

Narberth School Development Plan 2025 - 2026



Priority 1: Standards in language (English and Welsh)	To raise standards in reading and writing across the school through high-quality teaching and by embedding effective Assessment for Learning (AfL) strategies, ensuring all pupils understand their next steps and take greater ownership of their progress		
Who is leading the project?	SLT, AoLE leads & all Staff	Link Governors:	Julia Howells
Link to Teaching Standards	<p>Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement.</p> <p>Professional Learning (PL): professional networks and communities.</p>		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact.		
Link to 12 Pedagogical Principles	<p>P1. Good teaching and Learning maintains a consistent focus on the overall purposes of the curriculum.</p> <p>P2 Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.</p> <p>P3 - Good teaching and learning means employing a blend of approaches, including direct teaching.</p> <p>P5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engaging trust.</p> <p>P6 - Good teaching and learning creates authentic contexts for learning.</p> <p>P7 – Good teaching and learning means employing AFL principles.</p> <p>P8 - Good teaching and learning ranges within and across areas of learning and experience.</p> <p>P9 - Good teaching and learning regularly reinforces cross-curricular responsibilities, including Literacy, numeracy and DC and provides opportunities to practice them.</p> <p>P10 - Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.</p> <p>P12 Good teaching and learning encourages collaboration.</p>		

Where we are now based on self-evaluation 2024 - 25	Success Criteria: We will know we have succeeded when:
<p>Self-evaluation 2024 / 25:</p> <p>Work scrutiny identified that there are many opportunities for children to write across the curriculum.</p> <p>However:</p> <ol style="list-style-type: none"> 1. High expectations and differentiation are not consistent in all classes. 2. The use of Talk for Writing procedures to develop confidence in writing is beginning to be applied consistently across the school. 3. Discussions with staff, particularly new members of staff highlighted a lack of confidence in planning for and teaching effective language lessons at the right level of challenge for all learners. 4. Standardisation activities are not yet embedded across the school. <ul style="list-style-type: none"> • In most classes, standards across both streams are comparable and provision is equitable. • More able children are not always challenged effectively. • Provision folders are used to capture the experiences provided that are not recorded in language and theme books or on digital platforms, however, at the higher end of the school, Bant a'r Cart books are not as effective in facilitating independent learning. • Writing opportunities through outdoor learning and trips are sometimes planned. However, this needs to be more consistent. • Most mark making and writing areas are clearly defined and well-resourced. • Classroom environments and working walls are used well to support writing. 	<p>Success criteria:</p> <ul style="list-style-type: none"> • High expectations and differentiation are consistent across all classes • More able children are challenged effectively. • A higher percentage of pupils achieve or exceed expected levels in reading through national tests and county test materials. • The structure for teaching writing is clear and teachers are clear on what to teach and how to extend children's writing skills and assess their progress. • Work scrutiny shows that the process of writing is clear with grammatical skills appropriate to a genre taught progressively. • The use of Talk for Writing procedures are applied consistently across the school. • The planning for the progression of writing skills is clear. • Teachers are confident when planning for and teaching effective language lessons which are at the right level of challenge for all learners. • In all classes, standards across both streams are comparable and provision is equitable. • Analysis of reading data shows that standardised scores are improving across the school. • Writing opportunities through outdoor learning are consistently planned. • All mark making and writing areas are clearly defined and well-resourced. • Monitoring will identify that most pupils across all classes will demonstrate progress as highlighted in the progression documents. • Pupils can articulate their strengths and areas for improvement in reading and writing. • Evidence in books and observations of consistent use of co-constructed success criteria and written/oral feedback. • Pupils engage in meaningful peer and self-assessment activities with increasing independence. • AfL strategies are clearly visible in lessons, including learning objectives, effective questioning and feedback. • Teachers use assessment information formatively to plan and adapt teaching to meet pupil needs. • Pupil voice indicates increased engagement and confidence in reading and writing. • Pupils can articulate their strengths and areas for improvement in reading.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By who?	Date	Monitoring activity	Est. Cost/Source	RAG		
					Term 1	Term 2	Term 3
Rationale: we are doing this because: Whilst monitoring has identified consistent provision and practices are in place and data reflects an improvement in standards in English reading across the school, there is still a need to improve standards overall.							
1. Further refine Systematic Phonics Teaching <ul style="list-style-type: none">Deliver daily, structured phonics lessons using RWInc and Tric a Chlic.Use multi-sensory approaches (visual, auditory, kinesthetic) to reinforce learning.Regularly assess phonics knowledge and provide targeted support.Monitor the effectiveness of the quality of the programmes.	SLT CO/BL All staff	Ongoing	Data showing the progress being made by pupils Termly assessments at the beginning and end of each term.	12 days supply @ £180 = £ 2160.00 EIG			
2. Whole school updated cluster training on RWInc. <ul style="list-style-type: none">Provide ongoing professional development in teaching reading.Share best practices and resources within and across year groups.Observe and feedback on reading lessons to improve practice.	KM	2/9/25	Termly assessments at the beginning and end of each term.	£1800.00 Cluster			
3. Enhance Guided Reading Practice <ul style="list-style-type: none">Conduct small group guided reading sessions tailored to pupil reading levels.Use focused questioning to develop comprehension and critical thinking.Rotate groups frequently to ensure all pupils access appropriate texts.	SLT AoLE leads	Ongoing	Termly assessments at the beginning and end of each term.	(inc. in action 1) Plus £1000.00 for materials EIG			
4. Promote a Reading Culture Across the School <ul style="list-style-type: none">Create inviting reading areas with a wide range of engaging books.Encourage reading for pleasure through book clubs, reading challenges, and author visits.Celebrate reading achievements with displays, certificates, and assemblies.	SLT AoLE leads KP	Spring term	Improved attitude to reading across the school	£1500.00 EIG			

