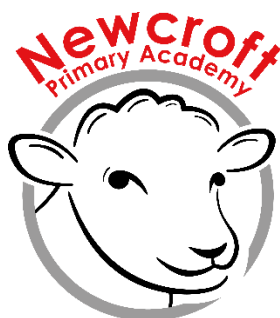


# Newcroft Primary Academy



## Core Strategic Plan 2026-27

|                      |                                     |
|----------------------|-------------------------------------|
| Received by LGB      | Monday 6 <sup>th</sup> October 2026 |
| Received by Trustees |                                     |

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## Symphony Learning Trust Key Objectives

| Object Focus                                                                | Ref: | Outcomes                                                                                                                                                                                                      | 2026-2027 | 2027-2028          | 2028-2029          |
|-----------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------|--------------------|
| <b>1. Leadership and Management</b>                                         | 1a   | Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment | Embed     | Review / Implement | Embed              |
|                                                                             | 1b   | Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'                | Embed     | Review / Implement | Embed              |
|                                                                             | 1c   | Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools                                                             | Embed     | Review / Implement | Embed              |
| <b>2. Teaching, Learning and Assessment</b>                                 | 2a   | Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward                                                                                 | Embed     | Review / Implement | Embed              |
|                                                                             | 2b   | Develop projects to improve pedagogy across the MAT                                                                                                                                                           | Embed     | Review / Implement | Embed              |
|                                                                             | 2c   | Develop and implement systems of cross-MAT moderation and quality assurance                                                                                                                                   | Embed     | Review / Implement | Embed              |
| <b>3. Behaviour, Safety and Welfare of Pupils (including mental health)</b> | 3a   | Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools                                                                                             | Embed     | Review / Implement | Embed              |
|                                                                             | 3b   | Implement the highest expectations of Behaviour for Learning in all classes                                                                                                                                   | Embed     | Embed              | Embed              |
|                                                                             | 3c   | Embed a strong ethos in each school by promoting British Values and global citizenship                                                                                                                        | Embed     | Embed              | Embed              |
|                                                                             | 3d   | Develop systems for schools in supporting children's mental health and well-being                                                                                                                             | Embed     | Embed              | Review / Implement |
| <b>4. Outcomes for Pupils and groups</b>                                    | 4a   | Above national average for progress and for standards in all schools for all key national assessments                                                                                                         | Embed     | Embed              | Embed              |
|                                                                             | 4b   | Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence                                                                                                    | Embed     | Embed              | Embed              |
|                                                                             | 4c   | Outcomes for disadvantaged groups above national to help close the gap                                                                                                                                        | Embed     | Embed              | Review / Implement |
| <b>5.Outward Looking and Growth</b>                                         | 5a   | To maintain the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils                                         | Embed     | Embed              | Review / Implement |
|                                                                             | 5b   | Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust                                                                                                       | Embed     | Review / Implement | Embed              |
|                                                                             | 5c   | Develop and Implement an appropriate professional development curriculum for staff                                                                                                                            | Embed     | Embed              | Embed              |
|                                                                             | 5d   | Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)                                                                    | Embed     | Embed              | Review / Implement |
|                                                                             | 5e   | Implement School to School Support where needed                                                                                                                                                               | Embed     | Embed              | Embed              |

## Leadership and Governance Responsibilities

| Newcroft Senior Leadership Team 2026-27                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Sara Aukland<br>Head teacher/ Trust Strategic<br>Education Leader (0.5)                                                                                                                                                                                                                                                                                                                                                                           | Alice Brailsford<br>Head of school/<br>Deputy Head teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Jamie Pratt<br>Assistant Head teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Jennie Dance<br>EYFS Leader                                                                                                                                                                                                                                                                  |                                              |
| Designated Safeguarding Leader (including monitoring)<br>Strategic Direction<br>Curriculum, teaching and monitoring<br>Curriculum Development<br>Standards and progress<br>Attendance Leader and monitoring<br>Assessment Lead<br>Website<br>Marketing<br>Health and Safety<br>Teachers and Business Manager Line management and performance management<br>Human resources<br>Staff CPD<br>Staff Absence<br>Safeguarding newsletter<br>Newsletter | Deputy Designated Safeguarding Leader<br>Curriculum, teaching and monitoring<br>Standards and progress<br>Pastoral and Personal Development and Wellbeing leader (pupils)<br>Mental Head Leader<br>Attendance (shared)<br>Teachers line management and performance management<br>ELSA pastoral and wellbeing line management<br>Teaching and learning staff new starters-onboarding<br>Educational Visits Coordinator (EVC)<br>Events coordinator (parent and office liaison)<br>Forest School<br>Staff Absence and cover<br>ECT induction leader<br>Volunteers<br>OPAL Senior leadership | Deputy Designated Safeguarding Leader<br>Monitoring leader and monitoring calendar<br>Curriculum, teaching and monitoring<br>Assessment<br>British Values Leader<br>Job Centre<br>Support staff line management and performance management<br>Marketing (Twitter and Facebook)<br>ITT leader<br>Assessment Lead for Year 6<br>Extra-Curricular Clubs and pupil experience<br>Staff wellbeing Leader and staff voice (Pulse)<br>English Subject leader<br>School stationery and marketing<br>Friends of Newcroft PTA | Reception curriculum, teaching, standards and progress<br>Pre School curriculum, teaching, standards and progress<br>Support Staff line management<br>EYFS pupil and parent induction<br>EYFS staffing<br>Designated teacher for Looked After Children<br>Pupil Premium and Inclusion Leader |                                              |
| Amy Bingham<br>Business Manager                                                                                                                                                                                                                                                                                                                                                                                                                   | Louise Hunt<br>SENCo 0.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lucy Lloyd<br>Assistant SENCo 0.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Charlotte Kirkham<br>Deputy Head teacher (0.6)                                                                                                                                                                                                                                               | Hannah Wicks<br>Assistant Head teacher (0.6) |
| Budget, finance and procurement<br>Premises and site projects<br>Office, Lunchtime, premises and site contractors line management<br>Human resources<br>Health and Safety<br>Breakfast and After School Club<br>Catering<br>Staff Absence and return to work meetings<br>All staff new starters- site and HR onboarding<br>Marketing (shared)                                                                                                     | SEND strategic direction<br>Standards and progress (SEND pupils)<br>Monitoring (SEND pupils)<br>Teacher and support staff SEND CPD<br>SEND parent support and workshops<br>EHCP annual reviews<br>Support staff line management and performance management                                                                                                                                                                                                                                                                                                                                | Deputy Designated Safeguarding Leader<br>Quality assurance and support for teachers- SEND targets and provision<br>EHCP annual reviews (support)<br>Monitoring (SEND pupils)<br>SEND administration<br>Teacher and support staff SEND CPD (shared)<br>SEND parent support and workshops                                                                                                                                                                                                                             | Maternity leave                                                                                                                                                                                                                                                                              | Maternity leave                              |

