Hub**

Priority E: Early years – Leaders continue to ensure high-quality adaptive teaching and learning for all pupils, resulting in increased GLD attainment in 2027

E1: Continue to prioritise Early Years with embedding a new EYFS teacher, ensuring high-quality **adaptive teaching** and learning for every pupil, to give children the very best start in life by implementing recommendations from Strong foundations in the first years of school, further embedding the **Foundational Skills and Knowledge Framework** to assist in plugging gaps in knowledge and skills, and ensuring **GLD data** returns to above-national averages in 2027.

Priority A: Achievement – To achieve outcomes in national assessments which are at least in line with national averages with gaps in skills and knowledge between Disadvantaged Pupils and their non-Disadvantaged peers nationally closing quickly.

Actions:

A1: Continue to **close the gap between Disadvantaged Pupils and their non-disadvantaged peers nationally**, with a particular focus on maths, writing and GPS, to be aligned with their achievements in reading - improve the achievement of these Disadvantaged / vulnerable pupils resulting in above-average outcomes in national assessments over time.

A2: Continue to **track, monitor and enhance the achievement of those who may face other barriers to their learning and/or wellbeing**, ensuring they consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum

What does success look like in the classrooms?

- Disadvantaged and vulnerable pupils consistently achieve highly and produce high-quality work across the curriculum
- Disadvantaged and vulnerable pupils consistently achieve outcomes in line with their non-Disadvantaged peers

What are the intended outcomes?

- Improved outcomes in maths, writing and GPS for disadvantaged learners at KS2, closing the gap between Disadvantaged Pupils and their non-disadvantaged peers nationally – greater than 38% for maths, writing and GPS, with the gap rapidly decreasing less than -40

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost	Key milestones / time	Expected impact
A1: Disadvantaged pupils – attainment in maths, writing and GPS					
A1.1 Improve outcomes in maths for disadvantaged learners – sharp identification and monitoring of disadvantaged pupils' needs IDSR: 38% disadvantaged pupils achieved EXS+ at KS2 compared to 80% on non-disadvantaged pupils nationally (a difference of -42), The reading difference is only -5.	Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.	All staff Love to Learn governors Headteacher Pupil progress, Pupil voice, data tracking	Half termly pupil progress reviews	Half termly tracking and monitoring	Improved outcomes in maths, writing and GPS for disadvantaged learners at KS2, closing the gap between Disadvantaged Pupils and their non-disadvantaged peers nationally
A1.2 Improve outcomes in writing for disadvantaged learners – sharp identification and monitoring of disadvantaged pupils' needs IDSR: 38% disadvantaged pupils achieved EXS+ at KS2 compared to 78% on non-	All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.	All staff Love to Learn governors Headteacher Pupil progress, Pupil voice, data tracking	Half termly pupil progress reviews	Half termly tracking and monitoring	

disadvantaged pupils nationally (a difference of -40), The reading difference is only -5.						
A1.3 Improve outcomes in GPS for disadvantaged learners – sharp identification and monitoring of disadvantaged pupils’ needs IDSR: 38% disadvantaged pupils achieved EXS+ at KS2 compared to 78% on non-disadvantaged pupils nationally (a difference of -40), The reading difference is only -5.			All staff Love to Learn governors Headteacher Pupil progress, Pupil voice, data tracking	Half termly pupil progress reviews	Half termly tracking and monitoring	
A2: Other vulnerable groups – attainment and progress						
A2.1 Track, monitor and enhance the achievement of other vulnerable groups, particularly CLA and PCLA The school has a high number of CLA and PCLA who do not appear on IDSR.		Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or wellbeing, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.	All staff Love to Learn governors Headteacher Pupil progress, Pupil voice, data tracking	Half termly pupil progress reviews	Half termly tracking and monitoring	Continued enhancement in achievement for other vulnerable groups, particularly CLA and PCLA, and those in receipt of Pupil Premium.
A2.2 Monitor the effectiveness of the school’s Pupil Premium strategy Decreasing % of children who are in receipt of Pupil Premium, resulting in decreasing levels of funding for the school		Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.	All staff Love to Learn governors Headteacher Pupil progress, Pupil voice, data tracking	Half termly pupil progress reviews	Half termly tracking and monitoring	Continued enhancement in achievement for other vulnerable groups, particularly CLA and PCLA, and those in receipt of Pupil Premium.
Evaluation	Term 1:					
	Term 2:					
	Term 3:					
	Term 4:					