<p>5. Develop Comprehension Skills Explicitly</p> <ul style="list-style-type: none"> Teach specific comprehension strategies (predicting, summarising, questioning). Use graphic organisers to help pupils organise their thinking. Incorporate discussion and reflection activities post-reading. 	AoLE leads	Termly	AoLE monitoring	N/A			
<p>6. Provide Frequent and Varied Reading Opportunities</p> <ul style="list-style-type: none"> Ensure pupils read daily across a range of genres and formats (fiction, non-fiction, poetry, digital texts). Include paired reading, buddy reading, and reading aloud to build fluency and confidence. Use home reading schemes with parental involvement. 	Class teachers AoLE leads	Termly	Monitoring inc. Listening to learners Parental questionnaires	N/A			
<p>7. Use Assessment to Inform Teaching</p> <ul style="list-style-type: none"> Regularly assess reading accuracy, fluency, and comprehension. Use assessment data to identify gaps and plan targeted interventions. Monitor progress and adjust teaching accordingly. 	CO/BO	Termly	PPM Monitoring	£540.00 EIG			
<p>8. Engage Parents and Carers</p> <ul style="list-style-type: none"> Communicate with families about the importance of reading at home. Provide guidance on supporting reading outside school. Share reading materials and ideas for home practice. 	AoLE leads	Bi- annually	Parental feedback	N/A			
<p>Rationale: we are doing this because: Whilst monitoring has identified consistent provision and practices are in place, there is still a need to establish standardisation practices of writing, ensuring high expectations for all.</p>							

