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**WILDGROUND FEDERATION**

**School Excellence Plan – September 2025-July 2026**

**Review Dates:** December 2025  
April 2026  
July 2026

#### **Key theme 1 – Safeguarding**

**Objective 1 – To continue to review and refine systems to ensure that the federation continues to have a strong culture of safeguarding that is highly effective at keeping children safe.**

**Objective 2 - To continue to review and develop safeguarding training for all staff including bespoke training as required ensuring that all staff continue to be highly effective at keeping children safe.**

**Objective 3 – To explore the implications of the use of AI with regard to safeguarding, ensuring that safeguarding remains highly effective.**

#### **Key theme 2 - Inclusion**

**Objective 1 – To continue to develop staff knowledge and understanding with regards to the most effective provision for different needs ensuring that all children continue to learn exceptionally well.**

**Objective 2 – To further enhance and celebrate culture and diversity through curriculum provision and wider school opportunities providing pupils with rich experiences in a coherently planned way.**

#### **Key theme 3 – Curriculum and Teaching**

**Objective 1 – To continue to enhance teaching and support staff pedagogical and subject knowledge ensuring it is relevant and up to date.**

**Objective 2 – To review and further develop aspects of the English – Reading, Writing, Speaking and Listening curriculum, ensuring that pupils continue to learn exceptionally well.**

**Objective 3 - To review and further develop aspects of the RSHE curriculum ensuring that it meets all new requirements and pupils continue to learn exceptionally well.**

#### **Key theme 4 – Achievement**

**Objective 1 – To further develop teachers skills in using the new assessment system so that progress continues to be effectively tracked and aspirational targets are in place.**

**Objective 2 – To continue to prioritise disadvantaged pupils, ensuring that attainment, progress and opportunities for these pupils is regularly reviewed and adjusted as required so that they continue to learn exceptionally well.**

**Objective 3 – To continue to regularly review provision and catch up opportunities so that pupils who did not meet key knowledge in particular foundation subjects catch up quickly and continue to learn exceptionally well.**

#### **Key theme 5- Attendance and Behaviour**

**Objective 1 – To review and further enhance attendance strategies so that pupils are in school and continue to learn exceptionally well.**

**Objective 2 – To review and further develop aspects of the behaviour policy – Golden time, lunchtime sanctions, so that pupils continue to be supported to behave exceptionally well**

**Key theme 6 – Personal Development and Wellbeing**

**Objective 1 – To analyse, review and further enhance personal development opportunities, ensuring they are intelligently designed, planned and evaluated.**

**Objective 2 - To analyse, review and further enhance personal development opportunities for disadvantaged pupils ensuring that these pupils thrive in all areas and learn exceptionally well.**

**Key theme 7 – Early Years**

**Objective 1 – To further enhance the individual tracking of all children through their early years education, providing bespoke intervention as required to ensure that all children continue to learn exceptionally well.**

**Objective 2 – To continue to regularly review statutory requirements within the early years ensuring that we continue to be highly effective at meeting needs and safeguarding pupils**

**Key theme 8 – Leadership and Governance**

**Objective 1 – To further develop subject leaders evaluative skills (particularly new leaders in post) so that they can effectively triangulate evidence and report on standards across the federation in their subject.**

**Objective 2 – To further develop sustainability systems across the federation supporting both national and world wide agendas.**

**Objective 3 – To further develop Governors (particularly newer members) understanding of the different aspects of their role and their understanding of recent developments in education eg new ofsted framework.**

**Key theme 1 – Safeguarding**

**Objective 1 – To continue to review and refine systems, responding swiftly to any statutory changes, in order to ensure that the federation continues to have a strong culture of safeguarding and is highly effective at keeping children safe.**

**Milestone 1 – December 2025**

**New statutory requirements are in place**

**Milestone 2 – April 2026**

**Regular reviews of practice and adjustments as required**

**Milestone 3 – July 2026**

**Regular reviews of practice and adjustments as required**

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Complete any changes to policy and or practice with regards to RSE following new statutory requirements	Oct 2025 and ongoing	PSHE lead HOS	Policies and practice are up to date with all new requirements	Learning walk Policies
Continue to regularly review safeguarding practices in the EYFS with regards to food and drink, in light of statutory changes.	Sept 2025 and ongoing	Early years lead HOS	Food practices are safe and meet all requirements Practice is regularly reviewed	Lunchtime learning walk Policies Staff discussion
Continue to provide up to date guidance to parents of early years children with regard to safe sizes and types of food etc, in light of statutory changes	Sept 2025 and ongoing	Early years lead HOS	Food in lunchboxes is safe and appropriately sized	Lunchtime learning walk

<b>Key theme 1 – Safeguarding</b>		
<b>Objective 2 - To continue to review and develop safeguarding training for all staff including bespoke training as required ensuring that all staff continue to be highly effective at keeping children safe.</b>		
<b>Milestone 1 – December 2025</b>	<b>Milestone 2 – April 2026</b>	<b>Milestone 3 – July 2026</b>
<p>Training updates have taken place</p> <p>Regular bespoke training activities are in place</p> <p>Learning walks evidence a strong safeguarding culture</p>	<p>Regular bespoke training activities are in place</p> <p>Learning walks evidence a strong safeguarding culture</p>	<p>Regular bespoke training activities are in place</p> <p>Learning walks evidence a strong safeguarding culture</p>

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Following evaluation of training provide additional training to lunchtime staff on effective reporting using CPOMs.	Nov 2025	DSL	All lunchtime staff are effectively reporting on CPOMs	EXHT – DSL meetings – meeting notes
Continue to provide updates and training to all staff	Sept 2025 and ongoing	DSL team	Regular monitoring evidences staff are up to date with safeguarding knowledge and training	DSL team – meeting notes Monitoring notes
Use regular audits of safeguarding to determine if bespoke training is required for individuals and /or groups	Sept 2025 and ongoing	DSL team	Bespoke training is ensuring that all staff are up to date with knowledge and training	DSL team – meeting notes Monitoring notes

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<b>Key theme 1 – Safeguarding</b>		
<b>Objective 3 – To explore the implications of the use of AI with regard to safeguarding, ensuring that safeguarding remains highly effective.</b>		
<b>Milestone 1 – December 2025</b>	<b>Milestone 2 – April 2026</b>	<b>Milestone 3 – July 2026</b>
Audit has taken place	Policies adjusted as required	AI is effectively supporting the work of the school
Evidence of strong safeguarding culture	Training has taken place as required	Evidence of strong safeguarding culture
	Evidence of strong safeguarding culture	

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Audit where AI is being used or could be used across the federation	Nov 2025	HOS – Jun ICT lead	Record of where AI being used. Plan for further use as appropriate	AI records and plans
Training and development of staff as required	Dec 2025 and ongoing	SLT	Staff trained as required	Training notes
Consider implications for safeguarding and adjust policies as required	Jan 2026	DSL team	Policies adjusted as required	Policies with adjustments

**Key theme 2 – Inclusion**

**Objective 1 – To continue to develop staff knowledge and understanding with regards to the most effective provision for different needs ensuring that all children continue to learn exceptionally well.**

<p><b>Milestone 1 – December 2025</b></p> <p>Ongoing training and development is taking place</p> <p>95%+ of pupils are on track to meet end of year targets</p> <p>95%+PPP targets are achieved for the Autumn term</p>	<p><b>Milestone 2 – April 2026</b></p> <p>RSPs are used effectively</p> <p>Lunchtime staff training has taken place</p> <p>95%+ of pupils are on track to meet end of year targets</p> <p>95%+PPP targets are achieved for the Autumn term</p>	<p><b>Milestone 3 – July 2026</b></p> <p>Reduction in lunchtime behaviour incidents</p> <p>95%+ of pupils are on track to meet end of year targets</p> <p>95%+PPP targets are achieved for the Autumn term</p>
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<b>Tasks and Actions to be taken</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Regular CPD for teachers and support staff on effective SEND interventions. Bespoke training as required.	Sept 2025 and ongoing	SENCOs	Staff have a good understanding of a range of interventions  SEND pupils make good progress	SEND data PPPs Teacher discussions

Training, mentoring and coaching in effective target setting within PPPs and the delivery of these targets. Bespoke training as required,	Sept 2025 and ongoing	SENCOs SLT	Staff have a good understanding of effective target setting SEND pupils make good progress	SEND data PPPs Teacher discussions
Continue sharing of scaffolds and adaptations to support development for all.	Nov 2025 and ongoing	Teaching staff	Appropriate scaffolds and adaptations are used to support learning for all SEND pupils make good progress	SEND data PPPs Teacher discussions
Revisit regulation support plans ensuring their purpose is fully understood. Support staff as appropriate to use effectively.	Jan 2026	RP lead	RSPs are used effectively to support regulation of pupils Reduction in behaviour incidents Reduction in RPIs SEND pupils make good progress	SEND data RPI data Behaviour incidents data
Continue CPD for lunchtime staff with a focus on strategies for working with a range of needs	Feb 2026 and ongoing	RP lead Lunchtime lead	Observations evidence lunchtime staff using a range of strategies Reduction in behaviour incidents at lunchtime	Lunchtime monitoring Reduction in behaviour incidents at lunchtime

<b>Key theme 2 – Inclusion</b>		
<b>Objective 2 – To further enhance and celebrate culture and diversity through curriculum provision and wider school opportunities providing pupils with rich experiences in a coherently planned way.</b>		
<b>Milestone 1 – December 2025</b>	<b>Milestone 2 – April 2026</b>	<b>Milestone 3 – July 2026</b>
<b>Celebration points planned throughout the year</b>  <b>First celebration has taken place</b>  <b>Rich experiences are being offered</b>	<b>Evidence of planned progression of learning</b>  <b>Pupils can talk about culture and diversity evidencing their good awareness</b>	<b>Evidence of planned progression of learning</b>  <b>Pupils can talk about culture and diversity evidencing their good awareness</b>

<b>Tasks and Actions to be taken</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Plan festival celebration points throughout the academic year	Sept 2025	SLT	Festival celebration points in place across the year	Year planner
Plan progression of learning for these celebrations	Ongoing at key points	Teachers RE lead	Evidence of progression of learning following celebration events	Plans from celebration events
Ongoing CPD on culture and celebrating diversity – check curriculum provides a wide range of opportunities to share and raise awareness	Sept 2025 and ongoing throughout the year	SLT RE lead	Culture and diversity well represented within curriculum  Evidence that children have a good awareness of culture and diversity	Curriculum plans  Pupil interviews

**Key theme 3 – Curriculum and Teaching**

**Objective 1 – To continue to enhance teaching and support staff pedagogical and subject knowledge ensuring it is relevant and up to date.**

Milestone 1 – December 2025	Milestone 2 – April 2026	Milestone 3 – July 2026
<p>Training, coaching and support is in place</p> <p>Evidence of improved pedagogical and subject knowledge</p> <p>95%+ of pupils are on track to meet end of year targets</p> <p>95%+PPP targets are achieved for the Autumn term</p>	<p>Training, coaching and support continues and evidence of effectiveness for teachers and TAs</p> <p>95%+ of pupils are on track to meet end of year targets</p> <p>95%+PPP targets are achieved for the Spring term</p>	<p>Evidence of sustained developments across the year for teachers and TAs</p> <p>95%+ of pupils meet end of year targets</p> <p>95%+PPP targets are achieved for the Summer term</p>

Tasks and Actions to be taken	Date	Person / s Responsible	Outcomes	Monitoring
Provide regular opportunities for teaching and support staff to share good practice- meeting updates, peer observations	Sept 2025 and ongoing	EHT HOS	Opportunities for sharing good practice are evident Pupil progress targets are met	Lesson obs and learning walks Pupil data
TA training programme to run alongside teacher programme with regular reviews and updates ensuring that training is current and relevant to our context	Sept 2025 and ongoing	Key staff TAs	TAs are up to date with current pedagogy and systems etc SEND pupils make good progress	Lesson obs and learning walks SEND data

Further develop the high quality teaching principles to include fundamentals of teaching so that expectations of teaching are very clear to all teachers, and these documents support their development	Oct 2025 and ongoing	SLT	Teachers are clear of the expectations Pupil progress targets are met	Lesson obs and learning walks Pupil data
Develop teachers pedagogical understanding through regular research reading and discussion opportunities	Jan 2025 and ongoing	SLT	Teachers have up to date pedagogical understanding Pupil progress targets are met	Lesson obs and learning walks Pupil data
Develop staff pedagogical and subject understanding through regular CPD sessions including weekly bitesize sessions	Sept 2025 and ongoing	SLT	Teachers have up to date pedagogical and subject understanding Pupil progress targets are met	Lesson obs and learning walks Pupil data
Use the appraisal process for staff to consider their development and next steps. Staff plan developments with reference to the teaching principles and the career expectations framework	Nov 2025	Teaching staff Appraisal leaders	Teachers plan their own developments to further improve their practice Evidence of improvements Pupil progress targets are met	Lesson obs and learning walks Pupil data
Provide bespoke and group CPD as required	Jan 2025 and ongoing	SLT Teaching staff	Teachers have up to date pedagogical and subject understanding Pupil progress targets are met	Lesson obs and learning walks Pupil data
Provide coaching according to development areas and need	Nov 2025 and ongoing	SLT Teaching staff	Teachers have up to date pedagogical and subject understanding Pupil progress targets are met	Lesson obs and learning walks Pupil data

<b>Key theme 3 – Curriculum and Teaching</b>		
<b>Objective 2 – To review and further develop aspects of English – Reading, Writing, Speaking and Listening curriculum, ensuring that pupils continue to learn exceptionally well.</b>		
<b>Milestone 1 – December 2025</b>  Reviewed year 1 curriculum is in place  Year 1 pupils are on track to meet reading targets	<b>Milestone 2 – April 2026</b>  Effective handwriting curriculum is in place  Writing progression has been reviewed	<b>Milestone 3 – July 2026</b>  95%+ of pupils meet end of year targets in Reading and Writing

<b>Tasks and Actions to be taken</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Review handwriting curriculum across the federation in light of new writing framework	Jan 2026	Writing lead	Effective handwriting curriculum is in place  Evidence of improved handwriting outcomes	Curriculum documents  Pupils books
Further develop Writing curriculum ensuring progression in development of core stability, fine motor and KS 2 spelling	Jan 2026	Writing lead	Progression in place within writing curriculum Evidence of good progress in Writing	Curriculum documents Pupil data
Further develop speaking and listening curriculum with consistent use of non-verbal cues	March 2026 and ongoing	S and L lead Teachers	.Non- verbal cues are consistent across the schools	Lesson obs Learning walks Pupil interviews
Review year 1 reading curriculum ensuring that it continues to be highly effective	Nov 2025 and ongoing	Reading lead Year 1 teachers	Effective year 1 Reading curriculum is in place Year 1 pupils make good progress in Reading	Learning walks Curriculum documents Pupil data

**Key theme 3 – Curriculum and Teaching**

**Objective 3 – To review and further develop aspects of the RSHE curriculum ensuring that it meets all new requirements and pupils continue to learn exceptionally well.**

<p><b>Milestone 1 – December 2025</b></p> <p>New requirements are in place and staff are aware of these</p>	<p><b>Milestone 2 – April 2026</b></p> <p>Review RSHE information sharing and adjust as required</p>	<p><b>Milestone 3 – July 2026</b></p> <p>Evidence of pupils learning well within the RSHE curriculum</p> <p>All requirements are in place</p>
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<b>Tasks and Actions to be taken</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Check new RSHE statutory requirements and refine RSHE curriculum as required	Oct 2025 and ongoing	RSHE lead SLT	New requirements are in place	RSHE curriculum documents
Review ways parents are informed of RSHE ensuring that effective ways to information share are being used	Jan 2026	RSHE lead SLT	Effective systems are in place	Check systems for sharing

<b>Key theme 4 – Achievement</b>		
<b>Objective 1 – To further develop teacher’s skills in using the new assessment system so that progress continues to be effectively tracked and aspirational targets are in place.</b>		
<b>Milestone 1 – December 2025</b>  Training has taken place  Targets are in place	<b>Milestone 2 – April 2026</b>  Evidence shows teachers are effectively using the assessment system  95%+ of pupils are on track to meet end of year targets	<b>Milestone 3 – July 2026</b>  Evidence shows teachers are effectively using the assessment system  95%+ of pupils meet end of year targets

<b>Tasks and Actions to be taken</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Continue training for teachers in use of new assessment system	Sept 2025 and ongoing	Assessment leads	Teachers are able to effectively use new assessment system	Tracking of assessment system
Use new system to set progress targets for pupils and review through the year with a particular focus on disadvantaged and the bottom 20%	Sept 2025 and ongoing	Teachers Assessment leads	Targets are set Pupil progress targets are met	Pupil data

**Key theme 4 – Achievement**

**Objective 2 – To continue to prioritise disadvantaged pupils, ensuring that attainment, progress and opportunities for these pupils is regularly reviewed and adjusted as required so that they continue to learn exceptionally well.**

**Milestone 1 – December 2025**

**Pupil progress plans have been reviewed and adjusted as required**

**Milestone 2 – April 2026**

**Evidence of more opportunities for PP children**

**95%+ of PP pupils are on track to meet end of year targets**

**95%+PPP targets are achieved for the Spring term for PP children**

**Milestone 3 – July 2026**

**Evidence of more opportunities for PP children**

**95%+ of PP pupils meet end of year targets**

**95%+PPP targets are achieved for the Summer term for PP children**

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Review pupil progress plans for Pupil premium children ensuring they provide all relevant information and ensure effective tracking of the whole child	Nov 2025	PP lead	Updated pupil progress plans are in place	New PP plans
Check progress of PP children half termly through pupil progress PDM – highlight progress on plans and adjustments that need to be made	Nov 2025 and ongoing	HOS PP lead	PP children are on track towards progress targets	PP plans Pupil data
Regularly track opportunities for Pupil premium children ensuring that they access as many and ideally more opportunities than non-pupil premium children	Nov 2025 and ongoing	HOS EHT PP lead	Evidence of PP children accessing more additional opportunities	PP opportunities tracker

<b>Key theme 4 – Achievement</b>		
<b>Objective 3 – To continue to regularly review provision and catch-up opportunities so that pupils who did not meet key knowledge in particular foundation subjects catch up quickly and continue to learn exceptionally well.</b>		
<b>Milestone 1 – December 2025</b>	<b>Milestone 2 – April 2026</b>	<b>Milestone 3 – July 2026</b>
Evidence of next steps in place	Adjust recording mechanisms as required	Evidence of next steps in place
Evidence of pupils catching up key knowledge	Evidence of next steps in place	Evidence of pupils catching up key knowledge
	Evidence of pupils catching up key knowledge	

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Continue to ensure relevant next steps for pupils not achieving objectives in foundation subjects and monitor catchup provision for these pupils	Oct 2025 and ongoing	Teachers Subject leads	Pupils catch up on foundation subject learning	Foundation subject assessments
Review recording mechanisms for these next steps possibly aligning them with pupil progress plans	April 2026 and ongoing	Curriculum lead SLT	Pupils catch up on foundation subject learning	Foundation subject assessments

<b>Key theme 5 – Attendance and Behaviour</b>		
<b>Objective 1 – To review and further enhance attendance strategies so that pupils are in school and continue to learn exceptionally well.</b>		
<b>Milestone 1 – December 2025</b>	<b>Milestone 2 – April 2026</b>	<b>Milestone 3 – July 2026</b>
Adjust attendance strategies as required	Individual attendance plans are being used effectively	Individual attendance plans are being used effectively
Individual attendance plans are in place	Evidence of improved attendance for individuals	Evidence of improved attendance for individuals

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Review current attendance strategies and make adjustments as required	Nov 2025	HOS EHT	Effective strategies are in place Evidence of improved attendance	Attendance data
Develop individual attendance plans for pupils with attendance below 85% - review and adjust regularly	Nov 2025	HOS EHT	Individual plans are in place Evidence of individual improved attendance	Attendance data

<b>Key theme 5 – Attendance and Behaviour</b>		
<b>Objective 2 – To review and further develop aspects of the behaviour policy – Golden time, lunchtime sanctions, so that pupils continue to be supported to behave exceptionally well</b>		
<b>Milestone 1 – December 2025</b>  <b>Review Golden time and make changes as required</b>  <b>Lost lunch procedure updated, understood by staff and used effectively</b>	<b>Milestone 2 – April 2026</b>  <b>Rewards and sanctions have been reviewed and updated as required within the behaviour policy</b>  <b>Reduction in behaviour incidents</b>  <b>Reduction in lunchtime behaviour incidents</b>	<b>Milestone 3 – July 2026</b>  <b>Reduction in behaviour incidents</b>  <b>Reduction in lunchtime behaviour incidents</b>

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Review Golden time and consider if changes need to be made to make this more effective and to ensure that it enhances the opportunities for our children	Sept 2025 – Nov 2025	SLT	Effective golden time in place Reduction in behaviour incidents	Behaviour logs Behaviour policy
Review rewards and sanctions ensuring that these aspects of the behaviour policy are relevant and support the children	Dec 2025- Feb 2026	SLT	Effective rewards and sanctions are in place Reduction in behaviour incidents	Behaviour logs Behaviour policy
Review the effectiveness of lost lunch procedure making adjustments as required and ensure it is understood and used correctly by staff	Nov 2025	SLT	Lost lunch procedure understood by staff and used effectively Reduction in lunchtime behaviour incidents	Lost lunch procedure Behaviour logs Behaviour policy

<b>Key theme 6 – Personal Development and Wellbeing</b>		
<b>Objective 1 – To analyse, review and further enhance personal development opportunities, ensuring they are intelligently designed, planned and evaluated.</b>		
<b>Milestone 1 – December 2025</b>  <b>Consistent process for evaluating personal development opportunities are being developed</b>  <b>Personal development opportunities are being mapped with a clear rationale</b>	<b>Milestone 2 – April 2026</b>  <b>Consistent process for evaluating personal development opportunities has been developed</b>  <b>Personal development opportunities have been mapped with a clear rationale</b>	<b>Milestone 3 – July 2026</b>  <b>Wide range of personal development opportunities on offer with clear rationales and evaluations</b>  <b>Pupils are very positive about their personal development opportunities</b>

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Develop a consistent process for evaluating personal development opportunities across the federation including clubs, trips, visitors, assemblies, fundraising, roles and responsibilities, other events	Nov 2025 – March 2026	PD lead SLT	PD opportunities consistently evaluated and adjusted as required	PD opportunities evaluations
Map personal development opportunities across the federation defining the rationale for the plan and design	Nov 2025- march 2026	PD lead SLT	PD opportunities planned and designed with a clear rationale	PD opportunities plan

**Key theme 6 – Personal Development and Wellbeing**

**Objective 2 – To analyse, review and further enhance personal development opportunities for disadvantaged pupils ensuring that these pupils thrive in all areas and learn exceptionally well.**

**Milestone 1 – December 2025**

PPP plans for PP children has been reviewed, adjusted and is being used effectively

Tracking of opportunities for PP children is in place

**Milestone 2 – April 2026**

Evidence of PP children accessing more opportunities

**Milestone 3 – July 2026**

Evidence of PP children accessing more opportunities and accessing more opportunities than non- pupil premium children

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Review pupil progress plans for Pupil premium children ensuring they provide all relevant information and ensure effective tracking of the whole child. Plans to include interests, talents, current opportunities and next steps	Nov 2025	PP lead	Updated PP plans are in place	PP plans
Regularly track opportunities for Pupil premium children ensuring that they access as many and ideally more opportunities than non-pupil premium children  Provide a rationale for the plan and design of opportunities	Nov 2025	HOS EHT PP lead	Evidence of PP children accessing more additional opportunities	PP opportunities tracker

**Key theme 7 – Early Years**

**Objective 1 – To further enhance the individual tracking of all children through their early years education, providing bespoke intervention as required to ensure that all children continue to learn exceptionally well.**

<p><b>Milestone 1 – December 2025</b></p> <p>Tracking of individual children and next steps is in place</p> <p>Regular staff CPD is in place</p>	<p><b>Milestone 2 – April 2026</b></p> <p>Pupils are on track to meet end of year targets</p>	<p><b>Milestone 3 – July 2026</b></p> <p>95%+ of pupils meet end of year targets</p>
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<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
All EYFS teachers use formative assessments to closely track the progress of each child and use this knowledge to regularly plan next steps for each child.	September 2025	EYFS Teachers	Effective next steps are in place. Pupils make good progress towards end of year targets	Teaching plans Pupil data Objective led planning documents
Provide regular CPD for early years staff that embeds The Seven Key Features of Effective Practice ensuring the most effective provision, the most effective intervention and next steps for each child	October 2025	EYFS Leader EYFS Teachers SLT	Evidence of high quality Early Years provision ensuring children meet their next steps and make good progress	Learning walks Teaching plans Pupil data

**Key theme 7 – Early Years**

**Objective 2 – To continue to regularly review statutory requirements within the early years ensuring that we continue to be highly effective at meeting needs and safeguarding pupils**

**Milestone 1 – December 2025**

**Changes to practice have been made and are effective**

**Milestone 2 – April 2026**

**Evidence shows that practice remains effective**

**Milestone 3 – July 2026**

**Evidence shows that practice remains effective**

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Identify and implement any changes to safeguarding practices in the EYFS with regards to food and drink.	September 2025	HOS EYFS leaders	Changes to food and drink EYFS practices are implemented .	Learning walks Safeguarding policies
Continue to regularly review any changes made to safeguarding practices in the EYFS with regards to food and drink.	September 2025 and ongoing	EYFS leaders	Statutory requirements are embedded in EYFS practice. Evidence of parental engagement with supporting healthy eating	Learning walks Safeguarding policies

**Key theme 8 – Leadership and Governance**

**Objective 1 – To further develop subject leaders evaluative skills (particularly new leaders in post) so that they can effectively triangulate evidence and report on standards across the federation in their subject.**

**Milestone 1 – December 2025**

**Milestone 2 – April 2026**

**Milestone 3 – July 2026**

Training in evaluating and monitoring subjects has taken place

Training on triangulation of evidence has taken place  
Evidence shows that subject leaders are able to triangulate evidence, define impact and report on standards

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
CPD for subject leaders on tools for evaluating and monitoring their subject – examples from experienced subject leaders.	March 2026 and ongoing	Subject leaders Curriculum lead	All subject leaders are able to use a range of evaluation and monitoring tools	Subject leader evaluations
CPD for subject leaders on triangulation of evidence, how to define impact and reporting on standards	April 2026 and ongoing	Subject leaders Curriculum leads	Subject leaders can effectively report on standards in their subject	Subject leader evaluations

<b>Key theme 8 – Leadership and Governance</b>		
<b>Objective 2 – To further develop sustainability systems across the federation supporting both national and worldwide agendas.</b>		
<b>Milestone 1 – December 2025</b>	<b>Milestone 2 – April 2026</b>	<b>Milestone 3 – July 2026</b>
Audit sustainability/climate areas across the federation and consider improvements	Sustainability/climate plan is in place	Evidence of completion of actions on the sustainability/climate plan
Continue to develop school travel plan	Travel group is in place	Evidence of completion of actions on the school travel plan
		Evidence of improvements in sustainability/climate/travel

<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
Audit current sustainability/climate areas across federation and consider how this can be improved	Nov 2025 and ongoing	SLT Geography lead	Audit complete and areas identified	Sustainability/climate audit
Develop a sustainability/climate plan in order to improve sustainability across the federation and beyond	Dec 2025 and ongoing	SLT Geography lead	Plan complete and shared	Sustainability/climate plan
Continue to develop and action the school travel plan to improve the amount of traffic around the school	Sept 2025 and ongoing	PD lead	Improvements identified within plan	School travel plan
Develop a travel parent group to support the implementations of actions on the travel plan	Nov 2025 ongoing	PD lead	Parent travel group in place	Minutes from meetings

**Key theme 8 – Leadership and Governance**

**Objective 3 – To further develop Governors (particularly newer members) understanding of the different aspects of their role and their understanding of recent developments in education eg new ofsted framework.**

<p><b>Milestone 1 – December 2025</b></p> <p>Core document training is included as part of induction</p> <p>Governor training on the new ofsted framework has taken place</p>	<p><b>Milestone 2 – April 2026</b></p> <p>Governor training on visits, identifying impact and evaluating impact has taken place</p>	<p><b>Milestone 3 – July 2026</b></p> <p>Meetings, minutes and discussions evidence that Governors have a better understanding of their role and recent developments</p>
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<b>Actions</b>	<b>Date</b>	<b>Person / s Responsible</b>	<b>Outcomes</b>	<b>Monitoring</b>
As part of induction explain purpose of core documents that Governors need to understand	Sept 2025 and ongoing	COG	New Governors understand core documents	Governor interviews
Provide Governor training on how to effectively complete Governor visits and how to identify and evaluate impact	Jan 2026 and ongoing	EHT HOS COG	Governors have effectively completed visits	Governor visit forms
Provide Governor training in the new ofsted framework and implications for schools	Nov 2025	Governor trainer EHT HOS	Governors have completed training	Training forms

## Abbreviations

EH – Executive Headteacher

HOS – Head of school

ASSL - Assessment leader

EL – English leader

ML – Maths leader

SLT – Senior leadership Team

Cof G – Chair of Governors

SL – Subject leader

AO – Attendance Officer

BL – Behaviour lead

ICT – ICT lead

SL Lead – Speaking and listening lead

TA – Teaching assistant

DSL – Designated Safeguarding Lead

SENCO – Special educational needs co-ordinator