	Term 5:
	Term 6:

Priority B: Curriculum and Teaching – Consistently effective teaching of a high-quality curriculum is intentionally adapted to target any gaps in foundational knowledge and skills, removing barriers to achievement for all pupils, and aiding detailed recall of intended key knowledge and vocabulary.

Actions:

B1: Continue to **implement Kingsland’s Essence of Teaching and Learning**, including with new teaching staff, further embedding **adaptive teaching and learning strategies** across each class and subject area, ensuring teachers are skilled at teaching and adapting in the moment to respond to children’s emerging thinking, their curiosity and any misunderstanding, providing opportunities for children to excel in their learning and development.

B2: To further implement the school’s **Foundational Skills and Knowledge Framework**, so that the gaps in pupils’ foundational skills and knowledge are identified, and quickly targeted.

B3: Leaders continue to use **monitoring and assessment strategies** well to enable them to make astute decisions about how the curriculum should adapt and evolve, ensuring that the implementation and delivery of the curriculum is high-quality and consistent across all subjects and year groups, and to consistently make highly effective choices about what to teach, and when and how to teach it; leaders will ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils’ learning.

What does success look like in the classrooms?

- Consistently high-quality teaching and learning in line with the school’s Essence of Teaching and Learning
- Use of Foundational Skills and Knowledge Framework to identify achievements and next steps in learning
- Teachers and leaders demonstrate that they make deliberate choices to adapt their teaching to meet the needs of every child in every lesson

What are the intended outcomes?

- Consistent and high-quality deliver of the schools’ Essence of Teaching and Learning pedagogical philosophy
- Effective and impactful use of Foundational Skills and Knowledge Framework to quickly identify and address gaps in skills and knowledge
- Effective and impactful use of adaptive teaching and learning strategies, leading to enhanced outcomes for pupils

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost	Key milestones / time	Expected impact
B1 Pedagogical philosophy – Essence of teaching and learning at Kingsland					
B1.1 Embed Essence of Teaching and Learning	Ofsted 2023: Leaders have not identified the key knowledge, skills and subject vocabulary they want pupils to learn and remember in some foundation subjects and some	Headteacher Love to Learn governors All staff	INSET and staff meeting time Love to Learn committee meetings Governor monitoring activities	Half termly reviews	Consistently high-quality teaching and learning in line with the school’s Essence of

	areas of learning in the early years curriculum. This means that some content is not sequenced as well as it could be, and learning does not build progressively as pupils move through the school. Leaders should identify the essential knowledge, skills and vocabulary that children need to know in these subjects so pupils can achieve as well as they do in English and mathematics. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.		Internal monitoring – lessons, books, pupil voice		Teaching and Learning
B1.2 Further develop adaptive teaching and learning strategies		Headteacher Love to Learn governors All staff SENCO NPQSEN	INSET and staff meeting time Love to Learn committee meetings Governor monitoring activities Internal monitoring – lessons, books, pupil voice	Half termly reviews	Effective and impactful use of adaptive teaching and learning strategies, leading to enhanced outcomes for pupils
B2 Foundational skills and knowledge framework					
B2.1 Further develop the Foundational Skills and Knowledge Framework for all EYFS pupils, and those KS1 / KS2 pupils who are <EXS or making <EXS progress	The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing is implemented consistently well across the school to remove barriers to achievement for these pupils.	Headteacher Love to Learn governors All staff SENCO NPQSEN EYFS & KS1 staff	INSET and staff meeting time Love to Learn committee meetings Governor monitoring activities Internal monitoring – lessons, books, pupil voice	Half termly reviews	Effective and impactful use of Foundational Skills and Knowledge Framework to quickly identify and address gaps in skills and knowledge

B3 Monitoring and assessment of curriculum delivery					
B4.1 Leaders to ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning, in their own subject areas Subject leaders to carry out regular monitoring checks on how well their subjects are planned and delivered – planning monitoring, book monitoring and Pupil Voice	Ofsted 2023: Senior leaders carry out regular checks on how well the English and mathematics curriculums are delivered and on how well pupils master the skills and knowledge needed to be successful. However, these checks are not carried out as effectively in the foundation subjects. Senior leaders should ensure that subject leaders have sufficient opportunity, and the skills needed, to check the quality of curriculum delivery, and its impact on pupils' learning, in their own subject areas. Subject leaders to carry out regular checks on how well their subjects are planned and delivered, monitoring through using Pupil Voice, ensuring there is no 'drift' from the intended curriculum Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.	Headteacher Love to Learn governors Subject leaders	INSET and staff meeting time Love to Learn committee meetings Governor monitoring activities Internal monitoring – lessons, books, pupil voice	Half termly reviews	Teachers and leaders demonstrate that they make deliberate choices to adapt their teaching to meet the needs of every child in every lesson

Evaluation	Term 1:		
	Term 2:		
	Term 3:		
	Term 4:		
	Term 5:		
	Term 6:		

Priority C: Inclusion – Leaders continue to consistently identify pupils’ needs (and emerging or changing needs) quickly and accurately, having high expectations for them, and take a graduated approach to ensure that their needs are met.

Actions:

C1: Continue to implement **early identification** strategies of a range of increasingly complex needs, including the development of the school’s **Inclusion Strategy**

C2: Continue to implement highly effective **adaptive teaching** (high-quality inclusive teaching for all)

C3: Continue to implement effective **tracking and monitoring strategies of vulnerable pupils** including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or wellbeing

What does success look like in the classrooms?

- SEND pupils access the curriculum alongside all other pupils, in an inclusive environment
- Effective adaptive teaching is a key feature of every lesson in every class
- The needs of vulnerable pupils are quickly identified with gaps in learning and effective interventions implemented effectively

What are the intended outcomes?

- SEND needs are identified early and effective interventions and support is implemented quickly and effectively; school develops a clear Inclusion Strategy in line with DfE guidelines
- Effective adaptive teaching results in enhanced engagement with the curriculum and pupil outcomes
- Effective tracking and monitoring of vulnerable pupils quickly identifies gaps in learning and ensures interventions are implemented effectively

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost	Key milestones / time	Expected impact
C1 Early identification of complex needs					
C1.1 Continue to establish strategies for early identification of needs	Increasing % of children on the SEND register, with increasing needs, and increasing numbers of EHCPs	Headteacher SENCO NPQSEN All staff, including TAs SEN TAs	INSET and staff meeting time TA appraisals Professional Growth for teachers	Weekly meetings between headteacher and SENCO	SEND needs are identified early and effective interventions and support is

Develop and monitor school's Inclusion Strategy	27% of pupils across the school are SEND, significantly higher than the national average	Love to Learn governors	Pupil Progress meetings SENCO time	Half termly pupil progress reviews	implemented quickly and effectively
C1.2 Rigorously monitor progress of SEND pupils; evaluate the impact of interventions	Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	Headteacher SENCO NPQSEN All staff, including TAs SEN TAs Love to Learn governors	INSET and staff meeting time TA appraisals Professional Growth for teachers Pupil Progress meetings SENCO time	Weekly meetings between headteacher and SENCO Half termly pupil progress reviews	School develops and monitors a clear Inclusion Strategy in line with DfE guidelines
C1.3 Monitor the provision for SEND children and disadvantaged pupils who are SEND	Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions.	Headteacher SENCO NPQSEN All staff, including TAs SEN TAs Love to Learn governors	INSET and staff meeting time TA appraisals Professional Growth for teachers Pupil Progress meetings SENCO time	Weekly meetings between headteacher and SENCO Half termly pupil progress reviews	
C2 Effective adaptive teaching					
C2.1 Continue to implement highly effective adaptive teaching (high-quality inclusive teaching for all)	Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.	Headteacher SENCO NPQSEN All staff, including TAs SEN TAs Love to Learn governors	INSET and staff meeting time Monitoring activities – lessons, books, pupil voice Pupil Progress meetings SENCO time	Monitoring activities – lessons, books, pupil voice Half termly pupil progress reviews	Effective adaptive teaching results in enhanced engagement with the curriculum and pupil outcomes
C3 Tracking and monitoring of vulnerable groups					

C3.1 Continue to implement effective tracking and monitoring strategies of vulnerable pupils including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing		Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.	Headteacher SENCO NPQSEN All staff, including TAs SEN TAs Love to Learn governors	INSET and staff meeting time Monitoring activities – lessons, books, pupil voice Pupil Progress meetings SENCO time	Monitoring activities – lessons, books, pupil voice Half termly pupil progress reviews	Effective tracking and monitoring of vulnerable pupils quickly identifies gaps in learning and ensures interventions are implemented effectively
Evaluation	Term 1:					
	Term 2:					
	Term 3:					
	Term 4:					
	Term 5:					
	Term 6:					

Priority D: Leadership and governance – Leaders establish an ambitious and coherent programme of Personal Development					
Actions: D1: Leaders use their detailed and insightful analysis of school performance to evaluate the impact of the provision , with a particular focus on embedding new staff members , further developing the impact of adaptive teaching strategies, and further embedding the impact of the Foundational Skills and Knowledge Framework . They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school. D2: Continue to increase awareness of cyber security D3: Continue to enhance provision for Personal Development including: reapply for International School Award and continue to develop international learning; continue the development of restorative practice principles and achievement of ARC Gold Award / national ARC Learning Hub					
What does success look like in the classroom? - All pupils access high-quality curriculum through effective adaptive teaching and learning strategies, identifying and addressing gaps in learning through the effective use of the Foundational Skills and Knowledge Framework - Staff and pupils develop increasing awareness of cyber security risks and how to keep safe online - Personal Development remains a key feature and success of the school, enhancing pupils' understanding and attitudes of the world					
What are the intended outcomes? - Effective and impactful use of adaptive teaching and learning strategies, leading to enhanced outcomes for pupils - Increased pupils and staff awareness of the risks of cyber security and how to keep safe online - Successful reapplication for the International School Award; successful implementation of ARC principles and launch of the Kingsland ARC national Learning Hub					
Actions / focus	Why?	Responsibility / Monitoring	Resources / cost	Key milestones / time	Expected impact
D1 Further developing adaptive teaching strategies and the Foundational Skills and Knowledge Framework					
D1.1 Further develop adaptive teaching and learning strategies Further develop Foundational Skills and Knowledge Framework	Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.	Headteacher Love to Learn governors All staff SENCO NPQSEN	INSET and staff meeting time Love to Learn committee meetings Governor monitoring activities Internal monitoring – lessons, books, pupil voice	Half termly reviews	Effective and impactful use of adaptive teaching and learning strategies, leading to enhanced outcomes for pupils Gaps in pupils' foundational knowledge and skills are rapidly addressed
D2 Increase awareness of cyber security					
D2.1 Staff and pupils develop increasing awareness of	Ever-increasing cyber security risks and the potential resulting impact on IT systems and data breaches	Headteacher Resources governors Safeguarding governor	Safeguarding for All training (+ catch up)	Ongoing	Through increased awareness, risk of cyber security

cyber security risks and how to keep safe online Rigorous monitoring of filtering systems increase IT security systems School develops clear pupil iPad systems to increase monitoring and decrease risks		Continued raising awareness of risks in line with KCSIE will reduce the risk of human error causing a significant cyber security breach	All staff	Staff CPD – regular updates Staff meeting time Specific cyber security CPD materials and software SLA with SE		breaches decreases, particularly through the element of human error Rigorous monitoring of filtering systems increase IT security systems School develops clear pupil iPad systems to increase monitoring and decrease risks
D3 Enhance provision for Personal Development						
D3.1 Reapply for International School Award		The school is conscious of its monocultural position in north Herefordshire and the need to open the children's eyes to a wider world	Headteacher All staff Learn to Love governors	Headteacher time Staff meeting time	Half termly review of provision	Successful reapplication for the International School Award
D3.2 Continue to embed ARC principles through ARC gold award and national ARC Learning Hub		The school is committed to relational practice, providing an inclusive and safe environment for all pupils, including those who have suffered ACEs, and being trauma-informed and attachment aware	Headteacher All staff Learn to Love governors	Headteacher time Staff meeting time CPD for new staff	Half termly review of provision	Successful implementation of ARC principles and launch of the Kingsland ARC national Learning Hub
Evaluation	Term 1:					
	Term 2:					
	Term 3:					
	Term 4:					
	Term 5:					
	Term 6:					

Priority E: Early years – Leaders continue to ensure high-quality adaptive teaching and learning for all pupils, resulting in increased GLD attainment in 2027

Actions:

E1: Continue to prioritise Early Years with embedding a new EYFS teacher, ensuring high-quality **adaptive teaching** and learning for every pupil, to give children the very best start in life by implementing recommendations from Strong foundations in the first years of school, further embedding the **Foundational Skills and Knowledge Framework** to assist in plugging gaps in knowledge and skills, and ensuring **GLD data** returns to above-national averages in 2027.

What does success look like in the classroom?

- All pupils access the curriculum through high-quality adaptive teaching strategies
- Any gaps in learning are quickly and effectively identified and addressed through impactful implementation of the Foundational Skills and Knowledge Framework
- Pupils achieve highly and produce high-quality work across all learning areas

What are the intended outcomes?

- All pupils access the curriculum through high-quality adaptive teaching strategies
- Gaps in learning are quickly and effectively identified and addressed through impactful implementation of the Foundational Skills and Knowledge Framework
- GLD data returns to above-national averages in 2027

Actions / focus	Why?	Responsibility / Monitoring	Resources / cost	Key milestones / time	Expected impact
E1 High-quality adaptive teaching and learning for every pupil					
E1.1 Leaders ensure consistent high-quality adaptive teaching across all areas of learning through regular and rigorous monitoring activities	Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended. Staff consistently maximise the opportunities for engaging children in high quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.	Headteacher EYFS staff Love to Learn governors	INSET and staff meeting time Monitoring activities – lesson, books, pupil voice Love to Learn committee governor meetings	Termly monitoring activities – lessons, books, pupil voice Half termly pupil progress reviews	All pupils access the curriculum through high-quality adaptive teaching strategies
E1.2	Children, including disadvantaged children, those with SEND, those who are known (or previously	Headteacher EYFS staff Love to Learn governors	ECT time ECT programme SHaW maths hub CPD	Ongoing CPD Weekly mentor meetings	New staff member is highly supported and lets her lights

Leaders provide high-quality CPD opportunities for new staff member		known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are consistently very well prepared for the next stage of learning.		RWI training Lesson monitoring, book monitoring, pupil voice – feedback opportunities		shine, developing understanding of subject and pedagogical knowledge and skills, particularly in early maths, Teaching for Mastery principles and RWI
E1.3 Leaders further develop the use of the Foundational Skills and Knowledge Framework to identify and address gaps in learning, particularly with EYFS pupils		Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary. Typically, children's achievement will be reflected in above-average proportions reaching a good level of development.	Headteacher EYFS staff Love to Learn governors	INSET and staff meeting time Monitoring activities – lesson, books, pupil voice Love to Learn committee governor meetings	Termly monitoring activities – lessons, books, pupil voice Half termly pupil progress reviews	Gaps in learning are quickly and effectively identified and addressed through impactful implementation of the Foundational Skills and Knowledge Framework GLD data returns to above-national averages in 2027
Evaluation	Term 1:					
	Term 2:					
	Term 3:					
	Term 4:					
	Term 5:					
	Term 6:					