<p>1. Train and Support Staff in Effective Writing Pedagogy</p> <ul style="list-style-type: none"> Provide CPD on modelled writing, Talk for Writing, and grammar in context. Provide CPD for Welsh stream on the new Fframwaith Llythrenedd to develop a more refined scheme of work for teaching writing styles and the use of modelled text. Share best practices through lesson study, peer observations, or team planning. Monitor consistency and progression in writing teaching across year groups. 	SLT	Ongoing	Monitoring activities	<p>£750.00</p> <p>EIG</p>			
<p>2. Establish effective standardisation portfolios</p>	AOLE Leads	Ongoing	Staff meetings	N/A			
<p>3. Use Modelled and Shared Writing Regularly</p> <ul style="list-style-type: none"> AoLE leads to ensure that the Fframwaith Llythrenedd is integrated into our current scheme of work for the Welsh stream ensuring consistency in the way that the language is being taught. Demonstrate writing by thinking aloud to show thought processes. Write with pupils, co-constructing sentences and ideas on the board. Focus on sentence structure, vocabulary choices, punctuation, and planning. 	Class teachers	Ongoing	Monitoring activites: pupil voice, lesson obs & book look	N/A			
<p>4. Explicitly Teach Vocabulary, Grammar and Spelling as outlined in the Progression Document</p> <ul style="list-style-type: none"> Focus on key vocabulary covered through theme to develop rich vocabulary. Teach grammar skills in context, not as isolated exercises. Use spelling investigations and structured practice. 	Class teachers	Ongoing	Monitoring activites: pupil voice, lesson obs & book look	N/A			
<p>5. Further Develop a Consistent Writing Process</p> <ul style="list-style-type: none"> Teach pupils the stages of writing: planning, drafting, editing, and publishing. Provide graphic organisers or planning frames for structure. Encourage redrafting and peer review to build writing stamina and independence. 	AOLE leads and Class teachers	Autumn Term	Monitoring activites: pupil voice, lesson obs & book look	N/A			

<p>6. Use High-Quality Modelled Texts to Stimulate Writing</p> <ul style="list-style-type: none"> Choose books with rich language, diverse themes, and engaging plots. Use these texts as models for narrative, persuasive, or informative writing. Incorporate reading-as-a-writer tasks (noticing how authors build effect). 	AOLE leads and Class teachers	Autumn Term	Monitoring activites: pupil voice, lesson obs & book look	N/A			
<p>7. Daily Writing Opportunities Across the Curriculum</p> <ul style="list-style-type: none"> Ensure pupils write regularly for different purposes and audiences. Encourage opportunities for free writing across the curriculum. Include short and extended writing, as well as creative and factual styles. 	AOLE leads and Class teachers	Autumn Term	Monitoring activites: pupil voice, lesson obs & book look	N/A			
<p>8. Focus on Writing for Real Audiences</p> <ul style="list-style-type: none"> Publish pupil writing in newsletters, displays, or blogs. Organise school-wide writing competitions. Invite authors or journalists to speak about writing for impact. 	AOLE leads and Class teachers	Autumn Term	Monitoring activites: pupil voice, lesson obs & book look	N/A			
<p>9. Build Stamina and Motivation for Writing</p> <ul style="list-style-type: none"> Use free writing to promote fluency. Celebrate writing through displays, praise, and peer sharing. Allow choice of topics/genres when possible to increase ownership. 	AOLE leads and Class teachers	Autumn Term	Monitoring activites: pupil voice, lesson obs & book look	N/A			
<p>10. Use Assessment and Feedback Effectively, in line with the school's policy</p> <ul style="list-style-type: none"> Use feedback Friday to provide constructive individual feedback Give feedback that is specific, constructive, and focused on improvement. Ensure children know where they are in their learning and what they need to do to improve Ensure teachers use their assessment of the pupils to feed into their planning 	AOLE leads and Class teachers	Autumn Term	Monitoring activites: pupil voice, lesson obs & book look	N/A			
<p>11. Support all pupils, including those with ALN, with Targeted Interventions</p> <ul style="list-style-type: none"> Provide additional support for pupils who require targeted intervention eg. through scaffolding, larger fonts, differentiated work, integrate technology etc. Ensure adults are deployed effectively to support pupils with ALN 	ALNCo Class teachers	Termly	Monitoring activites: pupil voice, lesson obs & book look	N/A			

Evaluation of strengths: (specific date before governing body meeting)	Recommendations:
Spring Term evaluation	
Evaluation of strengths: (specific date before governing body meeting)	Recommendations:
Summer term evaluation	
Evaluation of strengths: (specific date before governing body meeting)	Recommendations:

Priority 2: The curriculum and pupil progress	To embed a cohesive, progressive curriculum across all areas of learning, ensuring consistency in teaching and learning that promotes high levels of pupil progress for all learners.		
Who is leading the project:	SLT and class teachers	Link Governor:	Josh Layzell & Kim Good
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact.		
Link to Pedagogical Principles	<p>P3 - Good teaching and learning means employing a blend of approaches, including direct teaching.</p> <p>P5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engaging trust.</p> <p>P4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking</p> <p>P6 - Good teaching and learning creates authentic contexts for learning.</p> <p>P7 – Good teaching and learning means employing AFL principles.</p> <p>P8 - Good teaching and learning ranges within and across areas of learning and experience.</p> <p>P9 - Good teaching and learning regularly reinforces cross-curricular responsibilities, including Literacy, numeracy and DC and provides opportunities to practice them.</p>		
Where are we now based on our self-evaluation 2024 - 2025:	<p>Success Criteria</p> <p>We will know we have succeeded when:</p>		
<p>Self-evaluation 2024/25:</p> <ul style="list-style-type: none"> Work scrutiny identified that progress has been made in all books and consistency across year groups is more evident. <p>However:</p> <ol style="list-style-type: none"> High expectations and differentiation are not consistent in all classes. In nearly all classes, standards across both streams are comparable. In most classes provision is equitable. Opportunities for reasoning and maths across the curriculum is satisfactory. Standards in maths lessons are good. <ul style="list-style-type: none"> The structure for teaching reasoning is not embedded across the school and there are not sufficient amount of opportunities for 	<p>Reasoning:</p> <p>The school's self-evaluation cycle demonstrates that:</p> <ul style="list-style-type: none"> Teachers consistently plan lessons that include explicit opportunities for reasoning and problem-solving across the curriculum Lesson observations and learning walks show an increase in the use of effective questioning, discussion, and critical thinking strategies. Staff confidently use agreed reasoning frameworks or strategies Pupils can articulate their thinking clearly and justify their opinions or solutions during class discussions and in written work. Increased evidence in pupil books of reasoning tasks (e.g. explanations, justifications, evaluations). Pupils demonstrate improved ability to evaluate ideas, reflect on learning, and solve problems independently. Formative assessments show progress in pupils' reasoning skills over time (e.g. peer and self-assessments). Gap analysis shows narrowing of attainment gaps where reasoning is a key barrier. Pupil voice feedback indicates increased confidence and enjoyment when engaging in reasoning and problem-solving activities. Pupils feel more able to express and defend their opinions respectfully and constructively. AOLE lead to report improved consistency and quality of reasoning opportunities across the curriculum. 		

<ul style="list-style-type: none"> pupils to explain their reasoning verbally or in writing. In most classes, there are opportunities for numeracy across the curriculum. However, skills are not always at the same level of challenge as those in discrete maths lessons and there is not enough breadth and balance across the WM statements. More able children are not always challenged effectively. Provision folders/Bant a'r Cart books are used to capture the experiences provided that are not recorded in maths books or on digital platforms. Maths and numeracy opportunities through outdoor learning are sometimes planned. However, this needs to be more consistent. Most maths and numeracy areas are clearly defined and well resourced. Classroom environments and working walls are used well to support maths and numeracy. Monitoring identified limited evidence and inconsistency in the delivery of a broad and balanced curriculum for RVE and RSE 	<ul style="list-style-type: none"> Monitoring (book scrutiny, observations) shows evidence of sustained implementation. <p>Outdoor Learning:</p> <p>The school's self-evaluation cycle demonstrates that:</p> <ul style="list-style-type: none"> Opportunities for outdoor learning is planned daily as a provision to enhance their learning, in addition to whole class outdoor learning sessions Outdoor learning activities are purposeful, well-planned, and connected to real-life contexts. Pupils demonstrate increased engagement, curiosity, and enthusiasm during outdoor sessions. Outdoor learning spaces are well-maintained, safe, and equipped to support diverse hands-on activities. Resource banks for outdoor learning are actively used and regularly updated. Pupils articulate how outdoor learning deepens their understanding of subject content and real-life issues. Pupil feedback shows positive attitudes towards outdoor learning and a sense of connection to their environment. Partnerships with local organizations and community resources are established and actively contribute to outdoor learning provision. Regular monitoring (observations, pupil work scrutiny, surveys) indicates sustained and growing outdoor learning opportunities. <p>RVE / RSE:</p> <p>The school's self-evaluation cycle demonstrates that:</p> <ul style="list-style-type: none"> RVE and RSE planning demonstrates clear progression and coverage in line with the curriculum. Staff deliver with confidence and sensitivity Observations and/or monitoring show that assemblies contribute positively to the pupils' spiritual, moral, social and cultural development. Assemblies throughout the year include speakers from a range of ethnic and cultural backgrounds. Pupils demonstrate increased understanding and appreciation of different cultures eg. through pupil voice and/or class discussions.
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Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
Rationale– we are doing this because: to develop pupils' critical thinking and reasoning abilities across the curriculum by embedding structured opportunities for analysis, evaluation and problem solving in lessons.							
1. Curriculum Audit and Planning: Review existing curriculum plans across subjects to identify where reasoning and critical thinking are already present, and where additional opportunities can be embedded.	SLT AOLE lead	Sept. 2025	Lesson observation, book monitoring and listening to learners	£180 x 4 = £720.00 EIG			

2. Embed Reasoning into Lesson Planning: Ensure medium- and short-term plans include explicit reasoning objectives and structured activities such as debates, investigations, justifications of choices, or reflective questioning.	All staff	Half termly	SLT monitoring of planning	N/A		
3. Use of Thinking Routines and Frameworks: Introduce consistent reasoning tools to support structured thinking and dialogue.	All staff	Ongoing	Work scrutiny, lesson obs and listening to learners	N/A		
4. Pupil Voice Activities: Gather feedback from pupils on how they experience reasoning in lessons to inform future planning and adaptations.	All staff SLT	Ongoing by all staff Termly by SLT	Work scrutiny, lesson obs and listening to learners	N/A		
5. Model Reasoning and Metacognition: Encourage staff to model their own thinking processes during lessons to help pupils understand how to approach reasoning and problem-solving tasks. Ensure appropriate differentiations and scaffolding for pupils with ALN and MAT.	All staff SLT	Ongoing by all staff Termly by SLT	Work scrutiny, lesson obs and listening to learners	N/A		
6. Assessment and Monitoring: <ul style="list-style-type: none"> Develop or adapt formative assessment strategies (e.g. reasoning prompts, written explanations, oral justifications) to track progress in pupils' reasoning abilities. To ensure AFL systems and routines are used effectively so that children are aware of where they are in their learning and what their next steps are. Verbal and written feedback to clearly identify what the child has done well and the next steps for improvement. 	SLT AOLE lead Assessment co- ordinator	Ongoing	PPM, Work scrutiny, lesson obs and listening to learners	£180 X 3 = £2400.00		
7. Cross-Curricular: Plan collaborative cross-curricular reasoning tasks that require pupils to apply reasoning skills to solve real-life problems.	All staff	Ongoing	PPM, Work scrutiny, lesson obs and listening to learners	NN/A		
Rationale: we are doing this because: to increase the provision of outdoor learning opportunities that engage pupils in authentic, hands-on experiences, to deepen their understanding and connection to real-life contexts.						

Audit and Mapping: Conduct an audit of current outdoor learning activities and resources to identify existing strengths and gaps in provision.	SLT	Sept.2025	Work scrutiny, lesson obs and listening to learners	N/A			
Review the Outdoor Learning Policy and Framework: Create a clear framework outlining expectations, objectives, and best practices for outdoor learning across the school.	SLT	Sept.2025	Work scrutiny, lesson obs and listening to learners	N.A			
Create and Enhance Outdoor Learning Spaces: Improve and maintain designated outdoor areas <ul style="list-style-type: none"> PS1 / 2 – Bant a'r Cart provision Whole school provision to include the pond, allotment gardens, sensory garden etc. 	All staff	Ongoing	Environment Learning walk	N/A			
Regular Timetabled Outdoor Sessions: Embed outdoor learning as a regular feature of the timetable, ensuring all classes have scheduled opportunities to learn outside.	SLT All staff	Ongoing	Work scrutiny, lesson obs and listening to learners	N/A			
Resource Development: <ul style="list-style-type: none"> Further develop and share a bank of outdoor learning resources, lesson plans, and risk assessment templates to support teachers. Create links with other schools for collaboration 	SLT All staff	Ongoing	Staff training/twilights/ INSET and collaboration	N//A			
Pupil Voice and Reflection: Encourage pupils to plan, lead, and reflect on outdoor learning activities to deepen engagement and ownership.	Staff	Ongoing	Weekly planning	N/A			
Monitoring and Evaluation: Establish systems for evaluating the impact of outdoor learning on pupil engagement, understanding, and wellbeing through observations, pupil feedback, and work samples.	SLT All staff	Ongoing	Work scrutiny, lesson obs and listening to learners	N/A			
Rationale: we are doing this because: to embed a progressive and inclusive provision of RSE and RVE in line with the curriculum.							
• Review and refine RVE and RSE provision across the curriculum to ensure coverage and progression.	AoLE leads MN/SE	Autumn term	Monitoring of planning, work scrutiny, lesson obs.	N/A			

<ul style="list-style-type: none"> Further develop a shared approach to exploring themes such as respect, diversity, identity and ethics across both RSE and RVE. 	AoLE leads MN/SE	Autumn term	Monitoring of planning, work scrutiny, lesson obs.	N/A			
<ul style="list-style-type: none"> To enhance the provision of SMSC across the curriculum and wider school life to support pupils' holistic development. 	AoLE leads SE	Autumn term	Monitoring of planning, work scrutiny, lesson obs.	N/A			
<ul style="list-style-type: none"> AoLE leads to collaborate with clusters to refine planning and a scheme of work and to cascade information in staff meetings. 	AoLE leads MN/SE	Autumn term	Monitoring of planning, work scrutiny, lesson obs.	N/A			
<ul style="list-style-type: none"> Strengthen links with the community eg. to ensure regular assemblies led by the local minister are scheduled and delivered to support pupils' spiritual, moral, social and cultural development. 	AoLE lead SE	Ongoing	N/A	N/A			
<ul style="list-style-type: none"> To engage with school governors and Pastor to partake in the monitoring of RVE and RSE. 	SLT	Autumn term	Monitoring of planning, work scrutiny, lesson obs.	N/A			
<ul style="list-style-type: none"> To engage with local and national events to celebrate inclusivity and to develop a deeper understanding eg. Black History Month, Pride etc. 	SLT	Ongoing	Monitoring of planning, work scrutiny, lesson obs.	N/A			

Evaluation of strengths: (specific date before governing body meeting)

Recommendations:

Spring Term evaluation

Evaluation of strengths: (specific date before governing body meeting)

Recommendations:

Summer Term evaluation	
Evaluation of strengths: (specific date before governing body meeting)	Recommendations:

Priority 3: Leadership	To develop the strategic leadership capacity of the senior leadership team (SLT) to ensure consistent, high-quality teaching and learning, effective subject leadership, and whole-school improvement.		
Who is leading:	HT, DHT & ALNCo.	Link Governor:	Linda Tamplin
Link to Teaching Standards	<p>Leadership: taking responsibility for self, exercising corporate responsibility, leading colleague's projects and programmes and supporting formal leadership roles.</p> <p>Professional Learning: Wider reading and research findings, Professional networks and communities, Continuing professional learning, Welsh language skills.</p> <p>Pedagogy: Influencing learners: challenging expectations, listening to learners, learners leading learning, sustained effort and resilience in learners, reflection on learning, learning outcomes and well-being.</p>		
Link to SLO	Creating and supporting continuous learning opportunities for all staff, Learning with and from the external environment and wider learning systems. Promoting team learning and collaboration among all staff; Embedding systems for collecting and exchanging knowledge and learning: Modelling and growing learning leadership		
Link to the 12 Pedagogical Principles	P1-12 and particularly P12. Good teaching and learning encourages collaboration		
Where are we now based on our self-evaluation 2024-2025:	<p>Success Criteria</p> <p>We will know we have succeeded when:</p> <ul style="list-style-type: none"> • Clearly defined job descriptions are now in place for all staff to support distributed leadership (Leadership document). • HT has redesigned the leadership structure to reflect the changes made to staffing. This now includes the new role of Acting Deputy Head teacher, developing the role of the ALNCo and the new TLR 3 appointment of Assessment Co-ordinator. • Teaching and Learning Policy updated and shared at staff meeting– updated to reflect guidance provided as a result of Self-Evaluation practices. • SLT to continue with designated days for shared strategic working and regular designated days are arranged for AoLE leads for monitoring purposes, with a focus on progression across the school. • Following ALN monitoring, the role of the ALNCo and Assessment co-ordinator will be aligned to support all groups of learners. This will include the support identified, provision, tracking, monitoring and reviewing. • HT to continue to develop in her role as Lead Inspector and to support the self-evaluation processes in school. • DHT to apply for Pembs 50, second cycle. • All governors are aware of their specific roles and are beginning to engage with the cycle of monitoring. 		

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring	Est. Cost/Source	RAG		
					Term 1	Term 2	Term 3
Rationale: Strong and effective senior leadership is key to improving teaching, learning, and pupil outcomes. By developing the role of senior leaders, we can make sure leadership is shared, responsibilities are clear, and decisions are focused on what's best for pupils. This priority strengthens leadership at all levels, improving self-evaluation, and driving whole-school improvement. It also helps us to grow future leaders from within the school, ensuring we are sustainable and resilient in the long term.							
1. Rigorous Performance Development cycle to identify purposeful targets to allow staff to develop personally and professionally whilst underpinning whole school priorities. • Interim reviews will take place in the spring term – peer to peer. • End of year reviews to take place in July with designated lead staff.	SLT	Ongoing	PD cycle	N/A			
2. All staff to be pro-active and take responsibility for their own monitoring and evaluation cycle (as per Leadership Document)	AoLE leads	Ongoing	PD Cycle	N/A			
3. Clarify Roles and Responsibilities: Review and refine SLT roles to ensure clarity of purpose, alignment with school priorities, and coverage across key areas (curriculum, inclusion, behaviour, assessment).	SLT	Ongoing	HT and IA monitoring	N/A			
4. Enhance Subject Leadership: Provide time, training, and coaching for senior leaders to monitor and support data, all groups of learners, AoLE leads, ensuring curriculum intent, implementation, progression and impact are secure across the school.	SLT All staff	Ongoing	HT monitoring	INSET, staff meetings, Twilights £180 x 10 = £1800.00 EIG			

5. Leadership Coaching and CPD: Implement a leadership development programme tailored to individual needs, including coaching, mentoring, and opportunities to engage in external training (e.g., Pembs 50).	HT DHT	Termly	HT			
6. Strengthen Strategic Leadership: Involve senior leaders in school self-evaluation, data analysis, and development planning to build their confidence and effectiveness as strategic leaders.	HT DHT ALNCo TLS3 AOLE leads	Termly	SER	N/A		
7. Promote Distributed Leadership: Develop systems that empower SLT members to lead whole-school initiatives (e.g., ALN, data and assessment, maths and numeracy, language and literacy) and mentor middle leaders.	HT SLT	Termly		N/A		
8. Liaise with and present to School Improvement Advisor	SLT AOLE leads	As and when	Feedback from Governors and SIA	N/A		
9. Liaise with and present to Governors.	SLT AOLE leads	As and when		N/A		
10. To develop the role of the Higher Level Teaching Assistant (HLTA) <ul style="list-style-type: none"> 1 to support with the delivery of teaching nursery pupils 1 to support ALNCo with the delivery of planning and teaching nurture to an identified group of pupils. 	HT DHT ALNCo	Ongoing	Feedback to HT	N/A		
Rationale: school's self-evaluation identified the need to ensure that school governors are further involved in the school's self-evaluation processes.						
1. One page Governor SDP designed to further engage Governors and to ensure shared understanding and accountability (separate Governor SDP document).	SLT Governors	Termly	Governor monitoring and feedback	N/A		
2. Governors to fulfil their roles by engaging with the cycle of monitoring (refer to Governor expectation document, Governor Monitoring Visits Policy and Governor SDP document).	SLT	Termly	Governor monitoring and feedback	N/A		
3. School to further develop and model leadership for Governors through improving a supporting network for the Governing body, eg. School Improvement Meetings.	Governors	Termly	Governor monitoring and feedback	N/A		

Evaluation: (specific date before governing body meeting)	Action:
Spring Term evaluation	
Evaluation of strengths: (specific date before governing body meeting)	Recommendations:
Summer Term evaluation	
Evaluation of strengths: (specific date before governing body meeting)	Recommendations:
