

Context

- The Milestone School became an Academy on 1.6.19 and is part of SAND Academies Trust.
- The Milestone School is a large generic special school commissioned for 320 pupils plus 6 LA-funded places in The Space (see below) Pupils range in age from 2 to 16.
- 215 (67%) are boys, and 102 (32%) are girls
- Current NOR: 320 (+6 in The Space)
- Although on the outskirts of Gloucester, the catchment area covers most of Gloucestershire including several areas of high deprivation, rural Gloucestershire and the Forest of Dean. A small number of pupils live in the Cheltenham district. Pupils come from a wide range of social and economic backgrounds.
- 154 (48%) of pupils qualify for FSM.

The school vision statement is, '**Be Brave, Be Kind, Be Safe**'.

Whole school curriculum vision is:

Unlocking potential and meeting the needs of all.

A personalised, aspirational curriculum inspiring excellence for all, preparing for the next phase of education and life.

Equipping all with the skills for independent living and active citizenship.

- The profile of learners has changed significantly in recent years, from SLD/PMLD to SLD/PMLD/Complex Needs. Although the school does not admit pupils with SEMH as a primary need, some pupils are presenting with SEMH / high anxiety in addition to their primary need.
- In September 2024 there were 33 new pupils to school.
- 64 (20%) pupils have a Regulation Support Plans.
- 27 pupils are wheelchair users.
- 19 pupils (6.1% of school population) use high tech communication aids.
- At last census the school received the Pupil Premium for 169 pupils (53%).
- Milestone runs a Breakfast Club from 09:00 which the school funds and is free to families.
- 20 pupils have English as an additional language; 14 different home languages (other than English) are spoken.
- As of September 24, there are 30 Children in Need, and 3 children with a CP plan. These figures are subject to change. The Deputy Head (DSL), 4 DDSLs, and a team of 4 additional DSOs plus the Local Advisory Board member for Safeguarding, monitor children about whom there are either low or significant concerns of a Safeguarding nature termly.
- Summary attendance data for 2023-24: Total attendance 88%: 10% authorised, 2% unauthorised.
- There has been 1 fixed term suspensions this academic year with all pupils successfully re-engaging and no permanent exclusions.
- Some areas of the school are old and in need of refurbishment or re-building. The school has been awarded a CIF, but as yet there is no information on scope or timescale.

Three year Aims 2024 - 2027

- To Provide an Exceptional Quality of Education: Ensure that every pupil receives a high-quality education that is both ambitious and attainable, enabling them to thrive and achieve their full potential.
- Develop Pupils' Emotional and Social Skills: Equip pupils with the necessary skills to self-regulate, remain ready to learn and feel happy and engaged at school.
- To Create a Positive and Supportive Staff Environment: Enhance staff well-being by boosting morale and job satisfaction, reducing absenteeism and turnover and building a resilient, supportive, and connected school community.
- To Strengthen Partnerships with Families and the Community: Build strong, positive relationships with families and the wider community to create a collaborative environment that supports pupils' growth and success.

School Improvement Priorities September 2024 - July 2025

1. Quality of Education: To continue to develop and implement a pupil centred curriculum with parity of provision for all, that interests, challenges and motivates pupils to succeed in their learning.
2. Quality of Education: Secure the intent & implementation which promotes a greater emphasis on curriculum links to life skills leading to a more enriching topic-based approach to learning
3. Behaviour and Attitudes: Increase the number of Regulation Support Plans and reduce the incidents of physical and restrictive physical intervention.
4. Personal Development: Embed relational practice throughout the school for staff, pupils and families.
5. Leadership and Management: Support and enhance staff, pupil and family's wellbeing, confidence, resilience and moral.
6. EYFS: Develop leadership and management in EYFS. Enhancing provision, maintaining high standards and improving pupil outcomes through the informal, semi-formal and formal curriculum approaches in the EYFS pedagogy.

SDP targets are reviewed weekly at SLT meetings and at each LAB meeting, 6 times a year. The Chair of the LAB attends the SDP review meetings in Terms 3 and 6.

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Priority 1

To support the priority of developing and implementing a pupil-centered curriculum with parity of provision that interests, challenges, and motivates pupils to succeed, we used the following evidence from educational research:

Personalised Learning and Differentiation:

The EEF highlights the importance of personalised learning and differentiation to meet the diverse needs of all pupils. According to their research, tailored teaching approaches can improve pupil progress by an average of three months over a year. The EEF's 'Teaching and Learning Toolkit' states that individualised teaching approaches, when carefully planned and implemented, leads to moderate impact for moderate cost based on extensive evidence, promoting equal opportunities for success.

By developing a pupil-centered curriculum that allows for differentiation, schools can ensure that all pupils, regardless of ability or background, receive the support and challenge they need to thrive.

Engaging and Motivating Pupils:

The EEF emphasises metacognition and self-regulation strategies can add up to seven months' progress in a year. A pupil-centered curriculum that encourages pupils to think about their learning, set goals, and reflect on their progress can enhance engagement and motivation, key factors in driving academic success.

Additionally, studies in educational psychology (e.g., Deci & Ryan's Self-Determination Theory) support the idea that pupils are more motivated and achieve better outcomes when they have autonomy and opportunities for competence and relatedness in their learning environments.

Developing a Broad and Balanced Curriculum:

The Ofsted School Inspection Framework (2019) emphasises the importance of a broad, balanced, and well-sequenced curriculum that is ambitious for all learners. It highlights that schools should provide a curriculum that is inclusive and accessible to all, which ensures parity of provision and allows every child to succeed. This aligns with the priority of ensuring all pupils are equally challenged and motivated through the curriculum.

Inclusive Education and Reducing the Attainment Gap:

The EEF's focus on reducing the attainment gap between disadvantaged pupils and their peers underscores the need for a curriculum that provides parity of provision. Their research suggests that high-quality teaching that engages and challenges all pupils, combined with targeted support for those who need it, is the most effective way to close this gap. The EEF's toolkit shows that mastery learning approaches, which are often part of a pupil-centered curriculum, have a positive impact on all pupils and can help reduce educational inequalities.

Area to be developed and its derivation:

Quality of Education and Leadership and Management

Target:

To continue to develop and implement a pupil centred curriculum with parity of provision for all, that interests, challenges and motivates pupils to succeed in their learning.

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Curriculum Relevance and Real-World Connections:

The OECD's Education 2030 Framework advocates for curricula that are relevant and connected to real-world applications, which helps in making learning meaningful and engaging for pupils. The framework recommends that schools offer learning experiences that motivate pupils by connecting what they learn to their interests, goals, and future aspirations.

Evidence from the Centre for Education Statistics and Evaluation also shows that when pupils see the relevance of what they are learning, they are more likely to be engaged, participate actively, and achieve better outcomes.

The evidence from the EEF, Ofsted, educational psychology, and other research bodies supports the importance of a pupil-centered, inclusive curriculum that offers parity of provision for all pupils. Such a curriculum should be designed to engage, challenge, and motivate pupils, ensuring that they succeed in their learning, while also helping to close the attainment gap and promote a love of learning.

September 2024:

The school has a clear vision of what it wants cohorts and individual pupils to achieve, the school has been innovative in the design of the curriculum ensuring it is highly personalised, designed to meet individual needs & meets statutory compliance.

Pupil-focussed intent statements are in place for the whole school and all curriculum approaches.

The school's curriculum is planned, sequenced, broad and ambitious, building on knowledge and skills for the next steps in learning. Demonstrating pupils' learning journeys and progress from the EYFS, through the school's Progression Pathways and finally their Accreditation and Qualification success at KS4.

All pupils study a full curriculum, based on the national curriculum, a broad range of subject and learning is offered to all pupils aimed at developing their skills & knowledge, preparing all pupils well for their next stage.

All department rolling programmes have been reviewed securing breadth and depth of the curriculum and building on knowledge and skills.

Development has secured staff in in the Senior department to have a clear vision for the skills and qualifications needed by pupils to prepare them well for the next stage of their education.

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Leader: Kara Mann	Link on LAB: Kate Hawkins	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ol style="list-style-type: none"> 1. Develop a Curriculum that is Inclusive, Differentiated and ambitious: Ensure the curriculum is accessible to all pupils, providing differentiated and ambitious content, resources, and support to meet diverse learning needs and abilities. 2. Integrate Pupil Voice and Choice into the Curriculum: Actively involve pupils in shaping their learning experiences by incorporating their interests, feedback and choices into the curriculum design. 3. Enhance Curriculum Delivery through Engaging and Challenging Learning Experiences: Utilise diverse teaching strategies that promote deep thinking, curiosity, and problem-solving, ensuring all pupils are motivated and challenged. 4. Monitor and Evaluate Curriculum Impact on Pupil Outcomes: Regularly assess the effectiveness of the curriculum in improving pupil engagement, attainment, and well-being, and make data-driven adjustments. 	<ul style="list-style-type: none"> • Pupils demonstrate increased progress, engagement, motivation and enjoyment in learning activities. • Pupils of all abilities, backgrounds, and needs make consistent and measurable progress. • Pupils understand their learning goals, reflect on their progress and take ownership of their learning. • The school environment reflects a culture of inclusivity and respect for diversity, where all pupils feel represented and valued. • Pupils develop critical thinking, problem-solving skills, and resilience through challenging and meaningful learning experiences. 	<ul style="list-style-type: none"> • Pupil Achievement and Progress Data: Improved pupil progress and attainment data across all subjects, demonstrating narrowed attainment gaps between different groups (e.g., disadvantaged vs. non-disadvantaged pupils). An increase in the percentage of pupils meeting or exceeding outcomes and targets. • Pupil Engagement and Satisfaction: Positive feedback from pupil surveys, focus groups, and pupil council indicating a high level of satisfaction with the curriculum and teaching methods. Observations showing high levels of pupil engagement, participation and enthusiasm in lessons. • Teacher Assessments and Observations: Evidence from teacher assessments, classroom observations and learning walks showing effective differentiation and inclusive teaching practices. High-quality lesson plans and resources that reflect pupil-centered, differentiated and engaging learning activities. • Family and Community Feedback: Positive feedback from families through surveys, consultations, and parent’s evening meetings, showing support for the curriculum and its impact on their children's learning. • Professional Development and Staff Collaboration: Records of ongoing professional development sessions focused on pupil-centered approaches, differentiation, and engagement strategies. Evidence of collaborative planning among teachers, sharing best practices, and continuously refining the curriculum.

Priority 1		To continue to develop and implement a pupil centred curriculum with parity of provision for all, that interests, challenges and motivates pupils to succeed in their learning.				
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Summer Review	
September 2024	July 2025	Develop a curriculum that is inclusive, differentiated, and ambitious.	Kara Mann	Cost of CPD and curriculum materials		
		Integrate pupil voice and choice into curriculum design.				
		Enhance curriculum delivery through engaging and challenging learning experiences.				
		Regularly assess the curriculum impact.				

Evaluation/Impact		
December 2024 Review	March 2025 Review	July 2025 Review
The curriculum remains broad, balanced, and inclusive, as highlighted in the recent Ofsted report. Staff effectively implement bespoke learning pathways tailored to individual needs, ensuring strong alignment with pupils' EHC plans. While the overall curriculum is well-planned and ambitious, Ofsted suggests enhancing the precision of subject-based teaching to address misconceptions promptly. Progress monitoring indicates strong engagement and achievements, with evidence of enhanced readiness for the next stages of education.	Classroom visits and learning walks, aligned with the Teacher 360 process, have supported the development of a pupil-centred curriculum that is engaging, challenging and motivating. Moderation in English and PSHE has strengthened consistency, with plans to extend this to Maths. Pupil Progress meetings indicate positive outcomes, though attendance impacts some learners. We are refining data collection to ensure parity across Phase groups. Despite flood-related disruptions, curriculum development continues, with a focus on strengthening Personal Development sessions and enhancing provision for all pupils.	

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Priority 2

To support the priority of securing the intent and implementation of a curriculum that emphasises life skills through a more enriching topic-based approach to learning, we drew on evidence from various educational research sources like the Education Endowment Foundation (EEF), the Organisation for Economic Co-operation and Development (OECD), and other studies. The following evidence is from key educational research:

The Importance of Life Skills in Education:

The EEF emphasises the value of Social and Emotional Learning (SEL) in its Teaching and Learning Toolkit, noting that it can lead to an average of four months' additional progress over a year. SEL programs that integrate life skills such as communication, collaboration, and self-management within the curriculum have been shown to improve not only academic outcomes but also pupil behaviour, well-being, and social relationships.

The OECD Education 2030 Framework highlights the need for pupils to develop a broad set of skills beyond academic achievement, including critical thinking, creativity, collaboration, and communication, which are essential for success in the 21st century. A topic-based approach that connects learning to real-life contexts can help develop these life skills.

A Topic-Based and Interdisciplinary Approach to Learning:

Research by the Centre for the Use of Research and Evidence in Education (CUREE) shows that interdisciplinary and topic-based learning can make learning more relevant and engaging for pupils. By connecting different subject areas around a central theme or topic, pupils can better understand the connections between what they learn in school and the real world, promoting deeper understanding and retention of knowledge.

The EEF's Meta-cognition and Self-Regulation guidance highlights that teaching pupils how to plan, monitor, and evaluate their learning can lead to a significant improvement in educational outcomes. Integrating these strategies within a topic-based curriculum can help pupils apply these skills to real-world situations, enhancing both life skills and academic achievement.

Real-World Relevance and Engagement:

A curriculum that links learning to real-world contexts has been shown to increase pupil engagement. Research from the Education Policy Institute (EPI) suggests that making education more relevant to pupils' lives, by using real-life problems, scenarios, and challenges, enhances engagement, motivation, and achievement. An enriching, topic-based approach can provide these real-life connections, making learning more meaningful. Topic-Based Learning (TBL), an example of a topic-based approach, is highlighted by the EEF as a strategy that supports deeper learning and the development of essential skills such as problem-solving and critical thinking. While evidence from the EEF suggests that PBL requires careful planning and clear learning objectives to be effective, when well-implemented, it promotes higher-order thinking and life skills.

Area to be developed and its derivation:

Quality of Education and Leadership and Management

Target:

Secure the intent & implementation which promotes a greater emphasis on curriculum links to life skills leading to a more enriching topic-based approach to learning

Preparing Pupils for Future Challenges:

According to the World Economic Forum's Future of Jobs Report, the demand for skills such as complex problem-solving, critical thinking, creativity, and emotional intelligence is increasing. Schools need to ensure that their curriculum helps pupils develop these skills, which can be achieved through topic-based learning that incorporates real-world problems and interdisciplinary themes.

The National Foundation for Educational Research (NFER) reports that embedding life skills in the curriculum helps prepare pupils not only for academic success but also for life beyond school, enabling them to become active, responsible, and engaged citizens.

Impact on Pupil Well-being and Agency:

Evidence from the British Journal of Educational Psychology indicates that when pupils see the relevance of what they are learning and feel that their education prepares them for life beyond school, their intrinsic motivation and well-being improve. This aligns with the benefits of a topic-based approach that promotes life skills and a holistic understanding of how knowledge is applied in the real world.

Research from the EEF, OECD, and other educational bodies supports the emphasis on life skills and a topic-based approach to learning. By ensuring that the curriculum is designed to be more relevant and engaging, schools can promote deeper learning, enhance pupil motivation, and equip pupils with the necessary skills for their future academic, personal, and professional lives.

September 2024:

The school has a clear vision of what it wants cohorts and individual pupils to achieve, the school has been innovative in the design of the curriculum ensuring it is highly personalised, designed to meet individual needs & meets statutory compliance.

Pupil-focussed intent statements are in place for the whole school and all curriculum approaches.

The school's curriculum is planned, sequenced, broad and ambitious, building on knowledge and skills for the next steps in learning. Demonstrating pupils' learning journeys and progress from the EYFS, through the school's Progression Pathways and finally their Accreditation and Qualification success at KS4.

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All department rolling programmes have been reviewed securing breadth and depth of the curriculum and building on knowledge and skills.

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Leader: Kara Mann	Link on LAB: Kate Hawkins	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ol style="list-style-type: none"> 1. Design a Curriculum Framework Integrating Life Skills Across Subjects: Develop a curriculum that explicitly embeds essential life skills such as critical thinking, problem-solving, communication, collaboration, and adaptability into various subjects through a topic-based approach. 2. Implement Topic-Based and Interdisciplinary Learning: Incorporate topic-based learning and interdisciplinary approaches that link multiple subjects around central themes or real-world problems to make learning more relevant and engaging. 3. Provide Professional Development for Teachers: Train teachers in delivering topic-based and interdisciplinary instruction that integrates life skills, equipping them with the knowledge and strategies to support pupil engagement and deeper learning. 4. Regularly Monitor and Assess the Development of Life Skills: Develop assessment tools and strategies to measure pupils' progress in acquiring life skills, as well as their ability to apply these skills in different contexts. 	<ul style="list-style-type: none"> • Increased Pupil Engagement and Motivation: Pupils are more engaged and motivated in their learning as they see the relevance of their education to real-life situations and future careers. • Development of Critical Life Skills: Pupils demonstrate improved skills in areas such as critical thinking, collaboration, communication, problem-solving, and adaptability. • Deeper Understanding and Retention of Knowledge: Pupils can make connections across different subjects, leading to a more holistic understanding of concepts and better retention of knowledge. • Greater Pupil Autonomy and Agency: Pupils take greater ownership of their learning, show increased independence and demonstrate self-regulation skills. • Preparation for Future Challenges: Pupils are better prepared for life beyond school, equipped with skills essential for higher education, the workplace, and active citizenship. 	<ul style="list-style-type: none"> • Pupil Achievement and Assessment Data: Improvement in pupil achievement data across subjects, particularly in assessments that measure higher-order thinking, problem-solving, and critical analysis. Positive outcomes in formative and summative assessments designed to evaluate life skills and their application. • Pupil Feedback and Engagement Levels: High levels of pupil engagement and positive feedback from pupil surveys and focus groups on the relevance and enjoyment of topic-based and life skills-oriented learning activities. Increased participation in topic-based and interdisciplinary activities, as evidenced by classroom observations and learning walks. • Teacher Assessments and Observations: Evidence from teacher observations and lesson evaluations showing effective integration of life skills into the curriculum and successful implementation of topic-based and topic-centered approaches. Documentation of lesson plans and schemes of work reflecting interdisciplinary links and real-world connections. • Family and Community Feedback: Positive feedback from families and community stakeholders about the curriculum's impact on developing life skills and preparing pupils for future challenges. • Professional Development and Collaboration Records: Records of continuous professional development focused on interdisciplinary and topic-based learning, with evidence of teacher collaboration and sharing of best practices.

		<ul style="list-style-type: none"> Post-Implementation Reviews and Adjustments: Analysis of curriculum impact through data reviews, with evidence of adjustments and refinements based on feedback and outcomes to ensure continuous improvement in promoting life skills and a topic-based approach.
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Priority 2		Secure the intent and implementation which promotes a greater emphasis on curriculum links to life skills, leading to a more enriching topic-based approach to learning.				
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Summer Review	
September 2024	July 2025	Design a curriculum framework integrating life skills across subjects.	Kara Mann	Professional development costs and resources for topic-based learning		
		Implement topic-based learning.				
		Provide professional development for teachers.				
		Monitor and assess the development of life skills.				
Evaluation/Impact						
December 2024 Review		March 2025 Review		July 2025 Review		
The curriculum incorporates life skills through a topic-based approach, aligning with the school's focus on independence and real-world connections. Pupils demonstrate improved engagement and motivation, supported by opportunities such as cooking, budgeting, and navigating public transport. Ofsted acknowledges the curriculum's ability to equip pupils with resilience and practical skills for adulthood, though some pathways require further refinement to fully establish their impact.		Curriculum intent and implementation has an emphasis on life skills and a more enriching, topic-based approach to learning. Maths TLRs are embedding clear links between mathematical skills and real-world application. EHCPs are being reviewed to ensure greater individualisation and preparation for adulthood. A research project with past pupils is gathering insights to enhance future support. Curriculum resourcing now integrates life skills across pathways, supported by a new Life Skills room in our temporary buildings. Our revised curriculum vision, 'My Life, My Learning, My Future', reinforces this focus, with TLRs developing a provision document to embed preparation for adulthood across all subject areas.				

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Priority 3

To support the priority of increasing the number of Regulation Support Plans (RSPs) and reducing the incidents of physical and restrictive physical intervention, we have used a range of evidence from the Education Endowment Foundation (EEF), Department for Education (DfE), and other sources. This evidence highlights the importance of proactive, positive behaviour management and emotional regulation strategies in improving pupil outcomes and reducing challenging behaviour. The following evidence is from key educational research:

Social and Emotional Learning (SEL) and Behaviour Management:

The EEF's Teaching and Learning Toolkit emphasises the importance of Social and Emotional Learning (SEL), noting that SEL interventions have an average impact of four months' additional progress over a year. Interventions that focus on emotional regulation and developing social skills can help prevent challenging behaviours that may lead to physical interventions. When implemented effectively, SEL supports pupils in developing self-regulation skills and managing emotions, which is crucial for reducing the need for restrictive interventions.

The EEF suggests that effective behaviour interventions can result in an average of four months' additional academic progress. These interventions typically focus on improving pupils' engagement and developing positive behaviour strategies, which can be integrated into Regulation Support Plans (RSP).

Positive Behaviour Support (PBS) and Trauma-Informed Approaches:

Research by the British Institute of Learning Disabilities (BILD) and the Restraint Reduction Network (RRN) supports the use of Positive Behaviour Support (PBS) approaches to reduce restrictive physical interventions. PBS focuses on understanding the reasons behind behaviours, proactively teaching alternative skills, and adapting the environment to reduce triggers. Regulation Support Plans align with PBS by outlining individualised strategies for supporting pupils in managing their behaviour.

Trauma-Informed Approaches have been highlighted by the DfE as critical in understanding and addressing behaviour issues. These approaches emphasise the importance of relationships, safety, and regulation, which are key components of effective RSPs. By increasing the number of RSPs that incorporate trauma-informed strategies, schools can better support pupils who have experienced trauma, leading to a reduction in challenging behaviours and the need for physical interventions.

Effective Individualised Interventions:

The EEF's Special Educational Needs Guidance Report recommends implementing high-quality, individualised interventions for pupils who need additional support in behaviour regulation. Regulation Support Plans that are tailored to the needs of each pupil, focusing on

Area to be developed and its derivation:

Behaviour and Attitudes and Leadership and Management

Target:

Increase the number of Regulation Support Plans and reduce the incidents of physical and restrictive physical intervention.

de-escalation techniques and personalised strategies, are shown to be effective in managing challenging behaviours and reducing incidents that require physical intervention. Studies from the Centre for Evidence-Based Intervention have shown that individualised behaviour plans, like RSPs, can significantly reduce behavioural incidents by identifying triggers and providing specific strategies to mitigate them.

Impact of Staff Training and Professional Development:

Research from the National Institute for Health and Care Excellence (NICE) supports the need for comprehensive staff training on de-escalation techniques and the use of Regulation Support Plans. The DfE's Behaviour in Schools Guidance (2022) emphasises the importance of consistent and ongoing staff development in managing behaviour proactively. Schools that invest in staff training on creating and implementing RSPs see a reduction in the need for physical and restrictive interventions.

The EEF highlights that consistent and high-quality professional development is crucial for effectively embedding positive behaviour strategies across the school. When staff are well-trained in understanding behaviour, de-escalation, and regulation strategies, they are more likely to prevent situations from escalating to the point where restrictive interventions are needed.

Reduction of Restraint and Physical Intervention:

The Children's Commissioner for England and the DfE advocate for reducing the use of restraint and restrictive practices in schools, particularly for vulnerable pupils, such as those with Special Educational Needs and Disabilities (SEND). Evidence from these bodies shows that schools with robust behaviour support plans, including RSPs, have fewer incidents of restrictive physical interventions, creating a safer and more supportive environment for pupils and staff.

Research by the Challenging Behaviour Foundation shows that schools that focus on proactive strategies, early interventions, and consistent behaviour support plans experience a reduction in the need for physical interventions. This is because such approaches reduce the likelihood of crisis situations where physical restraint may be deemed necessary.

Well-being and Safety Impact:

A reduction in the use of restrictive physical interventions is linked to improved pupil well-being, reduced anxiety, and a more positive school climate, as evidenced by studies published in the Journal of Applied Research in Intellectual Disabilities. Increased use of Regulation Support Plans creates a culture of support, respect, and positive relationships, which is vital for creating a safe and inclusive school environment.

The evidence from the EEF, DfE, and other research organisations underscores the importance of increasing the use of Regulation Support Plans and reducing restrictive physical interventions through proactive, individualised, and trauma-informed approaches.

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This not only helps in reducing challenging behaviours but also promotes a positive, safe, and supportive learning environment for all pupils.

September 2024:

Whole school and classroom environments are adapted to support pupil needs.

Family survey and pupil survey evidence that pupils feel safe in school.

Pupil behaviour is effectively supported by an experienced and skilled Pastoral Support Team, staff identify they feel behaviour in the school is consistently managed.

Leaders secure continued reflection on the number of RPI and behaviour incidents are reviewed weekly by SLT. Analysing data and trends informs comprehensive packages of training to support staff with de-escalation skills. The development of pro-active and personalised strategies help pupils in managing their behaviour to remain regulated, increasing their engagement in learning.

New Positive Regulation Support Policy has been implemented.

Pupils are motivated to learn.

We have designed and implemented an appropriate positive rewards system.

Regulation Support Plans are in place.

The attendance team meet regularly to discuss pupils who are persistently absent and those who are severely persistently absence.

There is a strategic attendance development plan in place to improve pupil attendance.

The introduction of ClassDojo has increased family engagement with pupils' behaviour.

Leader: Gemma Jeacock-Stevens	Link on LAB: Kate Hawkins	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ol style="list-style-type: none"> 1. Develop and Implement More Regulation Support Plans (RSPs): Identify pupils who require additional support in managing their behaviour and develop individualised Regulation Support Plans that outline proactive, preventive strategies and de-escalation techniques. 2. Train Staff in De-escalation Techniques and the Use of RSPs: Provide comprehensive professional development for all staff on understanding behaviour, recognising triggers, and implementing de-escalation strategies and RSPs effectively. 3. Strengthen Data Monitoring and Analysis of Behaviour Incidents: Regularly collect, monitor, and analyse data on behaviour incidents and the use of physical interventions to identify trends, assess the effectiveness of RSPs, and inform future planning. 4. Promote Positive Behaviour and Emotional Regulation Strategies: Embed positive behaviour support, social-emotional learning (SEL), and trauma-informed practices into the curriculum and school culture to create a supportive environment that reduces the need for restrictive interventions. 	<ul style="list-style-type: none"> • Reduction in Physical and Restrictive Interventions: A measurable decrease in the number of incidents requiring physical or restrictive interventions, creating a safer, more positive school environment for pupils and staff. • Improved Pupil Self-Regulation and Behaviour: Pupils demonstrate improved self-regulation, emotional awareness, and coping strategies, resulting in fewer behaviour incidents and conflicts. • Enhanced Staff Confidence and Consistency: Staff feel more confident and equipped to manage challenging behaviour using positive, non-restrictive approaches, leading to a more consistent and proactive response across the school. • Increased Safety and Well-being of Pupils: Pupils feel safer and more supported, leading to improved well-being, reduced anxiety, and a greater sense of belonging within the school community. 	<ul style="list-style-type: none"> • Reduction in Behaviour Incident Data: A reduction in the number of recorded incidents of physical and restrictive physical interventions compared to baseline data over time, demonstrating the effectiveness of RSPs and staff training. • Increased Number of Effective Regulation Support Plans: An increase in the number of pupils with well-documented, individualised RSPs that are regularly reviewed and updated based on their progress and changing needs. • Positive Feedback from Pupils, Staff, and Families: Feedback from pupil surveys, staff reflections, and family consultations indicating a positive perception of the behaviour support strategies in place and a reduction in anxiety and stress related to behaviour management. • Staff Training Records and Observations: Documentation of regular professional development sessions on de-escalation techniques, positive behaviour support, and the effective use of RSPs, with evidence from observations showing consistent implementation by staff. • Improved Pupil Outcomes and Engagement: Enhanced academic and social-emotional outcomes for pupils, including improved attendance, engagement in learning, and reductions in exclusions. • Data-Driven Decision Making: Evidence of regular data reviews and adjustments to behaviour policies and RSPs based on behaviour incident trends and outcomes, demonstrating a responsive and reflective approach to behaviour management.

Priority 3		Increase the number of Regulation Support Plans (RSPs) and reduce the incidents of physical and restrictive physical intervention.				
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Summer Review	
September 2024	July 2025	Develop and implement more RSPs.	Gemma Jeacock-Stevens	Costs related to training		
		Train staff in de-escalation techniques and the use of RSPs.				
		Strengthen data monitoring and analysis.				
		Promote positive behaviour and emotional regulation strategies.				
Evaluation/Impact						
December 2024 Review		March 2025 Review			July 2025 Review	
A positive reduction in incidents requiring restrictive interventions has been observed, attributed to increased adoption of Regulation Support Plans and staff training on de-escalation strategies. Behaviour policy implementation is effective, resulting in fewer behavioural challenges and improved self-regulation among pupils. The consistency of behaviour management across the school has been a notable strength, as recognised by Ofsted.		We are making significant progress in reducing restrictive physical interventions and increasing the use of Regulation Support Plans (RSPs) to better support pupils' regulation and wellbeing. Interventions have decreased from 80 in July 2024 to 40 in February 2025, while RSPs have risen from 66 to 85. Pupil surveys, staff reflections, and family consultations highlight a positive shift in behaviour support strategies, reducing anxiety and stress. Ongoing professional development in de-escalation and positive behaviour support ensures consistent implementation. Regular data reviews inform adjustments to policies, leading to improved attendance, engagement, and social-emotional outcomes, reinforcing our commitment to a proactive and pupil-centred approach to regulation support.				

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Priority 4

To support the priority of embedding relational practice throughout the school for staff, pupils, and families, a range of evidence from the Education Endowment Foundation (EEF), Department for Education (DfE), and other research organisations has been used. Relational practices focus on building strong, positive relationships within the school community, which are shown to significantly impact pupil behaviour, engagement, well-being, and academic outcomes. The following evidence is from key educational research:

Impact of Positive Relationships on Learning and Behaviour:

The EEF's Teaching and Learning Toolkit highlights the importance of behaviour interventions, which include approaches focused on developing positive relationships. These interventions have been shown to have a positive impact on pupil outcomes, leading to an average of four months' additional progress over a year. Relational practices, such as restorative approaches and consistent positive reinforcement, can improve classroom behaviour, enhance pupil engagement, and reduce disruptive incidents.

Research by John Hattie on visible learning emphasises that teacher-pupil relationships have a high effect size (0.72) on pupil achievement. Positive relationships build trust and respect, which are the foundation of effective teaching and learning environments.

Social and Emotional Learning (SEL) and Whole-School Approaches:

The EEF's guidance on Social and Emotional Learning (SEL) emphasises that approaches which build positive relationships between staff, pupils, and families are highly effective. SEL programs that are integrated into the whole school culture, rather than delivered as standalone programs, lead to better social, emotional, and academic outcomes. Relational practices align closely with these findings as they promote an inclusive, supportive, and empathetic school environment.

The EEF's Improving Social and Emotional Learning in Primary Schools Guidance Report suggests that adopting a whole-school approach to SEL, where relational practice is key, ensures consistency and sustainability in creating a positive school climate.

Restorative Practices and Reducing Exclusions:

The DfE's guidance on Behaviour in Schools (2022) emphasises the use of restorative practices as a way to build and maintain positive relationships and resolve conflicts constructively. Schools that adopt restorative approaches see reductions in exclusions, improved relationships among pupils and staff, and a more positive school culture overall. Embedding relational practice aligns with this evidence by promoting restorative approaches that support conflict resolution and behaviour management.

A study by the Youth Justice Board found that schools implementing restorative practices reported a significant reduction in exclusion rates and improved relationships across the school community.

Area to be developed and its derivation:

Personal Development and Leadership and Management

Target:

Embed relational practice throughout the school for staff, pupils and families.

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Trauma-Informed Approaches and Relational Practices:

Evidence from the Attachment Research Community (ARC) and the National Institute for Health and Care Excellence (NICE) shows that trauma-informed approaches are more effective when relational practice is embedded throughout the school. This involves creating a safe, supportive environment where all pupils feel valued and understood. Relational practice, such as active listening, empathy, and positive reinforcement, is particularly beneficial for pupils who have experienced trauma, as it helps them build trust and feel secure in their learning environment.

The DfE's Mental Health and Behaviour in Schools Guidance (2018) supports the use of relational and trauma-informed practices to promote well-being and reduce behavioural issues. Embedding these practices leads to a more inclusive and nurturing school environment.

Impact on Staff Well-Being and Retention:

Relational practice benefits not only pupils but also staff. Evidence from the National Foundation for Educational Research (NFER) suggests that schools with a strong emphasis on relational practice report higher staff morale, reduced stress and better staff retention rates. This is because such practices encourage a collaborative and supportive environment where staff feel valued and empowered.

The DfE's Teacher Recruitment and Retention Strategy (2019) emphasises the importance of building a positive school culture through relational practice, which can help to retain high-quality teachers by promoting professional relationships, trust, and a positive working environment.

Family Engagement and Positive Outcomes:

The EEF's Working with Parents to Support Children's Learning Guidance Report highlights the importance of building strong relationships between schools and families. Evidence shows that when schools invest in developing positive relationships with parents and carers, there is a marked improvement in pupil attendance, behaviour and academic outcomes.

Relational practices that involve regular, open, and honest communication help build trust with families and engage them more deeply in their child's education.

A meta-analysis by Jeynes (2012) found family engagement programs that focus on building relationships and collaborative partnerships between schools and families have a significant positive impact on pupil achievement, particularly for disadvantaged pupils.

Improved Pupil Well-being and School Climate:

Research in the British Journal of Educational Psychology demonstrates that relational practices that focus on empathy, active listening and mutual respect contribute to a positive school climate and improved pupil well-being. Schools that emphasise relational practice report lower levels of bullying, higher levels of pupil satisfaction, and better overall school culture.

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The evidence from the EEF, DfE, and other research organisations underscores the significant benefits of embedding relational practice in schools. These practices promote positive relationships, enhance pupil and staff well-being, improve behaviour and academic outcomes, and build stronger connections with families. A whole-school approach to relational practice is essential for creating an inclusive, supportive, and successful school environment.

September 2024:

Pupils are respectful of each other's needs and disabilities.

RSHE curriculum is securely embedded in the school & meets statutory compliance.

Daily timetabled Personal Development sessions to support pupils to get 'ready to learn', data identifies increased pupil engagement across the school.

Class emotional 'Check In's' using the zones of regulation.

Online safety is robustly taught in PSHE and computing pathways.

SMSC and British Values are securely embedded throughout the curriculum and school life. These underpin your school mission statement and expectations.

Pupils of all abilities have the opportunity to take part in a range of physical activities increasing their physical & emotional well-being.

A wide range of interventions are available to pupils to support mental health and well-being.

Pupils are provided with a range of developmental activities: all Y11 pupils are given the opportunity to attend a residential.

Careers guidance is a strength: pupils receive a wide variety of experiences, and the school is 100% compliant with Gatsby Benchmarks. Careers is taught from EYFS and there is planned development to develop the CDI framework within the school.

School has received a Best Practice Award from the Virtual School in recognition of our work with CiC and PCiC.

New school vision and values has been implemented, following staff, family and pupil consultation.

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Leader: Gemma Jeacock-Stevens	Link on LAB: Kate Hawkins	
Objectives	Success Criteria/Child Benefit	Evidence of success
<p>1. Implement Relational and Restorative Practices School-Wide: Adopt and standardise relational and restorative practices across all interactions within the school, focusing on conflict resolution, active listening, and empathy to build positive relationships.</p> <p>2. Enhance Communication and Collaboration Among All School Stakeholders: Develop open lines of communication and collaborative platforms for pupils, staff, and families to actively participate in school life, sharing ideas and feedback.</p> <p>3. Train and Support Staff in Relational and Restorative Practices: Provide continuous professional development for staff on restorative and relational skills, including emotional intelligence, conflict resolution and communication strategies.</p> <p>4. Promote a Positive School Culture Focused on Mutual Respect and Understanding: Cultivate an environment where mutual respect and understanding are at the core of the school culture, emphasising inclusivity and empathy.</p>	<ul style="list-style-type: none"> Improved Relationships Within School: Staff, pupils, and families experience stronger, more positive relationships, leading to a more supportive and cohesive school community. Increased Conflict Resolution Skills: Pupils and staff develop enhanced skills in resolving conflicts amicably, reducing incidents of aggression and bullying. Enhanced Communication Skills: Improved communication skills among pupils, staff, and families, leading to better understanding and cooperation across the school community. Positive School Climate: A safer, more inclusive, and respectful school climate that supports the well-being and academic success of all pupils. 	<ul style="list-style-type: none"> Reduction in Behavioural Incidents: A measurable decrease in behavioural incidents and conflicts, documented through behaviour logs and reports, indicating the effectiveness of relational practices. Feedback from Stakeholders: Positive feedback from pupils, staff, and families through surveys, focus groups, and interviews, reflecting improved relationships and satisfaction with the school environment. Observations of School Interactions: Observations and records from classroom and school-wide activities showing increased use of restorative and relational approaches by staff and pupils. Staff Professional Development Participation and Feedback: High participation rates in professional development sessions focused on relational practices and positive feedback on their relevance and usefulness. Reports on School Culture: Improved scores on school surveys indicating a positive shift in the school's atmosphere, particularly in areas related to respect, inclusion, and safety. Engagement: Increased participation of families in school events and activities and more frequent use of collaborative platforms, indicating stronger engagement and collaboration. Documented Case Studies: Compilation of case studies showcasing successful resolution of conflicts and examples of effective relational practices in action.

Priority 4		Embed relational practice throughout the school for staff, pupils, and families.			
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Summer Review
September 2024	July 2025	Implement restorative practices school-wide.	Gemma Jeacock-Stevens	Costs for professional development in relational practices	
		Enhance communication among stakeholders.			
		Train staff in relational practices.			
		Promote a positive school culture focused on mutual respect and understanding.			
Evaluation/Impact					
December 2024 Review		March 2025 Review		July 2025 Review	
<p>Relational practices are beginning to be embedded across the school. It has started to create strong relationships and a supportive environment. Daily personal development sessions, including Zones of Regulation check-ins, contribute to heightened pupil engagement and readiness to learn. Feedback from staff and families reflects a positive shift towards a more inclusive school culture. The school's ethos of 'Be Brave, Be Kind, Be Safe' is evident in the overall relational approach.</p>		<p>We continue to further embed relational practice across the school, strengthening connections between staff, pupils and families. Further Trauma Informed Relational Practice (TIRP) training, including whole-staff co-regulation and restorative circles, is enhancing conflict resolution and restorative conversations. Relational Champions meet to drive this work, with guideposts for relational language being introduced school-wide. Ongoing training, including managing difficult conversations, supports this approach. The Family Support Team is focusing on early identification of support needs and Early Help for families at key transition points, such as pupils joining in Reception, moving from mainstream Primary Schools into Year 7 and transitioning to Post-16 provision. This proactive approach has strengthened family-school relationships, ensuring a smoother experience for pupils and their families. These strategies contribute to a positive school culture, reducing restrictive physical interventions and creating inclusive, supportive relationships.</p>			

Priority 5

To support and enhance staff, pupil, and family well-being, confidence, resilience, and morale, there is a robust body of evidence from educational research and trusted sources such as the Education Endowment Foundation (EEF), Ofsted and other educational sources. The following evidence is from key educational research:

Social and Emotional Learning (SEL):

The EEF emphasises Social and Emotional Learning (SEL) as a critical factor that contributes to improving academic attainment, behaviour, and well-being. According to EEF's Teaching and Learning Toolkit, SEL interventions can add up to four months of additional academic progress while improving emotional regulation and resilience in children.

SEL programs have been shown to have positive impacts on pupil well-being, behaviour, and engagement, which translates into improved classroom environments.

Focusing on SEL also helps build staff confidence, morale, and resilience because it improves relationships with pupils and reduces disruptive behaviour.

Teacher Well-being - Education Support:

Teacher well-being directly influences their ability to perform effectively in the classroom. Research by Education Support and EEF highlights that promoting positive well-being and resilience in teachers can help reduce burnout, improve teacher retention, and increase overall school morale.

Well-being initiatives such as mental health support, workload management, and peer mentoring have been identified as effective strategies for increasing staff well-being.

Parental Engagement:

The EEF's Parental Engagement Toolkit suggests that involving families in their children's education can lead to improved academic outcomes and emotional well-being. When parents are well-informed and engaged, it helps create a supportive learning environment that enhances pupil morale, resilience and confidence.

Positive relationships between the school and families contribute to a more cohesive and inclusive school community, promoting well-being for both pupils and their families.

Well-being and Mental Health:

Public Health England's Promoting Children and Young People's Emotional Health and Well-being report highlights that prioritising mental health and well-being in schools can lead to better emotional, social, and academic outcomes. Schools that implement structured mental health programs see improved resilience and coping skills among pupils.

The report emphasises the need for a whole-school approach that involves staff, pupils, and families in promoting emotional well-being and resilience.

School Inspection Handbook:

Area to be developed and its derivation:

Leadership and Management

Target:

Support and enhance staff, pupil and family's wellbeing, confidence, resilience and moral.

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According to Ofsted's School Inspection Handbook, inspectors are required to assess the well-being and mental health provision in schools. Schools are expected to promote a culture that supports the welfare of staff and pupils. Effective leadership is recognised when schools actively embrace well-being, confidence, and resilience in both pupils and staff, contributing to a positive learning environment and school morale.

Staff Retention and Professional Development:

The Department for Education (DfE) has linked teacher retention and professional development to well-being. Supportive leadership, manageable workloads, and ongoing professional development opportunities are critical for maintaining teacher morale and confidence. When staff feel supported, they are more likely to stay motivated and engaged, benefiting pupils as well.

Resilience in Schools:

The Anna Freud Centre emphasises resilience-building programs in schools, particularly through mental health support and social-emotional development activities. Schools that prioritise resilience in their SDPs help pupils and staff handle stress, adapt to challenges, and maintain positive mental health, all of which are essential for long-term well-being and academic success.

Incorporating strategies to support well-being, confidence, resilience, and morale is vital for an effective School Development Plan. These priorities are linked to improved academic performance, teacher retention, and positive school culture. Evidence from the EEF, Public Health England, Ofsted and other trusted organisations strongly supports the inclusion of well-being initiatives as part of a holistic approach to education.

September 2024:

Leaders focus on their core responsibilities, such as providing leadership and direction to staff, developing and implementing the school improvement plans, and ensuring the school is meeting the needs of all pupils.

Leaders monitoring shows pupils receive more effective and consistent support from all staff, pupils engage well in their learning – pupil views indicate 98% pupils feel they can join in with all activities in class.

Staff have a clearer understanding of leader's roles and responsibilities, which has led to increased morale and motivation as evidenced via our staff survey.

Leaders support staff to work more collaboratively and effectively to achieve shared goals.

Leaders have created a whole school culture of clear expectations and accountability.

Leadership is distributed securing the school is a better placed to identify/ address problems and issues as they arise, Leaders have a secure understanding of their associated roles and responsibilities.

They have developed the skills to hold others to account and support staff accordingly.

Leaders have communicated with families to support the to have a better understanding of the school's systems and processes; family views demonstrate confidence in understanding and endorsing what the school aims to achieve through its informed offer.

Leaders have created a more positive and inclusive school environment for all stakeholders.

Leaders ensure safeguarding policies and procedures keep children safe; the school meets statutory compliance within all aspects of safeguarding.

Leaders have created a culture of high-quality teaching and learning leading to teaching never being less than good.

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Leader's monitoring has evidenced staff have the knowledge and skills they need to support pupils with their needs and use a variety of teaching methods and strategies to meet the individual needs of each pupil.

Leaders have ensured the curriculum is effective in its design and delivery which supports pupils to make at least the anticipated progress over time from their starting points.

Leaders have created a positive and inclusive school culture where all staff and pupils feel valued, supported and respected.

The senior leadership team work effectively with families and other stakeholders securing strong relationships, keeping families and stakeholders informed about the school's progress securing collaborative working practices to support pupils.

Family surveys demonstrate families feel the school supports their child to feel safe, valued and make good progress.

Leaders have ensured the school is financially sustainable, and leaders manage the schools. budget effectively, ensuring it meets the needs of the pupils.

Leaders have set clearer performance expectations and goals to motivate staff to strive for excellence.

Leaders have embedded processes and CPD opportunities to help develop future leaders.

Leaders seek regular feedback and evaluation from staff to identify areas for improvement and ensure planned CPD is bespoke.

Leaders have ensured all stakeholders have a better understanding of the school's expectations and how teachers and staff are performing. This enables them to hold the school to account.

Leaders identify and address performance issues early on, as a result, staff feel more valued and supported.

Leader's value and reward, through performance related pay, high-quality teaching and learning.

Leaders make sure staff feel well-informed and included, they feel valued and supported, leading to increased morale and motivation.

Leaders give clear and consistent communication to reduce stress and anxiety among staff, creating a more positive and productive working environment.

Leaders have created a culture of collaboration and teamwork among all staff.

Leaders have promoted and supported a shared understanding of the vision, values and expectations, staff work together more effectively to achieve common goals.

Leaders have enabled all staff to have the information they need to make informed decisions, reducing over-reliance upon senior and middle leaders.

Leaders gather input from staff, leading to more inclusive and effective decision-making.

Leaders enable staff to provide high-quality teaching and support to pupils. Teaching & learning across the school is never less than good.

Leaders have developed positive relationships among staff, families and the whole school community.

Leaders have improved engagement, motivation and performance has improved.

Leaders have increased job satisfaction, there has been a reduction in staff absence and increase in staff retention.

Leaders have supported staff to become more self-reflective & resilient and better able to provide high-quality teaching and support to all pupils, seeking further support if and as required.

Leaders have supported staff to feel better able to manage stress and adapt to change; staff have more developed emotional resilience and improved ability to manage their role. Staff survey results show 75% staff feel the school makes appropriate steps for their professional development to help them undertake their role and develop their skills.

Leaders have supported staff to feel more valued, supported and well-cared for, they contribute to the positive and supportive school culture. Staff survey results show 94% feel leaders and managers are considerate of my wellbeing.

Leader: Stephen Dowell		Link on LAB: Kate Hawkins				
Objectives		Success Criteria/Child Benefit		Evidence of success		
<p>1. Implement Comprehensive Social and Emotional Learning (SEL) Programs: Integrate SEL into the curriculum to develop emotional intelligence, resilience, and interpersonal skills across the school community.</p> <p>2. Provide Mental Health Support and Resources: Establish accessible mental health resources and support systems for staff, pupils, and families, including counselling services and mental health training.</p> <p>3. Enhance Communication and Community Engagement: Strengthen communication channels between the school and families and encourage community involvement to support collective well-being and resilience.</p> <p>4. Maintain a Positive School Culture: Cultivate an inclusive, supportive, and positive school environment that recognises and celebrates diversity and achievement.</p>		<ul style="list-style-type: none"> Improved Emotional and Psychological Well-being: Reduced symptoms of stress, anxiety, and depression among staff and pupils. Increased reports of positive emotions and satisfaction with school life. Enhanced Resilience and Coping Skills: Increased ability of pupils and staff to manage stress and bounce back from challenges, more effective handling of interpersonal conflicts. Boosted Confidence and Self-esteem: Higher levels of self-esteem and confidence in pupils, evidenced by more active participation in class and enriching activities. Strengthened Relationships and Community: Stronger relationships between pupils, staff and families. Increased family involvement and satisfaction with the school. Improved School Morale and Environment: A noticeable improvement in school morale and a more vibrant, inclusive school culture. 		<ul style="list-style-type: none"> SEL Program Outcomes: Review of SEL programs showing improvements in pupil emotional intelligence, social skills, and academic performance. Mental Health: Measurable use of mental health resources, feedback from counselling sessions, surveys indicating reduced mental health issues and increased awareness and coping strategies. Engagement and Participation Reports: Increased participation in school meetings, events and initiatives by families. Higher attendance rates at school-community events. School Climate Surveys: Positive trends in school climate surveys from pupils, staff, and families. Lower rates of bullying and conflicts. Higher rates of satisfaction and morale. Achievements and Recognitions: Records of achievements and recognitions related to school culture and well-being, such as awards for inclusivity, well-being initiatives, or supporting the community. 		
Priority 5		Support and enhance staff, pupil, and family well-being, confidence, resilience, and morale.				
Timescale		Key Actions		Person responsible	Resources/ Cost	Evaluation/Impact
Start	End					Summer Review
September 2024	July 2025	Implement comprehensive SEL programs.		Stephen Dowell	Mental health resources, SEL program costs	
		Provide mental health support and resources.				
		Enhance communication with the community.				
		Maintain a positive school culture.				

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Evaluation/Impact		
December 2024 Review	March 2025 Review	July 2025 Review
<p>Significant progress has been made in promoting well-being for pupils, staff and families. Positive feedback highlights the effectiveness of communication strategies and support systems, creating trust and collaboration. Staff report improved morale and job satisfaction, evidenced by reduced absenteeism. Mental health resources and SEL initiatives further contribute to a cohesive, resilient school community.</p>	<p>Significant progress has been made in supporting and enhancing the well-being, confidence, resilience and morale of pupils, staff and families. Staff voice highlights the positive impact of improved communication, with many reporting feeling more valued, heard and supported in their roles. Neighbours and community partners have also expressed appreciation for the school's proactive engagement, reinforcing trust and collaboration. The implementation of comprehensive Social and Emotional Learning (SEL) programmes, alongside expanded mental health support and resources, has contributed to a more cohesive and resilient school community. By maintaining a positive school culture and prioritising open dialogue, we continue to strengthen relationships and create an environment where everyone can thrive.</p>	

Priority 6

To support the priority of developing leadership and management in the Early Years Foundation Stage (EYFS) and enhancing provision, maintaining high standards, and improving pupil outcomes through various curricular approaches, we drew from evidence-based research. The Education Endowment Foundation (EEF), alongside other educational bodies like Ofsted and research from educational theorists, provides significant insights into effective strategies for EYFS. The following evidence is from key educational research:

Effective Leadership in EYFS Settings:

The EEF emphasises the importance of strong leadership in establishing a clear vision and sustained quality improvement in early years settings. Effective leadership is linked to better pupil outcomes as it ensures a consistent and focused approach to pedagogy and curriculum delivery.

Research suggests leadership training for early years managers can have a positive impact on the quality of provision and children's learning and development outcomes. The training often focuses on developing pedagogical leadership, understanding child development, and managing change.

High-Quality Provision and Curriculum Implementation:

According to Ofsted's Early Years Inspection Framework, high standards in EYFS provision require a well-planned curriculum that meets the needs of all pupils, promoting good outcomes across different areas of development. Leadership in EYFS is critical in implementing such curricula effectively.

The EEF's guidance on Early Years Education stresses the importance of adopting evidence-based approaches to curriculum design and delivery, which include understanding the roles of informal, semi-formal, and formal learning experiences in enhancing cognitive and socio-emotional development.

Professional Development and Staff Training:

Continuous professional development (CPD) for EYFS staff is vital in maintaining high standards. The EEF highlights that targeted professional development can improve teaching practices and outcomes in early years settings. Effective leadership facilitates this by identifying training needs, sourcing appropriate training, and supporting staff to apply new strategies in their practice.

The impact of CPD is particularly significant in early education, as it directly correlates with enhanced instructional techniques, better classroom management, and more effective engagement with the foundational stages of children's education.

Data-Driven Decision Making:

Area to be developed and its derivation:

EYFS and Leadership and Management

Target:

Develop leadership and management in EYFS. Enhancing provision, maintaining high standards and improving pupil outcomes through the informal, semi-formal and formal curriculum approaches in the EYFS pedagogy.

EYFS leadership should be equipped to use assessment data effectively to inform teaching and curriculum adjustments. The EEF supports the use of assessment to identify children's needs early on and to tailor teaching to close gaps in understanding and development. Leaders in EYFS settings who are skilled in data interpretation can better support staff to make pedagogical adjustments that enhance learning outcomes, ensuring that interventions are timely and appropriately targeted.

Family Engagement and Community Links:

Strong leadership in EYFS also involves creating robust partnerships with families and the wider community. Research from the EEF and other educational organisations shows that when families are actively involved in their children's early education, it can lead to improved developmental outcomes.

Leaders in early years settings can promote engagement through regular communication, workshops and involving families in the learning process, which are effective strategies for enhancing provision and pupil outcomes.

Building leadership capacity in EYFS is crucial for sustaining high-quality educational provision and achieving outstanding pupil outcomes. This involves strategic focus on leadership development, curriculum implementation, staff training, effective use of data, and community engagement. The EEF and Ofsted provide clear guidance and evidence on how these strategies can be effectively implemented in early years settings.

September 2024:

Access to a rich learning environment where opportunities and conditions allow pupils to flourish in all aspects of their development, with a particular focus upon opportunities to develop independence and self-help routines.

Ethos that values children's efforts, interests and purposes.

Identified pupils following the Birth to 5 guidance will work on a broad and balanced curriculum, encompassing the 7 prime and specific areas of learning.

Emphasis is placed on the prime areas of learning as these are fundamental to pupils' access to the wider curriculum, this approach encourages pupils to develop, consolidate & deepen their knowledge across the core areas, building the foundations for specific areas of learning,

Outcomes are planned from assessment using the Birth to 5 document and EHCP outcomes.

The pupils follow a topic and interest focused approach, using this as a vehicle for the learning experiences they engage with.

Pupils enjoy and experience books and reading daily. We create a stimulating environment where children are encouraged to engage with and experience books and all forms of written material.

We provide opportunities that reflect the unique learning needs of our pupils. We provide a range of experiences that include multi-sensory approaches and encourage practical application of reading to support development.

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Leader: Joshua Loade	Link on LAB: Kate Hawkins	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ol style="list-style-type: none"> 1. Strengthen Leadership Skills in EYFS Settings: Provide targeted professional development and training for EYFS leaders on pedagogical leadership, change management and effective curriculum implementation. 2. Optimise Curriculum Design and Delivery: Develop and implement a comprehensive EYFS curriculum that integrates informal, semi-formal, and formal learning approaches tailored to the developmental needs of young children. 3. Enhance Monitoring and Evaluation of Teaching and Learning: Establish robust methods of monitoring and evaluating the effectiveness of teaching strategies and curriculum delivery in EYFS, using data to drive improvements. 4. Promote Staff Professional Development: Facilitate ongoing professional development opportunities for all EYFS staff, focusing on pedagogical strategies, child development, and curriculum innovations. 5. Engage Families and the Community in EYFS Education: Strengthen partnerships with families and the local community to enhance the educational provision and support a holistic approach to early childhood development. 	<ul style="list-style-type: none"> • Improved Educational Outcomes for Children: Children demonstrate enhanced cognitive, social, and emotional development as evidenced by assessments and observational data. • High Standards of Teaching and Learning: Observations and feedback indicate that teaching practices consistently meet or exceed Good. • Increased Staff Capability and Confidence: EYFS staff exhibit increased proficiency and confidence in delivering the curriculum and adapting teaching methods to meet diverse needs. • Enhanced Family Involvement and Satisfaction: Increased engagement of families in their child's education, with positive feedback on school communication and involvement opportunities. • Robust Leadership and Management Practices: Leadership in EYFS is proactive, responsive, and effective in promoting high-quality educational experiences and staff development. 	<ul style="list-style-type: none"> • Professional Development Records and Impact Assessments: Documentation of completed training sessions and subsequent evaluations showing improvements in leadership and teaching practices. • Curriculum Evaluation Reports: Reports detailing the design, implementation, and outcomes of the EYFS curriculum, demonstrating alignment with developmental goals and educational standards. • Child Development Progress Data: Data from assessments showing progress in key developmental areas, correlating with the implementation of new curriculum approaches. • Family and Community Feedback Surveys: Results from regular surveys and feedback showing positive family and community engagement and satisfaction with the school's EYFS provision. • Observations and Quality Assurance Reviews: Findings from classroom observations and quality assurance reviews that highlight effective pedagogy and management practices. • Staff Feedback and Retention Rates: Positive feedback from staff on professional development and job satisfaction, along with improved staff retention rates in the EYFS setting.

Priority 6		Develop leadership and management in EYFS. Enhancing provision, maintaining high standards, and improving pupil outcomes.				
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Summer Review	
September 2024	July 2025	Strengthen leadership skills in EYFS.	Joshua Loade	Costs for EYFS leadership training and professional development		
		Optimise curriculum design and delivery.				
		Enhance monitoring and evaluation of teaching.				
		Promote staff professional development.				
		Engage families in EYFS education.				
Evaluation/Impact						
December 2024 Review		March 2025 Review			July 2025 Review	
Leadership in EYFS has enhanced provision, maintaining high standards and creating a strong focus on informal, semi-formal and formal curriculum approaches. Emphasis on the prime areas of learning has laid robust foundations for pupils' development. However, ongoing evaluation of the curriculum and teaching strategies remains a priority to optimise outcomes and sustain progress.		Changes in staffing have supported greater consistency in approach across the EYFS team. A recent School Improvement Partner (SiP) visit highlighted significant improvements and rated the provision as Good. Pupil engagement has increased due to more effective grouping based on need and ability. Increased team meetings have enhanced shared understanding of the curriculum approach, supported by the purchase of new equipment and resources to enrich outdoor learning. Physical adaptations to the outdoor area have further improved the provision and expanded the space available. Communication within the team has strengthened, contributing to a more cohesive environment. SiP advice has identified the need for further focus on language and communication support for pupils. To ensure strategic oversight and continued improvement, a member of SLT will undertake training to become the designated EYFS lead and expert in the field.				

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