| Subject Leader (s)                                                                       | Subject/ Area                                         | Governor Partner (s)        |
|------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------|
| Pre School Leader                                                                        | Katie Collins                                         | Kylie Winkless              |
| Pupil Premium and Inclusion and Designated Teacher                                       | Jennie Dance, EYFS Leader                             | James Perry                 |
| SEND                                                                                     | Louise Hunt, SENCo and Lucy Lloyd, Assistant SENCo    | James Perry (Focus Area)    |
| Personal Development, Pastoral and Mental Health and Wellbeing, Forest School and OPAL   | Alice Brailsford, Head of School/ Deputy Head teacher | Lauren Hackett (Focus Area) |
| School council and anti-bullying                                                         | Amy Woodward                                          | Lauren Hackett              |
| EYFS (Reception and Pre-School)                                                          | Jennie Dance, EYFS leader                             | Kylie Winkless              |
| English (Reading, Writing, grammar, punctuation and spelling and handwriting)            | Jamie Pratt, Assistant Head teacher                   | James Lomax (Focus Area)    |
| Phonics and Early Reading                                                                | Lorraine Lloyd                                        | James Lomax                 |
| Oracy and Eco Council (sustainability/ climate action plan)                              | Shannon Marlow                                        | Matt Allen                  |
| Maths                                                                                    | Jamie Akiens                                          | Full Governing Body         |
| Science and healthy schools                                                              | Lucy Lloyd                                            | Full Governing Body         |
| History                                                                                  | Abbi Porter                                           | Full Governing Body         |
| Geography                                                                                | Katie Thompson                                        | Full Governing Body         |
| RE                                                                                       | Alison Pridmore                                       | Full Governing Body         |
| Computing                                                                                | Paris Martin                                          | Full Governing Body         |
| PSHE and RSHE                                                                            | Alice Brailsford, Head of School/ Deputy Head teacher | Full Governing Body         |
| MFL                                                                                      | Alison Bibb                                           | Full Governing Body         |
| Music                                                                                    | Katie Collins                                         | Full Governing body         |
| Design and Technology                                                                    | Vicky Hawksworth                                      | Full Governing body         |
| Art and Design                                                                           | Rosie Cran – Choir                                    | Full Governing Body         |
| Physical Education                                                                       | Amy Woodward                                          | Full Governing Body         |
| <b>Additional Governor Roles</b>                                                         |                                                       |                             |
| Health, Safety and Allergies – James Lomax                                               |                                                       |                             |
| Wellbeing and Equality – Victoria Linthwaite                                             |                                                       |                             |
| Safeguarding and attendance – (Check and sign the SCR termly)- Vikki Rundle- Brown       |                                                       |                             |
| Finance – (budget checks)- Shatabdi Roy                                                  |                                                       |                             |
| Head Teacher's Performance Management – Vikki Rundle- Brown, Lauren Hackett, James Perry |                                                       |                             |
| Pay Committee – Lauren Hackett, Kylie Winkless and James Perry                           |                                                       |                             |

## Long Term (3 year) Improvement Plan

| Focus Area                                           | 2026 - 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2027- 28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2028 - 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Leadership, management (including governance)</b> | <ul style="list-style-type: none"> <li>The school website meets all statutory requirements</li> <li>The school meets all data protection requirements</li> <li>The governing body ensure that all statutory duties are met for the year</li> <li>Review and recruitment of governors to further strengthen the governing body</li> <li>Focus on high quality challenge and minuting by the governing body</li> <li>Continued focus on staff wellbeing and workload management with the support of governors</li> <li>Focus on continued improvement in pupil numbers linked to marketing</li> </ul>                                                | <ul style="list-style-type: none"> <li>The school website meets all statutory requirements</li> <li>The school meets all data protection requirements</li> <li>The governing body ensure that all statutory duties are met for the year</li> <li>Review and recruitment of governors to further strengthen the governing body</li> <li>Focus on embedding high quality challenge by the governing body</li> <li>Continued focus on staff wellbeing and workload management- develop new strategies</li> <li>Stabilise pupil numbers linked to marketing strategy and new house building.</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>The school website meets all statutory requirements</li> <li>The school meets all data protection requirements</li> <li>The governing body ensure that all statutory duties are met for the year</li> <li>Recruitment of governors to further strengthen the governing body</li> <li>Continued focus on embedding high quality challenge by the governing body</li> <li>Continued focus on staff wellbeing and workload management- embed new strategies</li> <li>Stabilise pupil numbers linked to marketing strategy and new house building.</li> </ul>                                                                                              |
| <b>Teaching and Learning</b>                         | <ul style="list-style-type: none"> <li>90% of lessons to be judged as at least good or better</li> <li>Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills</li> <li>Further embed the use of substantive and disciplinary knowledge which is mapped out for all subjects</li> <li>Continue to use curriculum end points in foundation subjects</li> <li>Embed the use of the school's teaching protocols to secure high quality first teaching</li> <li>Continued focus on workload reduction in operational tasks</li> <li>Embed the revised feedback policy to secure pupil progress</li> </ul> | <ul style="list-style-type: none"> <li>90% of lessons to be judged as at least good or better</li> <li>Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills</li> <li>Monitor and continue to develop strategies for the retention of use of substantive and disciplinary knowledge which is mapped out for all subjects</li> <li>Review curriculum end points in foundation subjects</li> <li>Review the school's teaching protocols to secure high quality first teaching</li> <li>Full review of workload reduction in operational tasks</li> <li>Full review of the curriculum in line with the new National Curriculum</li> </ul> | <ul style="list-style-type: none"> <li>90% of lessons to be judged as at least good or better</li> <li>Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills</li> <li>Monitor and continue to develop strategies for the retention of use of substantive and disciplinary knowledge which is mapped out for all subjects</li> <li>Embed revised curriculum end points in foundation subjects</li> <li>Embed the revised school's teaching protocols to secure high quality first teaching</li> <li>Full review of workload and wellbeing</li> <li>Review the school's feedback policy</li> <li>Embed changes made to the curriculum</li> </ul> |
| <b>Standards in core subjects</b>                    | <ul style="list-style-type: none"> <li>KS2 EXS+ above national for Reading, Writing and Maths</li> <li>KS2 GDS scores to be above national for Reading, Writing and Maths</li> <li>KS2 combined Reading, Writing and Maths is above national</li> <li>KS2 Science EXS above national</li> <li>Y4 MTC at least 80% of pupils scoring 24+</li> <li>Y1 Phonics Screen % pass to remain above well above national</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>KS2 EXS+ above national for Reading, Writing and Maths</li> <li>KS2 GDS scores to be above national for Reading, Writing and Maths</li> <li>KS2 combined Reading, Writing and Maths is above national</li> <li>KS2 Science EXS above national</li> <li>Y4 MTC at least 80% of pupils scoring 24+</li> <li>Y1 Phonics Screen % pass to remain above well above national</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>KS2 EXS+ above national for Reading, Writing and Maths</li> <li>KS2 GDS scores to be above national for Reading, Writing and Maths</li> <li>KS2 combined Reading, Writing and Maths is above national</li> <li>KS2 Science EXS above national</li> <li>Y4 MTC at least 80% of pupils scoring 24+</li> <li>Y1 Phonics Screen % pass to remain above well above national</li> </ul>                                                                                                                                                                                                                                                                      |
| <b>Standards in foundation subjects</b>              | <ul style="list-style-type: none"> <li>At least 70% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>At least 70% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>At least 70% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Standards in Reception</b>                        | <ul style="list-style-type: none"> <li>Good Level of Development to be above national</li> <li>At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Good Level of Development to be above national</li> <li>At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Good Level of Development to be above national</li> <li>At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |

| Focus Area                                      | 2026 - 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2027- 28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2028 - 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Progress of different groups of learners</b> | <ul style="list-style-type: none"> <li>Continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2)</li> <li>Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2)</li> <li>Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2)</li> <li>Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Behaviour</b>                                | <ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the school for more than 2 years)</li> <li>Reduction YoY in suspensions for SEND/PP and boy groups</li> <li>Behaviour for learning judged to be good in 95% of learning walks and lesson observations</li> <li>The school will maintain the Anti Bullying Award</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the school for more than 2 years)</li> <li>Reduction YoY in suspensions</li> <li>Behaviour for learning judged to be good in 95% of learning walks and lesson observations</li> <li>The school will maintain the Anti Bullying Award</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the school for more than 2 years)</li> <li>Reduction YoY in suspensions</li> <li>Behaviour for learning judged to be good in 95% of learning walks and lesson observations</li> <li>The school will review systems and reapply for the Anti Bullying Award</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Attendance</b>                               | <ul style="list-style-type: none"> <li>Average attendance of all pupils at least 96%</li> <li>Average attendance of disadvantaged (PP) pupils at least 94% (good)</li> <li>Persistent absence to be less than 5%</li> <li>Develop the soft start approach for pupils with EBSA</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Average attendance of all pupils at least 96%</li> <li>Average attendance of disadvantaged (PP) pupils at least 94% (good)</li> <li>Persistent absence to be less than 5%</li> <li>Embed the soft start approach for pupils with EBSA</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Average attendance of all pupils at least 96%</li> <li>Average attendance of disadvantaged (PP) pupils at least 94% (good)</li> <li>Persistent absence to be less than 5%</li> <li>Embed the soft start approach for pupils with EBSA</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Inclusion</b>                                | <ul style="list-style-type: none"> <li>The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Safeguarding</b>                             | <ul style="list-style-type: none"> <li>Annual safeguarding audit identifies that the school meets all statutory duties</li> <li>Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Annual safeguarding audit identifies that the school meets all statutory duties</li> <li>Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Annual safeguarding audit identifies that the school meets all statutory duties</li> <li>Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Health and Wellbeing</b>                     | <ul style="list-style-type: none"> <li>Introduce OPAL playtimes and lunchtimes to develop play across the school</li> <li>2 hours per week of quality PE lessons for all children</li> <li>At least 3 year groups to experience an active sports club at lunchtime daily</li> <li>Develop the Pupil ELSA and Wellbeing leader role</li> <li>Extracurricular clubs widened to all year groups and to include a broader range of sports and interests</li> <li>90% of pupils (Year 1-6) will attend an active club during lunch or after school</li> <li>At least 75% of Year 6 children will be able to swim 25m</li> <li>The school will maintain the School Games Award, thus widening the sports and wellbeing offer across school</li> <li>Forest school for all year groups to be embedded into the curriculum approach</li> <li>Pre School and Reception to Embed Forest School in the EYFS curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Embed OPAL playtimes and lunchtimes to develop play across the school</li> <li>2 hours per week of quality PE lessons for all children</li> <li>At least 3 year groups to experience an active sports club at lunchtime daily</li> <li>Embed the Pupil ELSA and Wellbeing leader role</li> <li>Embed the role of the additional ELSA to support pupils' mental health and wellbeing</li> <li>Extracurricular clubs offer a broad range of sports and interests</li> <li>90% of pupils (Year 1-6) will attend an active club during lunch or after school</li> <li>At least 75% of Year 6 children will be able to swim 25m</li> <li>The school will maintain the School Games Award, thus widening the sports and wellbeing offer across school</li> <li>Embed widening the sports and wellbeing offer across school</li> <li>Forest school for all year groups to be embedded into the curriculum approach</li> <li>Pre School and Reception to further Forest School in the EYFS curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Embed OPAL playtimes and lunchtimes to develop play across the school and complete award</li> <li>2 hours per week of quality PE lessons for all children</li> <li>At least 3 year groups to experience an active sports club at lunchtime daily</li> <li>Review the Pupil ELSA and Wellbeing leader role</li> <li>Extracurricular clubs offer a broad range of sports and interests</li> <li>95% of pupils (Year 1-6) will attend an active club during lunch or after school</li> <li>At least 75% of Year 6 children will be able to swim 25m</li> <li>The school will maintain the School Games Award, thus widening the sports and wellbeing offer across school</li> <li>Embed widening the sports and wellbeing offer across school</li> <li>Review of forest school approach and experience</li> <li>Review of Forest school in the EYFS curriculum</li> </ul> |

| Focus Area                             | 2026 - 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2027- 28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2028 - 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Parents and the Wider Community</b> | <ul style="list-style-type: none"> <li>96% of parents will attend parents' evenings</li> <li>97% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event once per term in all year groups</li> <li>Each year group will engage parent volunteers to support with reading, specialist activities and celebrations</li> <li>Friends of Newcroft to organise at least 6 events during the year</li> <li>Review of the quality and levels of fundraising if FONS events</li> </ul>                      | <ul style="list-style-type: none"> <li>97% of parents will attend parents' evenings</li> <li>97% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event once per term in all year groups</li> <li>Each year group will engage parent volunteers to support with reading, specialist activities and celebrations</li> <li>Friends of Newcroft to organise at least 6 events during the year</li> <li>Embed new quality FONS events</li> </ul>                                                       | <ul style="list-style-type: none"> <li>97% of parents will attend parents' evenings</li> <li>97% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event once per term in all year groups</li> <li>Each year group will engage parent volunteers to support with reading, specialist activities and celebrations</li> <li>Friends of Newcroft to organise at least 6 events during the year</li> <li>Embed new quality FONS events</li> </ul>                                                       |
| <b>British Values</b>                  | <ul style="list-style-type: none"> <li>1 pupil from each class (Y1-Y6) to be voted into the school council</li> <li>Job Centre – at least 70% of pupils across both key stages have a 'job' during the year</li> <li>Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display)</li> <li>Each British Value covered in detail in all year groups as per the termly curriculum plans</li> <li>The school council will promote the key British Values in their work</li> </ul> | <ul style="list-style-type: none"> <li>1 pupil from each class (Y1-Y6) to be voted into the school council</li> <li>Job Centre – at least 70% of pupils across both key stages have a 'job' during the year</li> <li>Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display)</li> <li>Each British Value covered in detail in all year groups as per the termly curriculum plans</li> <li>The school council will promote the key British Values in their work</li> </ul> | <ul style="list-style-type: none"> <li>1 pupil from each class (Y1-Y6) to be voted into the school council</li> <li>Job Centre – at least 70% of pupils across both key stages have a 'job' during the year</li> <li>Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display)</li> <li>Each British Value covered in detail in all year groups as per the termly curriculum plans</li> <li>The school council will promote the key British Values in their work</li> </ul> |
| <b>Staff CPD</b>                       | <ul style="list-style-type: none"> <li>All staff can name at least 2 CPD activities during the year, linked to their role</li> <li>Bespoke CPD offered to all teaching staff through the NPQ scheme and The National College.</li> <li>CPD offered to all premises, kitchen and office staff to increase skills and knowledge</li> <li>All staff to engage in annual performance management</li> <li>Teaching and Learning CPD to focus on SEND</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>All staff can name at least 2 CPD activities during the year, linked to their role</li> <li>Bespoke CPD offered to all teaching staff through the NPQ scheme and The National College.</li> <li>CPD offered to all premises, kitchen and office staff to increase skills and knowledge</li> <li>All staff to engage in annual performance management</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>All staff can name at least 2 CPD activities during the year, linked to their role</li> <li>Bespoke CPD offered to all teaching staff through the NPQ scheme and The National College.</li> <li>CPD offered to all premises, kitchen and office staff to increase skills and knowledge</li> <li>All staff to engage in annual performance management</li> </ul>                                                                                                                                                             |

## Review of Priorities for 2025-2026

| What did we want to improve?                                                                                                                    | What did success look like and what was its impact?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Next Steps?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Priority 1:</b></p> <p>To improve pupil's character social, emotional, physical growth through delivering a forest school curriculum.</p> | <p><b>Successes</b></p> <ul style="list-style-type: none"> <li>A progressive forest School curriculum has been developed for Pre-School to Year 6 delivered by experts from Little Acorns.</li> <li>All pupils Pre School to Year 6 have engaged in at least 1 half term of forest school throughout the academic year.</li> <li>A weekly after-school forest school club session has been developed to support disadvantaged learners and those with a keen interest in outdoor learning. This has alternated between ages and phases throughout the year to ensure high quality and stage relevant provision.</li> <li>All teachers and support staffs have engaged in forest schools CPD, thus enhancing and developing their and pedagogical knowledge about forest school and outdoor learning.</li> <li>Pre School and EYFS teaching and support staff have undertaken enhanced and EYFS specific training with Little Acorns and with their support have devised forest schools sessions that fit within their EYFS curriculum topics. Children engage in this weekly in both settings as well as experiencing forest school for 1 half term.</li> <li>Forest school has taught all pupils through self-directed and planned activities about risk via managed risk situations. This has fostered improved resilience and problem-solving skills as well as developing independence, responsibility and critical thinking skills. Many other character keys have been exercised and developed through forest schools.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>100% of pupils from Pre School to Year 6 have engaged in a 6–7-week block of Forest School throughout the year.</li> <li>100% of Pre School and Reception pupils have engaged in weekly sessions as part of their curriculum from Spring 1 2026, led by Newcroft teaching and support staff.</li> <li>98% of pupils will be able to name at least 2 ways of staying safe in the forest (fire, equipment etc) on survey.</li> <li>81% of pupils said they have developed in confidence, resilience or teamwork skills as a result of forest school.</li> <li>100% of pupils in Years 1-6 said that Forest School has helped to improve their wellbeing- this has had the largest impact on wellbeing.</li> <li>100% of SEND learners with SEMH named as an area of need shared that forest school supports them in feeling calm.</li> <li>The gap between disadvantaged group attendance and non-disadvantaged group attendance and persistent absence has closed even further in 2025-26.</li> </ul> | <ul style="list-style-type: none"> <li>Due to the success of the introduction of the forest schools' approach at Newcroft the school will be introducing OPAL in 2026-27 to enhance play and outdoor learning even further.</li> <li>Explore opportunities for Little Acorns to run forest school clubs for Newcroft pupils and parents during school holidays</li> <li>Carefully consider the forest school timetable for 2026-27, considering learnings from 2025-26.</li> <li>Procure additional forest school outdoor play protective equipment for all pupils even further e.g. puddle suits and wellies.</li> </ul> |
| <p><b>Priority 2:</b></p> <p>Improve pupils' knowledge, memory and experiences of religions and cultures.</p>                                   | <p><b>Successes</b></p> <ul style="list-style-type: none"> <li>A full review of the locally agreed syllabus for RE teaching was undertaken to consider if this was the right scheme for our pupils and their specific demographics. It was found that it was not fit for teaching about cultures and religions in the modern world and did not make links to other subjects.</li> <li>Leaders introduced a new and modernised RE curriculum with the improvement of pupils' subject knowledge at as a core focus. Leaders purchased Kapow RE.</li> <li>Leaders selected the key substantive and disciplinary knowledge they expect pupils to gain to make sense of a complex and diverse world for use in assessment.</li> <li>RE is now taught on a weekly basis by class teachers to bring about regularity and focus, supporting in the building of mental models.</li> <li>Leaders improved the subject knowledge and pedagogical understanding of teachers through staff training in each half term.</li> <li>Leaders reviewed hands on resources to enhance the new RE curriculum with a focus on these supporting pupils to know more and remember more. RE boxes for all year groups have been created.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Continue to track pupil voice termly to measure the impact of the curriculum on recall of religions and cultures.</li> <li>Continue to plan assemblies across the year to reflect key religions, celebrations and cultures that children may not be familiar with e.g. Gypsy Roma/ traveller community.</li> <li>Continue to ensure trips to places of worship and other cultural visits and workshops go ahead, despite the trend of many parents being unwilling to contribute for these experiences.</li> </ul>                                                                 |

|                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                        | <ul style="list-style-type: none"> <li>The assembly timetable was enhanced further to develop a cultures calendar which reflects varied cultures represented in school and those unfamiliar e.g. Gypsy Roma culture.</li> <li>Leaders invited in more guest speakers programme from a variety of faiths and cultures in whole school assemblies and increased the workshops on offer by 100%.</li> <li>New opportunities to visit places of worship have been woven into the curriculum e.g Year 3 now visit Nottingham Cathedral and Year 6 visit the golden mile and a temple. This ensures visits in each key stage as well as what was already planned into the curriculum that was of high quality.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Learning walks showed the new curriculum is well embedded and teachers have a good understanding of what and how to teach the curriculum.</li> <li>Teachers' survey at the start and end of the year demonstrated that staff preferred teaching the new curriculum as it was more exciting for pupils and better resourced for them in delivery. Many did however note that pupils have struggled with comparison between faiths and cultures and some complex content in KS2, due to moving to a new curriculum. The RE leaders have supported teachers with sharing key prior knowledge information for pupils to support learning. This requires further development in 2026-27.</li> <li>Pupil voice in each term and that gained from our governor monitoring visit (Autumn 2025), demonstrated that children know more and remember more about their learning in RE and about other cultures.</li> <li>New opportunities to visit places of worship have been woven into the curriculum e.g. Year 3 now visit Nottingham Cathedral and Year 6 visit the Golden Mile and a temple. This ensures visits in each key stage as well as what was already planned into the curriculum that was of high quality.</li> <li>End point assessments show that children can recall more information and make links between religions and cultures- at least 73% will reached the expected standard as an average across the school, which is in line with other foundation subjects.</li> </ul> | <p>Develop a cost centre in the school budget for short falls.</p> <ul style="list-style-type: none"> <li>Continue to track End point assessments and ensure that disadvantaged groups are in line with non-disadvantaged.</li> </ul>                                                                                                                                                                                   |
| <p><b>Priority 3:</b></p> <p><b>To embed a consistent and progressive approach to oracy across all key stages.</b></p> | <p><b>Successes</b></p> <ul style="list-style-type: none"> <li>A menu of oracy strategies to support staff in consistently delivering the oracy curriculum has been developed.</li> <li>A display oracy 'steps to success' poster has been developed to support teacher pedagogy and pupil recall in lessons.</li> <li>A progressively mapped out oracy medium term plan has been designed, ensuring themes/stimulus are set out across all year groups.</li> <li>The school has implemented weekly structured oracy sessions to take place across the school for consistency and specific practice of the key skills and tools.</li> <li>The school has engaged in external training for staff and oracy leaders in Autumn 1 2025 to support high quality implementation.</li> <li>Leaders have delivered CPD to staff on a half termly basis from launch on INSET day 2025 and used staff survey to focus these sessions.</li> <li>A bank of resources and support for staff to use across the curriculum has been created.</li> <li>Increased opportunities for oracy practise have been developed in whole school assemblies, using the strategies taught across the school.</li> <li>An oracy club for pupils to plan their own stimulus for oracy has been delivered time to increase engagement.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Learning walks have demonstrated that oracy is being taught explicitly, the medium-term plan is being followed, and pupils are improving in their oracy skills.</li> <li>Learning walks have demonstrated that the approach to teaching oracy is consistent across the school. This has been supported by external governor morning</li> <li>Pupil voice has clearly demonstrated that pupils enjoy oracy lessons and have improved vocabulary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Review the planned themes for the academic year 2026-27 with staff to ensure that themes are age suitable</li> <li>Review the 2 year cycle at the end of the 2026-27 academic year</li> <li>Continue to ensure that Oracy time is taught at the same time across the school each week</li> <li>Continue to monitor oracy as part of the school's monitoring calendar.</li> </ul> |

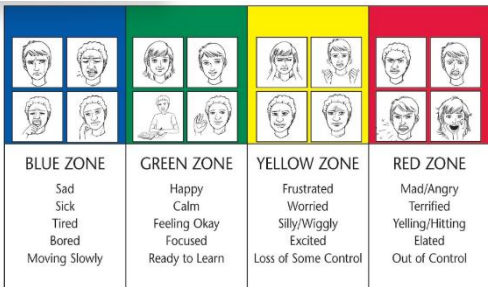
## Headline Results 2025-26

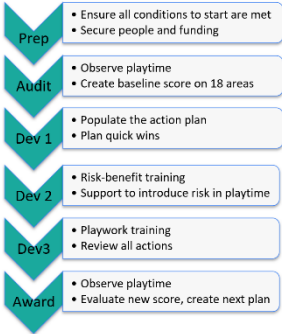
| Key | Below NA | Approx at NA | Above NA |
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| EYFSP GLD                                                   | Newcroft                    | Difference from previous<br><u>2024-25</u> (+/-) | National    | Difference (+/-) |
|-------------------------------------------------------------|-----------------------------|--------------------------------------------------|-------------|------------------|
|                                                             | 85%                         | -3.1% (88.1%)                                    | 72%         | +13%             |
| Phonics Screen Y1                                           | Newcroft                    | Difference from previous<br><u>2024-25</u> (+/-) | National    | Difference (+/-) |
|                                                             | 98.3%                       | +2.3% (96%)                                      | 82%         | +16.3%           |
| Multiplication Tables Check Y4<br>Check Average score (/25) | 23.7                        | -0.5 (24.2)                                      | 21.6        | +2.1             |
| MTC %                                                       | 90% (23+/25)<br>69% (25/25) | -2.98 (92.98%)                                   | 44% (25/25) | +36%             |

| KS2 SATs |               | Newcroft | Difference from previous<br><u>2023-24</u> (+/-) | National | Difference (+/-) | Av scaled score | Diff from national (+/-) |
|----------|---------------|----------|--------------------------------------------------|----------|------------------|-----------------|--------------------------|
|          | EXS and above | 93%      | -0.2% (93.2%)                                    | 75%      | +18.%            | 108.7           | (+2.7) 106               |
| Reading  | Greater depth | 42%      | -19% (61%)                                       | 30%      | +12%             |                 |                          |
| KS2 SATs |               | Newcroft | Difference from previous<br><u>2023-24</u> (+/-) | National | Difference (+/-) |                 |                          |
|          | EXS and above | 88.4%    | -1.4% (89.8%)                                    | 73%      | +15.4%           |                 |                          |
| Writing  | Greater depth | 20%      | +3% (17%)                                        | 13%      | + 7%             |                 |                          |
| KS2 SATs |               | Newcroft | Difference from previous<br><u>2023-24</u> (+/-) | National | Difference (+/-) | Av scaled score | Diff from national (+/-) |
|          | EXS and above | 95%      | +0.1% (94.9%)                                    | 75%      | +20%             | 109.8           | +4.8(105)                |

|                          |               |          |                                        |          |                  |                 |                          |
|--------------------------|---------------|----------|----------------------------------------|----------|------------------|-----------------|--------------------------|
| Maths                    | Greater depth | 53%      | -5.5% (47.5%)                          | 27%      | +26%             |                 |                          |
| KS2 SATs                 |               | Newcroft | Difference from previous 2023-24 (+/-) | National | Difference (+/-) | Av scaled score | Diff from national (+/-) |
|                          | EXS and above | 93%      | -1.9% (94.9%)                          | 74%      | +19%             | 109             | +4 (105)                 |
| GAPS                     | Greater depth | 53%      | -8.9 (44.1%)                           | 30%      | +14.5%           |                 |                          |
| KS2 SATs<br><br>Combined |               | Newcroft | Difference from previous 2023-24 (+/-) | National | Difference (+/-) |                 |                          |
|                          | EXS and above | 87%      | -1.1% (88.1%)                          | 63%      | +24%             |                 |                          |
|                          | Greater depth | 18%      | +6.1% (11.9%)                          | 8%       | +3.5%            |                 |                          |

| Priority 1                                                                                   | PDWB, Inclusion and Behaviour and Attendance: Zones of Regulation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Leader (s): Louise Hunt and Lucy Lloyd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                              | Start Date: August 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mid-Review: February 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evaluation: June 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| What do we want to improve?                                                                  | How will we go about it?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | When will it happen and be completed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What will <b>success</b> look like/ what is the <b>impact</b> ?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| To improve pupil's mental health and wellbeing through the introduction Zones of Regulation. | <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Introduce the evidence-based Zones of Regulation, a self-regulation curriculum to support pupils in building emotional literacy from Pre School to Year 6.</li> <li>Develop a whole school approach to support all pupils in emotional regulation and behavioural skills for life, helping them to prepare for their next stages beyond our school.</li> <li>Use Zones of Regulation to benefit all pupils, but especially those with additional needs by developing a curriculum which supports: vocabulary of emotional terms, how to recognise their own emotions, how to detect the emotions of others (read others' facial expressions, what may trigger certain emotions, how others may interpret their behaviour and problem solving skills</li> <li>Train staff to use zones with fidelity to ensure consistent language around emotions alongside restorative approaches where required.</li> <li>Develop consistent visuals for use across school.</li> </ul> <p><b>Targeted academic support</b></p> <ul style="list-style-type: none"> <li>Introduce the language of the Zones of Regulation on ISP, EHCP targets and PEPs.</li> <li>Develop 1:1 and small group interventions</li> <li>Create more detailed regulation toolkits for those with SEND or EBSA</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>Develop Zones of Regulation has part of the ELSA vocabulary and environment</li> <li>Share the introduction of the Zones of Regulation, resources and materials with parents for use at home.</li> <li>Develop a soft start space with a Zones of Regulation focus for those with EBSA.</li> </ul> <p><b>Linked Research</b><br/> Öhlböck et al., 2023- Evaluating the Effectiveness of Key Components of Zones of Regulation Curriculum Training on Teachers' Self-Efficacy at Managing Self-Regulation Needs in Autistic Pupils<br/> EEF Improving Social and Emotional Learning in Primary Schools<br/> EEF Social and Emotional Learning.<br/> The Zones of Regulation</p> |  <p>Teach Zones of regulation explicitly throughout the year, starting in a launch assembly (Summer 2 2026), Transition Day introduction with new teachers June 2026, settling activities with new teachers August 2026 and use throughout the academic day thereafter.</p> <p>Morning challenge – which one are you in? from June 2026</p> <p>Termly provision reviews and pupil voice focused on 'before and after' the introduction</p> <p>October 2026 revie with staff – what is working well and what could we improve on to inform CPD</p> <p>Spring term 2027 Governor review of provision and pupil voice</p> <p>Mid-Year Review February 2027 pupil voice work</p> <p>End of Year Review June 2027 monitoring and pupil voice work including full impact review from pupil voice survey.</p> | <ul style="list-style-type: none"> <li>All pupils from Pre School to Year 6 will engage in Zones of Regulation sessions and daily reflections throughout the year.</li> <li>By June 2027, 90% of pupils will be able to identify their current zone and name at least two regulation strategies appropriate to that zone.</li> <li>Behaviour incidents related to emotional dysregulation will decrease by 25% compared to the previous academic year.</li> <li>100% of teaching and support staff will use Zones of Regulation language consistently, evidenced through monitoring and learning walks.</li> <li>Pupil survey results will show that at least 85% of pupils feel confident using strategies to help them regulate emotions and return to learning.</li> <li>Pupil with EBSA requiring adult support to regulate on entry to school will reduce by 20% across the academic year.</li> </ul> |
| Activity                                                                                     | Purchase of Zones of Regulation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resourcing and staff training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Cost                                                                                         | £1000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | £500                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Priority 2                                                                                                             | Personal Development, Wellbeing and behaviour and attitudes: OPAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                            | Leader (s): Alice Brailsford                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Start Date: August 2026                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mid-Review: February 2027                                  | Evaluation: June 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| What do we want to improve?                                                                                            | How will we go about it/ Implementation Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                            | When will it happen and be completed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Embed OPAL principles across the school to improve pupil wellbeing, behaviour, and personal development.</b></p> | <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>To further enhance the provision for outdoor learning, introduce OPAL (Outdoor Play and Learning) as whole-school improvement programme that helps improve the quality of play opportunities for children during breaktimes and lunchtimes. "Play takes up 1/5 of children's time in primary school and plays a pivotal role in their development"</li> <li>Develop the programme with the core aims of improving children's physical health, emotional wellbeing, social development, creativity, problem-solving skills, and resilience in line with the school's embedded character curriculum.</li> <li>Develop an OPAL working group including the roles of a curricular lead for play / operational leadership and a play coordinator and supporting governor</li> <li>Develop an OPAL action plan with the school's SLT leader, OPAL Key Worker and School Play Coordinator.</li> <li>Develop a new assembly calendar as part of while school planning for OPAL to introduce concepts and ensure safety.</li> <li>Train whole school staff in play leadership and development. INSET day 2026 to cover OPAL principles, establish school values and policy and ensure play team inclusion.</li> <li>Termly training using OPAL College for relevant staff members as identified in the OPAL action plan</li> <li>Survey staff, children and parents in line with the OPAL programme plan</li> </ul>  <p><b>Wider strategies</b><br/>Engage families in OPAL – hold build days to promote community involvement,<br/>Engage families in OPAL- hold parent events once OPAL is embedded<br/>Appoint a parent/ OPAL leader<br/>Develop a plan for engaging parents and the wider community in procuring resources such as storage, consumables (e.g. chalk), materials, sand, and transport of loose parts to school.</p> <p><b>Linked Research</b><br/>Play England: Supporting school improvement through play<br/>University of Gloucestershire Evaluation (Russell, Lester &amp; Jones)<br/>University of Exeter – Project Playtime</p> |                                                            | <p>INSET training August 2026 and set up of OPAL working group and roles</p> <p>Half termly OPAL visits, monitoring and forward planning by OPAL team and the school's working group.</p> <p>Governor visit Spring 2027</p> <p>Review June 2027</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                            | <p>What will <b>success</b> look like/ what is the <b>impact</b></p> <ul style="list-style-type: none"> <li>OPAL action plan fully implemented.</li> <li>Increased range of play opportunities available daily.</li> </ul> <p><b>Behaviour and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Playground behaviour incidents will reduce by 30% over the academic year.</li> <li>90% of pupils will report enjoying playtimes and feeling included.</li> </ul> <p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>All pupils will engage in sustained physical activity during breaktimes at least three times per week.</li> <li>Opportunities for active play will increase across all year groups.</li> </ul> <p><b>Social Development</b></p> <ul style="list-style-type: none"> <li>Pupils will demonstrate improved cooperation, negotiation, and conflict-resolution skills.</li> <li>Staff observations will show increased mixed-age and inclusive play.</li> </ul> <p><b>Learning and Engagement</b></p> <ul style="list-style-type: none"> <li>Afternoon learning engagement will improve following high-quality play experiences.</li> <li>Teachers will report improved readiness to learn after lunch.</li> </ul> |
| <b>Activity</b>                                                                                                        | Cost of programme over 18 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | School funds towards the site build and resource purchases | Curriculum purchases and staffing hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Cost</b>                                                                                                            | £5000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | £10,000                                                    | £5000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Priority 3 Curriculum and teaching: Foundational Knowledge-Transcription |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Leader(s): Jamie Pratt and Sara Aukland                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Start Date: August 2026                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mid-Review: February 2027                                                                                                                                                                                                                                                                                                                                                                                    | Evaluation: June 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| What do we want to improve?                                              | How will we go about it?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | When will it happen and be completed?                                                                                                                                                                                                                                                                                                                                                                        | What will <b>success</b> look like/ what is the <b>impact</b> ?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| To develop a new approach to handwriting across the school               | <b>Teaching</b> <ul style="list-style-type: none"> <li>Undertake a full audit of handwriting focused on routines and progression across the school.</li> <li>Purchase a clearly structured and sequenced handwriting programme (from Pre School to Year 6) that ensures progress for every child from any starting point, developing systematic progression from un-joined to joined handwriting</li> <li>Purchase and embed a programme of teaching the cognitive and physical skills for handwriting.</li> <li>Purchase a progressive and well mapped out curriculum that supports teachers in making pupils' handwriting automatic, so all the attention of the brain can be on the writing content.</li> <li>Embed the 4 threads of teaching handwriting and transcription: making bodies stronger; learning the letters; holding the pencil and flow and fluency.</li> <li>Develop the schools handwriting and presentation policy to ensure consistency in approach.</li> <li>Design transcription 'steps to success' to support teaching and learning during handwriting sessions in class, to be displayed in classrooms to support teacher pedagogy and pupil recall.</li> <li>Implement weekly, twice weekly and daily handwriting sessions (dependant on year group and focus) to</li> <li>Deliver CPD to staff on a half termly basis from launch on INSET day 2026.</li> <li>Focussed CPD on pedagogy and on teachers' own handwriting, which should provide a model of high standards, across the curriculum, and not just in handwriting lessons.</li> <li>Engage in external training for teachers and support staff in Summer 2026, and in Autumn 2026 to support high quality implementation.</li> <li>Develop the use of the Kinetic Letters Portal to give teachers and support staff access to high quality staff training and development, which in turn will support workload.</li> <li>Create a bank of resources and support for teachers to use across the curriculum.</li> </ul> <b>Targeted academic support</b> <ul style="list-style-type: none"> <li>Half termly CPD to focus on next steps from monitoring.</li> <li>Teachers to assess pupils as per sequence plans and develop intervention groups for those not ready to move on- this will support confidence before moving on to new content.</li> </ul> <b>Wider Strategies</b> <ul style="list-style-type: none"> <li>Develop new opportunities for rewarding handwriting/ achieving a pen License and rewards for progress across the school.</li> <li>Develop handwriting reward boards in all classrooms.</li> </ul> <b>Linked Research</b><br>DfE- The Writing Framework 2025<br>EEF- Fluent transcription skills as the foundations for writing<br>EEF- Improving literacy at Key Stage One<br>Ofsted Toolkit 2025 | Autumn 1 Introduction of the new scheme to pupils<br><br>Training delivered on INSET and half termly throughout the academic year.<br><br>Staff voice survey at the start and end of the academic year, as well as at key points to gain direction for CPD<br><br>Half termly lesson visits, book looks and pupil voice to monitor the implementation of the scheme and support needed for staff and pupils/ | <ul style="list-style-type: none"> <li>Half termly book looks to monitor progress of the 4 threads will demonstrate progression in handwriting skills for all year groups</li> <li>Half termly lesson visits to monitor progress of the 4 threads will demonstrate progression in handwriting skills for all year groups.</li> <li>Half termly lesson visits will support leaders in tailoring CPD to meet the needs of teachers and to ensure consistency in teacher modelling.</li> <li>Termly pupil voice will show that pupils increasingly grasp new concepts and by the end of the year, can demonstrate progress from their starting points.</li> <li>Governor monitoring will support the above.</li> <li>Staff voice will aid leaders in designing the curriculum- anonymous surveys throughout the implementation of the new curriculum.</li> </ul> |
| Activity                                                                 | Purchase of the new scheme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Continual Staff CPD and resources                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Cost                                                                     | £2000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | £400                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Staff Professional Development Plan

| Whole school priority | What needs to be achieved?                                                                                                                                                                                                                                                                                                                                                                                               | How (training, by whom?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What will success look like and what will be its impact?                                                                                                                                                                                                                                                                                                                      | Cost  | Who will monitor its impact and to whom will this be reported to? | SLT Plan reference |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|--------------------|
| Priority 1            | Train teaching and learning staff in using Zones of Regulation                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Deliver headline information to all teaching and support staff in May 2026 Twilight</li> <li>Train staff to use zones with fidelity to ensure consistent language around emotions alongside restorative approaches where required</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Evidence that all teaching and learning staff have undertaken twilight training on Zones of Regulation and that any new staff have had this delivered to them on INSET 2026.</li> <li>Learning walks/ lesson visits will evidence that staff are using the shared vocabulary and consistent approach to Zones of Regulation</li> </ul> | £500  | Louise Hunt and Lucy Lloyd                                        | 2b, 3b, 3d, 5c     |
| Priority 2            | Engage all teaching and learning staff in the principles and reasoning behind the OPAL programme                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Train whole school staff in play leadership and development. INSET day 2026 to cover OPAL principles, establish school values and policy and ensure play team inclusion.</li> <li>Termly training using OPAL College for relevant staff members as identified in the OPAL action plan</li> </ul>                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>OPAL action plan fully implemented.</li> <li>Increased range of play opportunities available daily.</li> </ul>                                                                                                                                                                                                                         | £5000 | Alice Brailsford and the OPAL Working Group                       | 3a, 3b, 3d, 4c, 5c |
| Priority 3            | Train teaching and learning staff in using and embedding Kinetic Letters                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Deliver CPD to staff on a half termly basis from launch on INSET day 2026.</li> <li>Focussed CPD on pedagogy and on teachers' own handwriting, which should provide a model of high standards, across the curriculum, and not just in handwriting lessons.</li> <li>Engage in external training for teachers and support staff in Summer 2026, and in Autumn 2026 to support high quality implementation.</li> <li>Develop the use of the Kinetic Letters Portal to give teachers and support staff access to high quality staff training and development, which in turn will support workload.</li> </ul> | <ul style="list-style-type: none"> <li>Half termly lesson visits will support leaders in tailoring CPD to meet the needs of teachers and to ensure consistency in teacher modelling.</li> <li>Staff voice will aid leaders in designing the curriculum- anonymous surveys throughout the implementation of the new curriculum.</li> </ul>                                     | £400  | Jamie Pratt and Sara Auckland                                     | 2b, 4a, 4c, 5c     |
| Other headline CPD    | <ul style="list-style-type: none"> <li>Local annual safeguarding update by the school's DSLs- including key issues linked to our school, families and community (for all staff and governors)</li> <li>Prevent online training for all staff (bi annual, annual for DSLs) and home office training.</li> <li>Annual cyber training for all staff</li> <li>Annual update for all staff re equality objectives.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |       |                                                                   |                    |

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|  | <ul style="list-style-type: none"> <li>• All staff to undertake filtering and monitoring training as part of the annual safeguarding update (for all staff and governors)</li> <li>• All teaching and learning staff to undertake Online Safety training as part of the annual safeguarding update (for all staff and governors)</li> <li>• Zones of regulation training</li> <li>• Kinetic letters training</li> <li>• OPAL training</li> <li>• SEND- clicker training</li> <li>• SEND- Lexia training</li> <li>• Success for All Phonics training for all 'new to' staff.</li> <li>• First Aid Training (renewals)</li> <li>• Team Teach Training (renewals)</li> <li>• Diabetes training (new to staff and renewals)</li> <li>• NPQH x1</li> </ul> |
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### **Governance Review, Development and Monitoring Plans**

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| <b>Chair of Governors</b>                                                                  | Vikki Rundle-Brown                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Three main areas of challenge during the 2025-26 year for the school</b>                | <ul style="list-style-type: none"> <li>• <b>Parental Complaints and Subject Access Requests (SARs)</b> – The number of parental complaints and SARs has increased over the past year, with interactions often becoming more challenging and confrontational. This has placed additional pressure on the senior leadership team, increasing workload demands and at times negatively affecting staff wellbeing and morale</li> <li>• <b>Parental Engagement</b> – While parental engagement remains generally positive and supportive, the leadership team has noted a gradual decline in participation levels. This is evidenced by lower attendance at SEND parent events, reduced response rates to the end-of-year parental survey and increasing difficulty in recruiting parent volunteers for the Friends of Newcroft (FON) group. Sustaining strong partnerships with families is becoming more challenging and will require ongoing attention</li> <li>• <b>Leadership Capacity and Change</b> – The school has faced significant leadership capacity challenges this year due to multiple members of the leadership team being on maternity leave simultaneously, alongside the continued expansion of Sara's Trust-wide responsibilities. Whilst arrangements have been put in place to maintain continuity, these factors have increased pressure on the operational leadership of the school and reduced capacity for strategic development</li> </ul> |
| <b>List of official governor visits / monitoring visits undertaken throughout the year</b> | <p><b>Visit made &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>• 19/09/25 &gt; Termly health &amp; safety visit &gt; James Lomax</li> <li>• 6/10/25 &gt; SCR Termly Check &gt; Vikki Rundle-Brown</li> <li>• 6/10/25 &gt; Safeguarding Termly Check &gt; Vikki Rundle-Brown</li> <li>• 21/11/25 &gt; Forest School Monitoring Visit (Core plan focus) &gt; Lauren Hackett</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                                                                             | <ul style="list-style-type: none"> <li>• 10/12/25 &gt; RE Monitoring Visit (Core plan focus) &gt; Victoria Linthwaite</li> <li>• 23/01/26 &gt; Termly health &amp; safety visit &gt; James Lomax</li> <li>• 03/02/26 &gt; SEND Monitoring Visit &gt; James Perry</li> <li>• 06/03/26 &gt; Oracy Monitoring Visit (Core plan focus) &gt; James Lomax</li> <li>• 23/03/26 &gt; SCR Termly Check &gt; Vikki Rundle-Brown</li> <li>• 23/03/26 &gt; Safeguarding Termly Check &gt; Vikki Rundle-Brown</li> <li>• 16/04/26 &gt; Annual Safeguarding Audit &gt; Vikki Rundle-Brown</li> <li>• 11/06/26 &gt; Termly health &amp; Safety visit &gt; James Lomax</li> </ul>                                                                                                                                                                                                                                                                                                                      |
| Three key areas of action/impact by the governing body in 2025-26           | <b>Action &amp; Impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                             | <ul style="list-style-type: none"> <li>• <b>Climate Action Plan</b> – Governors have provided effective strategic oversight and challenge in the development and implementation of the school's Climate Action Plan ensuring environmental sustainability remains a key priority.</li> <li>• <b>Monitoring Visits</b> – Governors have undertaken a robust programme of monitoring visits, providing valuable assurance, strengthening accountability and enabling a deeper understanding of the school's strengths, priorities and areas for development.</li> <li>• <b>Support with Complaints and Subject Access Requests (SARs)</b> – Governors have offered significant support in managing an increasing number of complaints and SARs, providing guidance, oversight and appropriate challenge. Their involvement has helped ensure that processes remain fair, compliant and well managed, whilst supporting school leaders during a particularly demanding period.</li> </ul> |
| Any relevant expertise required for the LGB in the following academic year? | New Ofsted Framework Training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |