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School Improvement Plan Summary

2025 - 2026

The twin strands of an exceptional curriculum offer and an exceptional enrichment offer provide the framework for learning and personal development at Thomas Buxton Primary School. Our focus this year is to further develop immersive learning for children alongside precise teaching so that our children continue to achieve well and thrive. The high standard of behaviour and effective support for all children will continue to be developed so that the inclusion of all ensures that every child achieves to the very best of their ability.

The theme of resilience will be explored both academically and as a personal characteristic for all groups within the school. We will work to support all groups in our community in understanding how resilience is necessary to overcome challenges in all forms and what we can do to develop personally, professionally and academically.

The work of school leaders will ensure that professional development will empower staff to further improve outcomes for children whilst managing a reasonable workload. The role of Governors and Governance is critical to the ongoing success of the school and is essential in forming a strategic plan to navigate the many external challenges we face.

As ever, this plan is written with our children at the heart of all that we do.

As a Rights Respecting School, our School Improvement Plan is formed by the principles of the Articles of the UNCRC Charter below.





Our Vision and Values

"We respect each other
and we are a caring,
sharing school."

Thomas Buxton pupil

Our School Vision

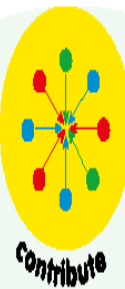
Our community prepares
our children for a
future that they will create.



create



Thomas Buxton
Primary School
Learning Together



contribute



respect

Our School Values

CREATE

Contribute We can all make this an exciting place to learn, discover and create.

Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

Aspire Aim high to ensure that everyone fulfils their potential.

Teamwork Our collective culture ensures children, families and staff work and learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.



enjoy



aspire



enquire



team work

OUR CURRICULUM VISION (Intent, Implementation, Impact)

CURRICULUM VISION AND DRIVERS

The purpose of our curriculum is to inspire all children to acquire knowledge and skills and to ignite a lifelong love of learning. We celebrate the cultural capital that our community brings to learning and build on this to broaden children's understanding of the world.

Our commitment to providing equality of opportunity ensures that rich experiences are embedded throughout the curriculum.

DRIVER 1
Through all curriculum subjects children develop the cultural capital to understand, question and reflect on the world and their place in it.

DRIVER 2
Children develop communication and problem-solving skills, creativity and independence, so that they can navigate their future as life-long learners.

DRIVER 3
A knowledge rich and broad curriculum enables children to make connections across subjects.

CURRICULUM IMPLEMENTATION

OUR SEVEN PRINCIPLES OF TEACHING & LEARNING

Participation

Praise

Pace

Perseverance

Progress

Purpose

Passion

Behaviour
and
Safety

Challenge
and
Expectations

Engagement
and
Enthusiasm

Resources
and
Time

Assessment

Progress
and
Standards

HOW WE IMPLEMENT THE CURRICULUM

- Curriculum coverage is mapped carefully across year groups and phases to ensure that all National Curriculum objectives are taught.
- Medium Term plans are adapted half termly to ensure concepts and objectives are revisited as needed by each class.
- Year group themes (termly or half termly) allow for meaningful links to be made across curriculum subjects.
- Knowledge Organisers for each theme provide children with the correctly pitched subject knowledge for their year group.
- Enrichment opportunities are used effectively to deepen and broaden the curriculum offer for children and to engage families.
- Subjects are taught discretely.

- English and Maths are taught in the morning and foundation subjects are taught in the afternoon.
- Core subjects, Science, MFL and P.E. are taught weekly. Other National Curriculum subjects are taught over a week or two week block.
- Key Stage Two classes are taught by a specialist Spanish teacher once a fortnight. Year 3 and Year 4 have weekly recorder lessons.
- Lesson aims and success criteria are shared with the children so they know what they are learning and why.
- Activities are differentiated and assessment is used throughout the lesson to scaffold or challenge as needed.
- Teaching points are modelled and children are given the opportunity to work independently.

- Teachers work with individuals and groups to ensure all children can access learning from their own starting point.
- Misconceptions are identified in planning and addressed in lessons. Prior learning is discussed with the children.
- There is an effective balance between teacher and pupil talk.
- Read, Write Inc Phonics is taught from Nursery through Key Stage One.
- Each class carries out three P4C enquiries each half term.

CURRICULUM IMPACT

Impact on Children

Children apply knowledge and skills across all subjects. They understand that the knowledge they learn and the skills they develop will help them in their futures.

Children apply knowledge and skills across all subjects. They understand that the knowledge they learn and the skills they develop will help them in their futures.

Impact on Attainment and Progress

The curriculum demands the best possible outcomes in each subject from every child.

Teacher assessments are timely and purposeful. Any gaps in children's knowledge and skills are identified and closed.

PIXL and SIMS Programme of Study are used to record and track assessment of individual children, classes, year groups and the whole school.

Trends are identified quickly and addressed for any group through intervention or curriculum revision.

From each individual child's starting point, progress is evident.

Children are given opportunities to achieve greater depth consistently and despite barriers.

Evaluation of our Curriculum

Subjects are taught discretely to ensure subject specific concepts are the focus. Links are made across curriculum subjects so that skills can be applied in different contexts where possible.

Reading and language development is embedded across all subjects.

The curriculum is evaluated frequently by the Leadership and Management Team and adapted accordingly to ensure that the learning needs of children are fully met.

High standards for outcomes are planned for by subject leaders. Activities to meet curriculum objectives are purposeful.

Enrichment has a valued place within all subjects and is organised to ensure progression and challenge.

Our values (Contribute, Respect, Enjoy, Aspire, Team Work and Enjoy) are embedded across year group and key stage curriculums.

Evaluation of our Impact on our World

Our children are inspired to achieve their full potential; to have their voices heard and effect change.

Children develop the cultural capital they need to deepen their understanding through the curriculum and enrichment opportunities.

The curriculum represents local and global histories, encourages positive contribution and open enquiry and develops knowledge through quality resources.

We place the United Nations Convention on the Rights of the Child (RRS Gold) at the heart of all activities so children understand their rights and that adults are the bearers.

We engage in partnership work with other schools and community groups to ensure our local and national environments are maximised.



**Thomas Buxton
Primary School**
Learning Together

OUR SCHOOL GOALS

2025—2026

Immersive learning deepens children's understanding across the curriculum.

1. Teaching and Learning

Children demonstrate resilience when they encounter challenges.

2. Behaviour and Attendance

Our inclusive school environment promotes equality and diversity, ensuring that all children feel valued, respected, and empowered to thrive.

3. Personal Development and Wellbeing

All stakeholders are engaged in the process of continuous school improvement.

4. Leadership and Governance



A place of learning,
laughter and friendship



**Thomas Buxton
Primary School**
Learning Together

SEF Summary 2025 - 2026

Overall Effectiveness: Outstanding (EIF 2024)

Thomas Buxton Primary School is a highly effective organisation, but it will never be a complacent one. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school's work. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and their experiences at school. This is evidenced in the high standard of behaviour throughout the school, the high levels of engagement and enjoyment seen in lessons and the positive relationships between all parts of the school community.

The school was last inspected in March 2023 and the inspection confirmed that Thomas Buxton Primary School remains an outstanding school in all areas of the framework and with an overall judgement of outstanding.

Thomas Buxton Primary School opened on 26th April 2011 following the amalgamation of Thomas Buxton Infant School and Thomas Buxton Junior School. The school is a larger than average, 2 form-entry, community maintained school with capacity for up to 480 pupils on roll. Children are aged from 3-11 years old. The school is in a single-storey building with spacious, well-resourced outdoor areas for play and learning. The school is currently affected by a falling roll, families are moving out of the Borough due to pressures on housing and are consequently moving school places. However the school welcomes new children frequently and helps them to settle well into the school community.

School Context (IDSR)

	2023	2024	Summer 2024/25 Census	Comparison to National
Number on roll				
School	439	424	415	Well Above Average
% Free school meal eligibility (FSM6)				
School	39%	41%	51.43%	Above Average
% SEND Support				
School	15%	14%	13.87%	Above Average
% SEND EHCP				
School	6.8%	9%	9.09%	Well Above Average
% EAL				
School	97%	95%	95.08%	Well Above Average
% Stability				
School	77%	73%	73%	Below Average
Pupil Base Deprivation	Well Above Average	Well Above Average	Well Above Average	
School Location Deprivation	Well Above Average	Well Above Average	Well Above Average	

Summary Judgements (Self Evaluation) Ofsted Framework Sept 2024/ Inspection March 2023	
Key aspect	Judgement
Overall Effectiveness	Outstanding
1. Quality of Education	Outstanding
2. Behaviour and Attitudes	Outstanding
3. Personal Development	Outstanding
4. Leadership and Management	Outstanding
5. Quality of Early Years Education	Outstanding

We are situated in Whitechapel, within the London Borough of Tower Hamlets, an area of considerable socio-economic contrasts. It is a diverse and vibrant area with good access to all that the capital has to offer. There is a community farm next to the school which offers children the opportunity to experience rural and city life simultaneously. The deprivation evidenced in the immediate vicinity of the school is juxtaposed against; the wealth of the City, the traditional food services on Brick Lane and the new energy of the modern media industry spreading out from Shoreditch.

The effectiveness of leadership and management in embedding ambition and driving improvement is outstanding because the relentless pursuit of school improvement is shared by all

stakeholders. All members of the LMT are models of excellence, they have high aspirations and a clear focus on pupils' achievement and attainment. Strategic planning reflects and promotes ambitions and goals within all key areas. The LMT inspire, motivate and influence staff and pupils to work towards achieving the goals of the school.

Context for School Improvement Plan (SIP) 2025 - 2026

The starting point for this plan was a review of the previous School Improvement Plan 2024-2025 which was carried out by the school's Leadership and Management Team and the Governing Board. The Self-Evaluation Form (SEF) reflects the outcomes of the school review process (listed below). The SIP consists of a detailed Action Plan for the current financial year 2025 - 2026 alongside the school year. We are able to plan ahead for the financial year and align the budget to the current school goals.

The plan is reviewed at the end of the Spring and Summer Terms with updated plans shared with Governors, staff and on the school website www.thomasbuxton.towerhamlets.sch.uk. Termly updates are also provided by postholders to Governors in the Headteacher's report to Governors.

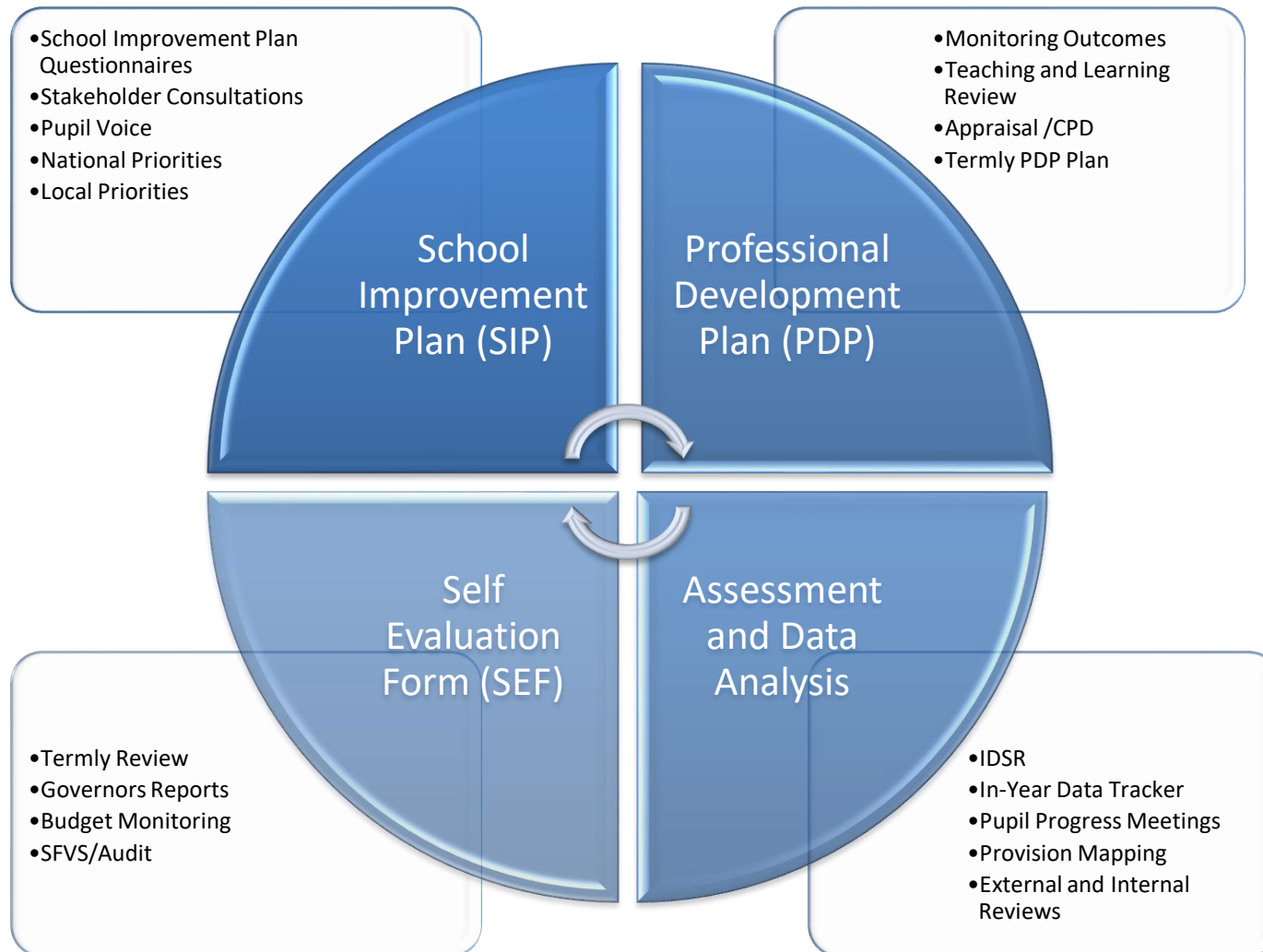
This plan sets out the strategic and operational direction for school improvement work during this school year. However, it is considered within the context of the previous year's plan and may refer to planned actions in the next school year and beyond. The plan will be reviewed in January and November of each year to align with changing priorities and to ensure consistency with financial planning.

Timeline	Event	Action
January 2025	Budget Review	Analyse Financial Monitoring 2024/25 against SIP 2024/25 Consult through School Improvement Plan Questionnaires 2024
April 2025	Budget Setting	Analyse Financial Planning 2024/25 against SIP 2024/25
September 2025	School Goals Setting	SIP 2024/25 evaluated and used to formulate new school goals for 2025/26. Action Plans created by postholders
November 2025	School Improvement Plan	Agreed by Governors and published for all stakeholders
January 2026	Budget Review	Financial Monitoring 2025/26 against SIP 2025/26 School Improvement Plan Questionnaires
April 2026	Budget Setting	Analyse Financial Planning 2025/26 against SIP 2025/26 and agree budget for 2026/27

The process of School Self-Review and School Improvement Plan is made up of these elements:

- ◆ Review of the current SIP/Action Plans – identifying progress on all the key issues for action and the impact on standards of teaching and learning. Also monitored through Line Management Meetings
- ◆ Formulation of a termly Professional Development Plan
- ◆ School Self Review Form (SEF) updated regularly
- ◆ Review of curriculum monitoring feedback and Pupil Book Study
- ◆ Review of resources
- ◆ Classroom observation information through Appraisal, partnership teaching and Teaching and Learning Review days
- ◆ Questionnaire responses from all staff, governors, pupils and parents/carers.
- ◆ Analysis of School Data Trackers
- ◆ Analysis of IDSR (Inspection Data Summary Report)
- ◆ Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments
- ◆ Targets set for Key Stage 1 and 2
- ◆ Teachers' Appraisal Objectives
- ◆ Support staff Appraisal Objectives
- ◆ Outcomes from Pupil Progress Meetings
- ◆ Outcomes from SEN / Inclusion Reviews
- ◆ Financial Planning Review

Evidence Base and Signposting for School Improvement Planning



Attainment and Achievement Data Sets 2024 - 2025

KS2 - Achievement Combined (Reading, Writing & Maths)

	School 2018-2019	National 2018-2019	Local Authority 2018-2019	School 2021-2022	National 2021-2022	Local Authority 2021-2022	School 2022-2023	National 2022-2023	Local Authority 2022-2023	School 2023-2024	National 2023-2024	Local Authority 2023-2024	School 2024-2025	National 2024-2025	Local Authority 2024-2025
Expected + in R, W, M	74%	65%	72%	63%	59%	63%	60%	59%	68%	60%	61%	70%	71%	62%	68%
% Expected + Non SEN/ Mobile in R, W, M (-5)	87%			82%			66%			74%			90%		
Exceeding in R, W, M	14%	11%	14%	3%	7%	9%	10%	8%	12%	2%	8%	11%	14%	8%	12%

Overview of Outcomes for Pupils - EYFS and KS1

	School 2018- 2019	National 2018- 2019	Local Authority 2018-2019	School 2021- 2022	National 2021- 2022	Local Authority 2021-2022	School 2022- 2023	National 2022- 2023	Local Authority 2022-2023	School 2023- 2024	National 2023- 2024	Local Authority 2023-2024	School 2024- 2025	National 2024- 2025	Local Authority 2024-2025
EYFS GLD	71%	72%	70%	72%	65%	61%	73%	67%	66%	71%	68%	66%	73%	68%	66%
Phonics Year 1	77%	82%	84%	55%	76%	76%	74%	79%	80%	81%	80%	80%	77%	81%	79%
Phonics Year 2 *Cumulative	83%*			89%*			79%*			80%*			91%*		

Abbreviations used:

AfL - Assessment for Learning	EYFS – Early Years (Foundation Stage)	PE - Physical Education
AHT - Assistant Head	FS - Foundation Stage	PM - Performance Management
AWO - Attendance & Welfare Officer	GD – Greater Depth	PM - Premises Manager
AO - Admin Officer	HT - Head Teacher	PSHE - Personal, Social & Health Education
CPD - Continuing Professional Development	INSET - In Service Training	RE - Religious Education
DHT - Deputy Head	KS1 - Key Stage 1	RRSA – Rights Respecting Schools Award
DT - Design & Technology	KS2 - Key Stage 2	SATs - Standardised Attainment Tests
EAL - English as an Additional Language	L1 - Level 1	SBM - School Business Manager
EMA - Ethnic Minority Achievement	LA - Local Authority	SEF - School Evaluation Form
ENGCO - English Leader	LBTH - London Borough of Tower Hamlets	SEN - Special Educational Needs
	LT - Leadership Team	SENDSCO – Special Educational Needs Disabilities Leader
	LMT – Leadership and Management Team	SIP - School Improvement Partner or School Improvement Plan
	NPQH - National Professional Qualification for Headship	SLT - Senior Leadership Team
		TA - Teaching Assistant
		TLR – Teaching and Learning Responsibility

CURRICULUM AND TEACHING

This evaluation area considers whether:

- leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages
- leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to pupils' positive attendance, behaviour and attitudes.

These factors are:

- constructing, adopting or adapting a curriculum that is ambitious, broad and balanced, informed by the best available evidence, and designed to give all learners, especially the groups of pupils listed above, the knowledge they need to achieve and thrive in later life
- planning and sequencing the curriculum clearly so that all pupils can access it and gain knowledge and skills incrementally to reach its stated aims
- establishing strong foundations in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being
- making sure that teachers have expert knowledge of the national curriculum, the early years foundation stage (EYFS) and 16 to 19 study programmes as appropriate, and the subjects/phases they teach
- making sure the curriculum is implemented in line with leaders' intentions and that teachers teach the subject curriculum effectively, focusing on the most important knowledge or concepts, presenting information clearly, checking pupils' understanding systematically and adapting their teaching appropriately
- using assessment effectively to inform teaching and learning, and to help pupils embed key concepts, use knowledge fluently and develop their understanding

ACHIEVEMENT

This evaluation area considers:

- whether the school provides a high-quality education for all pupils (the impact), especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, that gives them the necessary knowledge, skills and qualifications to succeed in life, and equips them for the next stage of their education, training or employment
- pupils' attainment and progress over time in national tests and examinations, where relevant
- the progress that pupils make across the curriculum from their starting points, so that they know more, remember more and are able to do more

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to pupils' positive attendance, behaviour and attitudes.

These factors are:

- securing important foundational knowledge in language and communication, reading, writing and mathematics so that pupils can access the whole curriculum
- reading fluently at an age-appropriate level
- securing the knowledge and skills pupils need before undertaking more complex tasks
- ensuring that pupils make progress from their starting points, in that they know more, remember more and can do more; they learn what is intended, and develop broad and deep subject knowledge across the curriculum
- equipping pupils to produce high-quality work that reflects the breadth and depth of their learning
- equipping pupils to achieve well in national tests and examinations, where relevant, and across the wider curriculum
- preparing pupils, at each phase, for the next stage of education, training or employment

School Goal 1 : Quality of Education		Goal Lead : Claire Redpath (DHT)		Allysha Jandu	
		Goal Lead : Claire Redpath (DHT)		(PLUKS2)	
Immersive Learning deepens children’s understanding across the curriculum					
UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.					
					
Outcome What? What are we aiming to achieve?	Actions – How? And Who? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG Termly Review	
Objective 1 The teaching of maths ensures children apply mathematical concepts in practical, real-life contexts, strengthens their problem-solving skills and reinforces connections between numeracy and other subject areas.	Variation and Challenge Subject Lead/Curriculum Team - Audit current maths curriculum maps and planning to identify real-life context opportunities - Conduct a review of current cross-curricular maths integration and identify maths skills relevant to other subjects - Develop and share guidance and exemplars for integrating maths in foundation subjects - Map out key problem types and strategies aligned to each year group - Review and enhance the maths curriculum to include progressive problem-solving tasks Implementation - Design lessons that incorporate varied problem types and systematic practice - Develop and share cross-curricular lesson plans that include maths applications - Develop and share a bank of real-life context lesson plans and problem-solving tasks and scenarios for all year groups - Implement real-life problem-solving tasks in daily lessons - Introduce regular whole school and phase problem-solving challenges and competitions to increase engagement and resilience - Introduce Knowledge Organisers for strands aligned to maths progression document and calculation policy and include key vocabulary. - Implement cross-curricular maths projects Professional Development - Deliver whole school CPD on embedding practical maths, contextual problem-solving, real-life maths problems and effective questioning and scaffolding techniques to deepen problem-solving understanding - Provide targeted CPD to ECTS on teaching problem-solving strategies and variation - Provide support to all year groups for planning and delivering cross-curricular maths activities	Children demonstrate strong confidence and competence in applying mathematical concepts to real-life situations, showing increased engagement and understanding. Their problem-solving skills are markedly stronger, through systematic exposure to varied problem types that build automaticity and strategic thinking enabling them to tackle challenges with resilience and strategic thinking. Children recognise and use maths across a broad range of subjects, developing a coherent and connected understanding of maths, increasing their engagement and ability to transfer skills between subjects. There is improved attainment in maths, aligned with our school's vision of preparing confident learners prepared for future academic challenges.	NCTEM And Maths Hub (free) THEP membership BC 72814 £5712 Busy Things Included in LGFL Broadband package PIXL BC 72003 2889 Leadership Release Time (£180 per day as needed)	Autumn 	

	Assessment • Embed formative assessment opportunities to identify children's gaps in problem-solving • Support teachers to provide targeted support to close gaps and build automaticity • Provide targeted support and stretch activities for pupils requiring additional challenge • Assess problem-solving skills termly across school and use data to inform curriculum adaptations Monitoring • Monitor children's learning termly to ensure practical contexts are consistently used • Monitor children's progress on application through assessments and work scrutiny • Collect children's feedback on their maths learning to assess engagement and understanding • Monitor and evaluate cross-curricular maths teaching opportunities and the impact through Pupil Book Study and Teaching and Learning Review Days, book scrutiny and lesson observations.			Ongoing
	Oracy • Develop a whole-school oracy framework specific to maths as part of the wider school Oracy Framework. • Support teachers on effective questioning, talk structures, and maths vocabulary • Plan and embed oracy-rich activities such as maths debates, presentations, and peer explanations • Monitor and evaluate the quality and impact of oracy on maths learning through learning walks and pupil feedback	Embedding oracy within maths lessons and across the maths curriculum improves children's mathematical communication, reasoning, and collaborative learning, supporting deeper conceptual understanding and stronger links between numeracy and other subjects. This raises mathematical attainment, engagement, and enthusiasm, preparing children for everyday life challenges.	Oracy Hub £120 CUSP Training sessions Included in CUSP subscription BC 71909 £1800 Leadership Release Time (£180 per day as needed)	Autumn Autumn Ongoing Ongoing
	CUSP Early Maths • Audit current EYFS maths activities to identify opportunities for real-life context integration. • Map current EYFS curriculum to identify opportunities for numeracy links in literacy, science, and physical development • Develop a problem-solving progression framework tailored to EYFS • Implement CUSP incorporating real-life maths tasks (e.g., measuring, counting objects, simple money handling) • Embed weekly problem-solving challenges in EYFS maths lessons	EYFS pupils develop a deep and practical understanding of mathematical concepts through engaging, real-life contexts. Children demonstrate strengthened problem-solving skills supported by structured teaching and scaffolding, leading to increased confidence and independence in maths. Embedding clear connections between numeracy and other subject	CUSP BC 71909 £400 Leadership Release Time (£180 per day as needed)	Autumn and ongoing Spring Spring and Summer

	- Provide professional development for EYFS staff on delivering maths through practical contexts - Train EYFS staff on using questioning techniques and scaffolding to support problem-solving and maths language development. - Use Tapestry as a tool to collect and analyse pupil progress data on problem-solving skills - Monitor and review the effectiveness of real-life maths activities and the impact of cross-curricular numeracy integration through learning walks, work scrutiny and pupil discussions.	areas enhances children's mathematical vocabulary and concept retention. Knowledge gaps are identified and closed quickly, supporting children who may be at-risk, and fostering a positive attitude towards mathematics from the very start of their education.	Hawksmoor partnership Cover £1000 Tapestry £335	Autumn and ongoing Termly Spring and Summer
Objective 2 Immersive writing experiences provide authentic contexts for language use, inspiring creativity, and strengthening their ability to communicate ideas clearly and effectively.	Model texts linked to wider curriculum - Curate and develop a bank of model texts that connect to current curriculum topics and themes, ensuring diversity and cultural relevance. - Develop the use of TeachMate AI to support generating model texts working in partnership with Hawksmoor - Support teachers to use AI generated model texts effectively to demonstrate writing techniques and inspire creativity. - Adapt CUSP writing units to incorporate model texts as a stimulus for authentic writing purposes. - Plan creative writing pieces as outcomes for each writing unit that demonstrate understanding of text features and style. GPS - Further develop and implement CUSPs GPS teaching sequence to integrate grammar and punctuation explicitly within writing units linked to immersive contexts. - Provide targeted professional development focused on teaching GPS within immersive writing contexts. - Embed the use of formative assessment opportunities to identify pupils needing GPS interventions and ensure effective delivery of bespoke support. Developing Curiosity - Audit current writing curriculum to identify opportunities for immersive writing contexts and use of Curiosity Cabin. - Review current use of poetry, drama, and storytelling across the curriculum and identify enhancement opportunities. - Design and sequence immersive writing units linked to real-world contexts and cross-curricular themes. - Provide training for teachers on delivering immersive writing experiences and fostering creativity focusing on teaching drama and storytelling. - Plan and support teaching staff to deliver immersive writing days and monitor progress through writing units and pupil feedback. - Develop a cross-curricular plan to systematically include poetry recitals, drama	Children experience richly immersive writing opportunities that provide authentic and meaningful contexts for language use. This leads to stronger creativity and confidence in communicating ideas clearly and effectively. Children demonstrate improved command of grammar, punctuation, and spelling within their writing, enhanced by exposure to high-quality model texts linked to their wider curriculum learning. The integration of drama and storytelling deepens their understanding of language structures, audience and purpose, while improved handwriting and presentation standards ensures their work is both fluent and legible. This raises attainment in writing and fosters a lifelong love of language and communication.	CUSP BC 71909 £1800 Leadership Release Time (£180 per day as needed) Hawksmoor partnership (£180 per day as needed) Tapestry BC 71909 £280 TeachMate (£72 annual TBC) Curriculum Visions BC 72210 £533 THEP membership BC 72814 £5712 Development of Curiosity Cabin £6000	Ongoing, each unit Spring and Summer Autumn and ongoing

	improvisations, and storytelling sessions across phases. - Implement ShREC approach into EYFS (see EYFS goal for details) - Create a three-year plan for the use of the curiosity cabin as part of our curriculum drivers. Presentation - Further implementation of the Kinetic Letters programme monitoring progression across school. - Provide targeted intervention for children who are identified with handwriting and presentation needs. - Support staff to deliver effective handwriting and presentation interventions.		Enrichment/ Buzz Days £2000 Punchdrunk experiences £2000 Kinetic Letters £616	Autumn and ongoing
Objective 3 Outdoor Learning experiences foster hands-on exploration, critical thinking, and real-world connections that enhance knowledge retention and creativity.	- Develop partnerships with external specialist providers for Forest School, Spitalfields Farm activities, and horticulture expertise from Grow Your Own Playground. - Implement a timetable that ensures all classes have regular, planned outdoor learning sessions with specialist involvement. - Develop a detailed outdoor learning curriculum map integrating Forest School, Spitalfields Farm, and Grow Your Own Playground with clear learning objectives aligned to the national curriculum, CUSP science units and whole school priorities. - Provide professional development and training for staff on supporting the delivery of outdoor learning and integrating it with classroom teaching. - Develop and improve outdoor learning spaces (forest school area, farm facilities, growing spaces) ensuring they are safe, well-equipped, and accessible. - Establish a system for monitoring and evaluating the impact of outdoor learning on children's engagement, knowledge retention, and creativity with pupil voice and connect to science Pupil Book Studies. - Communicate with parents and the wider school community about the benefits of outdoor learning experiences.	Outdoor learning experiences significantly enrich children's educational experiences by providing hands-on, real-world learning opportunities that stimulate curiosity and critical thinking. Children develop stronger knowledge retention through active exploration and creative problem-solving, fostering a deeper connection with the curriculum content. The inclusion of specialist-led sessions enhances the quality of learning and inspires children, particularly those who benefit from experiential learning experiences. The experiences support our school's curriculum drivers - nurturing well-rounded individuals who are engaged, confident, and capable learners.	Leadership Release Time (Supply Budget) Spitalfields Farm SLA £6000 Grow Your Own Playground £14000 Equipment/resources £3000	Autumn Ongoing Spring Ongoing Autumn Termly Termly

ATTENDANCE AND BEHAVIOUR

This evaluation area considers:

- whether leaders and other staff create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive
- the impact of the school's work on the attendance, behaviour and attitudes of all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to pupils' positive attendance, behaviour and attitudes.

These factors are:

- prioritising pupils' attendance and punctuality, as well as their positive behaviour and attitudes to learning, so that pupils benefit from the education and experiences the school offers
- fostering a positive and respectful culture in which staff know, support and care about pupils, including the groups of pupils listed above
- having clear policies for attendance and behaviour that are applied effectively and proportionately
- staff applying clearly defined consequences consistently and fairly when needed
- setting clear routines and expectations for pupils' behaviour across all aspects of school life, not just in the classroom
- developing pupils' motivation and positive attitudes to learning, since these are important predictors of attainment and instil important behaviours for future learning
- creating an environment in which pupils feel safe, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively

School Goal 2 Attendance and Behaviour		Goal Leads: John Roberts (KS1 Phase Leader) & Stephanie Kho (LKS2 Phase Leader)		
Children demonstrate resilience when they encounter challenges. UNCRC Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential. 6  LIFE, SURVIVAL AND DEVELOPMENT				
Outcome What? What are we aiming to achieve?	Actions – How? And Who? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
Objective 1 Children develop the resilience and confidence to use their voice, take on leadership roles, and influence school life.	<u>Pupil Voice</u> - Promote leadership and pupil voice via School and Sustainability Ambassadors - Enhance decision-making and pupil voice through Smart School Council and ambassador engagement. - Develop pupil voice and environmental responsibility by engaging with the Roots & Shoots E-learning programme - Empower pupil voice and responsibility through the Job Centre, giving children meaningful roles across the school.	Ambassadors gather pupil views and use the Smart School Council platform to involve all classes in regular votes or discussions. Ambassadors share outcomes with staff and lead or support projects that reflect pupil voice and promote sustainability. Pupils engage with Roots & Shoots activities and demonstrate increased awareness of environmental issues. Pupils apply for and undertake school jobs that promote responsibility and contribution to the school community. Children can explain the value of their roles and how they help the school run smoothly.	Smart School Council cost £99 Roots &Shoot E-platform cost tbc	Autumn Term 2025 – 2026 Implementation Termly review of progress
	<u>1Decision</u> - Ensure the 1Decision programme is fully embedded across the PSHE curriculum, with pupils actively engaging in lessons that develop resilience, decision-making, and pupil voice. - Regularly review and monitor the impact of 1Decision through pupil feedback, staff evaluation, and evidence of children applying skills in real-life contexts.	Pupils participate fully in the 1Decision programme, developing secure knowledge of resilience, decision-making, and personal, social, and health themes. Children show growing confidence, resilience, and independence when discussing choices, reflecting on consequences, and cooperating with others. Pupil voice demonstrates that children feel well-prepared for challenges in school and beyond, showing resilience and confidence in making positive choices. Evidence from staff evaluation, observation, and pupil outcomes shows the personal development programme has clear impact across all groups of pupils, including those facing barriers to learning or well-being.	1Decision Scheme £513	Autumn Term 2025 – 2026 Implementation Termly review of progress

	Behaviour and Attitudes - Develop pupils' resilience by promoting positive behaviour, attitudes, and wellbeing, supported by the zones of regulation. - Provide meaningful challenges across the curriculum that stretch the children in our school. - Embed restorative, reflective practice and self/peer evaluation within school routines. - Work closely with families to support resilience, attendance, and positive learning habits. - Improve overall attendance and punctuality, with individualised support where needed, including for pupils with emotional, medical, or mental health needs	- Pupils use strategies such as the zones of regulation to manage emotions, show persistence when challenged, and develop confidence and resilience across the curriculum. - Restorative and reflective practices are embedded in daily routines, with self and peer evaluations demonstrating pupils' ability to reflect on and improve their learning and behaviour. - Families engage positively with school to support resilience and attendance, leading to improved routines, punctuality, and overall attendance, with targeted plans in place for those who need extra support.	Enrichment Budget £5000	Spring Term 2025 – 2026 Implementation Summer Term Review of Progress
Objective 2 Children thrive in a respectful and supportive environment	Attendance - Challenge parents in supportive way regarding punctuality and attendance and implement support where necessary - Encourage positive habits of attendance with children whose attendance is non-statutory by building relationships with parents - Support children with emotional, mental health and/or medical needs to improve attendance by signposting to relevant agencies and implementing support where required	- Individual plans will be implemented for children who require extra support with achieving good attendance - Children will be taught to have daily routines and habits to promote positive learning	£500	Autumn Term 2025 – 2026 Implementation

PERSONAL DEVELOPMENT AND WELL-BEING

This evaluation area is focused on the personal development and well-being of pupils. This evaluation area considers:

- whether leaders establish a suitable and coherent programme of personal development, through both the curriculum and the wider opportunities and experiences they provide for pupils
- whether the school supports pupils to develop the knowledge and skills they need for participation and success in later life
- whether the school promotes pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond
- pupils' spiritual, moral, social and cultural (SMSC) development, which can be seen across the school's activities

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to personal development and well-being.

These factors are:

- ensuring that the curriculum contributes to pupils' personal development and their SMSC development
- supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an age- appropriate understanding of the protected characteristics defined in the Equality Act 2010
- developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support that is available
- enabling pupils to recognise the dangers of using technology and social media inappropriately
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day
- developing pupils' age-appropriate understanding of healthy relationships through relationships and sex education
- supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils

School Goal 3 : Personal Development and Wellbeing		Leads: Amelia Chau (AHT) and Emma Rogers (SENDCo)		
Our inclusive school environment promotes equality and diversity, ensuring that all children feel valued, respected, and empowered to thrive. UNCRC Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. 				
Outcome What? What are we aiming to achieve?	Actions – How? And Who? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
Objective 1 Effective intervention and support is offered for all groups within the school where need is identified	Systems - Develop and implement a whole-school system for identifying children who require support or intervention - Create an intervention pathway which outlines the approach to support - Establish a method to monitor the quality and impact of interventions - Review the effectiveness of the system and the impact of interventions themselves	There is a clear, consistent whole-school system in place to accurately identify children requiring additional support or intervention. The quality and impact of interventions will be regularly monitored through data tracking, staff feedback, and pupil progress reviews and adjustments where needed.	Provision Map £1200 IDL £800 PDMs	2025-26 Ongoing
	Interventions - Provide targeted professional development for all staff delivering interventions - Plan and implement high-quality curriculum interventions - Plan and deliver high quality social skills interventions - Provide high quality pastoral interventions, e.g. Seasons for Growth - Implement individual pastoral plans where needs are identified - Run targeted interventions (SALT, OT, Physiotherapy, EP)	Staff delivering interventions receive targeted professional development that enhances their skills and confidence which leads to consistent, high-quality support across academic, social, and pastoral areas. Staff will be confident in delivering effective interventions that lead to high-quality support for children and improved academic attainment and wellbeing.	Annual Support Staff Skills Audit PDMs SALT EP (SLA) THEWS Play Therapist	Autumn Term Ongoing

Objective 2 Opportunities for all children, especially those in underrepresented groups, are created to develop leadership skills and contribute meaningfully to school and community life	Pupil Ownership • Hold and run School Ambassador elections so that children can choose representatives from each class • Create opportunities for Ambassadors to be further involved in the running of the school • Hold Peer Mediator interviews for the next cohort of children • Run a course of training sessions for Peer Mediators to ensure that they are equipped with the skills to carry out their role • Establish pupil voice for all groups of children across school • Re-design Job Centre so that the system is more efficient and children are more invested in their responsibilities • Provide more opportunities for children to nurture and develop their talents and skills beyond the classroom • Continue to develop partnership with Business Partners to provide children with further opportunities	Children demonstrate strong leadership skills and are actively involved in the running of the school. Children from underrepresented groups are increasingly represented in leadership roles, ensuring all pupils feel empowered to contribute, influence decisions and make a positive impact within the school community.	Phase leader time Pathways time Job Centre prizes £300	Autumn Term Ongoing
	Trips • Plan a broad spectrum of types of trips which meet the needs of all our learners and cater for a range of interests, talents and skills • Track extra-curricular trip participants and identify children who are not receiving opportunities for extra trips • Train more parents in trip training so that they can be further involved in school life • Lead Residential trips for different year groups • Continue to organise parent and child trips to further involve parents in school life	Children experience rich, exciting trips and opportunities that leads to greater understanding of the curriculum and the world around them. The enrichment offer continues to be a strength of the school and all children, especially those in underrepresented groups, are given opportunities to participate in trips and events. The skills that children develop through attending trips supports them to take on leadership roles and play an active role in community life.	Phase Leader time Trips Budget £5000	Termly Ongoing
	Clubs • Track club participation and identify children who are not attending clubs • Target children who are not attending clubs • Use pupil voice to establish which clubs children would like to participate in • Provide staff with time and resources to plan high-quality club provision • Re-design Breakfast Club so that there is a range of physical and sensory-based activities on offer	The club offer continues to provide children with a range of different and exciting opportunities that appeals to children's interests and talents. An increased number of children take up the offer of clubs and leaders are clear on which children require support to access the offer. Participating in clubs leads to children feeling greater involvement and belonging within the school community.	Phase Leader time Spitalfields Farm SLA £6000 Dance Teacher SLA £10 000	Termly Ongoing
	Transition • Review transition plan for children in all phases • Support families to continue transition work at home by holding workshops and providing resources • Support children to understand when there is a period of transition • Hand over key information to staff so that children have a thorough and smooth transition to new year groups, phases and schools	Children are supported for the next phase of their education and are equipped for a successful transition. They develop the transferrable skills and resilience required to ensure success beyond primary school and education.	PDM	Termly Ongoing

Objective 3 The curriculum and school life are designed to support Equality, Diversity and Inclusion to ensure that children understand and value differences	Curriculum - Curate and develop a bank of diverse authors and books that connect to all ethnicities, cultures and religions - Plan in opportunities to learn about and acknowledge cultural and religious festivals and significant days - Weave in opportunities through the curriculum and in assemblies so that children have daily opportunities to learn about and understand the differences in every day life	Children are exposed to the wider world and understand that individual characteristics make people unique. They develop knowledge of different ethnicities, cultures, and religions, and show respect, curiosity, and empathy towards others. Through the curriculum, assemblies, and wider school experiences, pupils demonstrate an ability to celebrate diversity, challenge stereotypes, and engage positively with differences in their community and beyond.	Curriculum Lead time AHT Inclusion SENDCo	Termly Ongoing
	Online Safety - Embed children's understanding of keeping safe online through computing and PHSE lessons - Use SENSO to monitor children's use of the internet in school and take action to safeguard and educate pupils where necessary - Further support parents to understand how to keep their children safe online - Refer families for targeted support where necessary where persistent and/or specific concerns arise	Children recognise online and offline risks to their wellbeing and understand the potential dangers of using technology and social media inappropriately. They are equipped with the knowledge and skills to make safe, responsible choices and can demonstrate the ability to protect their personal information, manage peer influence and seek help when needed.		Termly Ongoing
	Physical Health and Healthy Eating - Embed children's understanding of staying physically healthy by providing workshops and a range of learning opportunities - Ensure that all children participate in weekly PE lessons which are adapted to meet the needs of pupils with SEND and medical conditions, so that they understand the importance of physical activity - Arrange flu vaccinations and share the information with families to increase take up - Work in partnership with the NHS trust to develop dental fluoride work in school for children in the Early Years - Provide training for staff to ensure effective delivery of first aid and medical support for children - Organise opportunities for the School Ambassadors to liaise with the local authority head chef regarding the school menu - Work with the local authority healthy lives team to provide workshops and opportunities for families to engage with healthy eating and good physical health - Work with the School Nurse provider to deliver effective targeted support for families addressing health and medical needs	Children understand how to keep themselves physically healthy, including how to eat healthily and maintain an active lifestyle. Children are provided with enrichment activities and opportunities to be active during the school day. This also extends to parents, who are given support and guidance to improve the family's physical health and eating.		Autumn Ongoing
	P4C - Send P4C lead teacher on refresher training so that she can then disseminate good practice to others - Develop bank of stimuli and resources to support teachers to facilitate high-quality discussions - Monitor the impact of P4C through pupil voice and Books of Wonder	Pupils have the confidence to make thoughtful and insightful contributions to discussions and learn to value and respect others' differing opinions and views.	P4C Training £320	Autumn Ongoing

	PHSE • Monitor the impact of the PHSE curriculum through pupil voice and pupil outcomes • Support teachers to deliver high-quality PHSE lessons that equip children with the skills for real life	Children are equipped with the skills that they need to succeed in life and know what to do when they are faced with challenges. Children also develop an age-appropriate understanding of healthy relationships and can recognise the qualities of respectful relationships, communicate effectively and seek support when needed.	Curriculum Leads	Termly Ongoing
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LEADERSHIP AND GOVERNANCE

This evaluation area considers:

- whether leaders and those responsible for governance collectively ensure that the school's provision enables every pupil to thrive
- the commitment of leaders and those responsible for governance to raising standards of education and care to improve the lives of all pupils, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to leadership and governance.

These factors are:

- having a clear and strategic approach to improvement, in which leaders accurately monitor the school's context and prioritise actions that address the most significant barriers to learning
- managing the school as an organisation effectively, including organising staff strategically and removing barriers and distractions from core classroom activities
- leaders making decisions in the best interests of pupils, including prioritising the experiences and outcomes of the groups listed above
- leaders having a reflective understanding of the school's strengths and areas for development, and taking effective action to engage the school community to improve and/or to sustain high standards
- having a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration, focuses on building collective expertise and enables expert teaching across all subjects and phases
- leaders and those responsible for governance (where relevant) understanding their respective roles and their performance in these roles, in a way that enhances the school's effectiveness
- parents and the school community engaging and participating in a thoughtful and positive way that supports pupils' education
- the responsible body taking into account the workload and well-being of leaders and, in turn, leaders taking into account the workload and well-being of their staff

School Goal 4: Leadership and Management		Goal Leads : Lorraine Flanagan (HT)		
All stakeholders are engaged in the process of continuous school improvement. UNCRC Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children. 				
Outcome What? What are we aiming to achieve?	Actions – How? And Who? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
Objective 1 Systems within the school ensure that staff in all groups are fully engaged in continuous professional development.	Professional Development (PD) - Review LMT structure and the roles and responsibilities for each postholder. Map against current statutory requirements to ensure that the school meets its compliance duties. Complete flowcharts and documents to illustrate clearly who leads each area and how the school is lead. - Review the professional development offer for all groups within the school and ensure that the general offer is understood. - Review and clarify the appraisal process for all groups of staff ensuring that the PD offer is clear for each group. - Identify all PD opportunities both through internal support and the external offer (networks and partnerships). - Align PD offer with the Appraisal cycle so that the review process supports staff in determining their own professional development. - Consult with staff about what further PD opportunities they would like to engage with. Develop the opportunity for staff to share learning (15 minute forums for all groups) - Create a shared learning portal for resources and access to external references.	- Leaders’ actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive. - Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs. - The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning. - Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.	Professional Development Budget	Autumn Term 1 2025-2026
			£10 000	Autumn Term 2 2025-2026
			Supply Cover for PD	Autumn Term 1 2025-2026
			£3500	Autumn Term 2 2025-2026
				Autumn Term 1 2025-2026
	Appraisal - Review the appraisal process for each group of staff ensuring that standards for each are clearly defined and understood. - Ensure that the PD offer for each group aligns with accurate assessment of needs and impact. - Evaluate staff experience of both the PD and Appraisal processes. - Identify training opportunity for line managers to develop skill and confidence in leading effective appraisal sessions.	Supply Cover for Appraisal	Termly feedback in Appraisal Meetings	
		£3500	Summer Term 2025- 2026	
		Brown Jacobson	Autumn Term 2025 - 2026	
		£7000		

	Monitoring and Accountability - Review monitoring calendar for the year to support accurate Self Assessment which is in line with the updated Ofsted Inspection Framework 2025. - Define more clearly the process for how monitoring informs the strategic work of the school leadership team. Streamline the recording of monitoring outcomes making best use of the technology currently available in school. - Ensure that monitoring outcomes are more closely linked with the appraisal and professional development processes so that staff are fully engaged in the process and are empowered to act on the outcomes. - Continue the ongoing process of workload review through consultation with staff. - Review carefully the expectation of external agencies which ask that school staff carry out duties outside the core purpose of the school and the resources available.	- Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case. - Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.	Supply Budget Leadership Release Time £5000	Spring Term 1 2025 – 2026 Spring Term 2 2025 – 2026 Ongoing Summer Term 1 2025 – 2026
	Ofsted Inspection Preparedness - LMT to attend training on understanding the new framework - School systems of accountability to be reviewed following training to reflect the new framework. (SEF/Monitoring/SIP/School Goals) - School Staff/Parents/Governors to share understanding of the new framework - Identify the strategic goals for the school over the next 3 years which are both meaningful and which reflect the accountability as described in the new framework.	Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work.	Professional Development Budget £10 000	Summer Term 1 2025 – 2026 Summer Term 2 2025 -2026
Objective 2 The governing board will develop and implement a comprehensive strategic plan for succession planning that supports the sustained growth and development of Thomas Buxton Primary School.	- Review and develop the Governing Board Strategic Development Plan (update for 2025 – 2026) - Ensure that Governors and LMT are aware of all information from the Schools Sustainability Review and ongoing Pupil Place Planning through termly updates - Involve all stakeholders in the Headteacher recruitment process to appoint the right person to lead the school. - Consult with stakeholders on their views of the strategic direction of the school and its future development.	Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.	Professional Development Budget £10 000	Autumn Term 1 2025 – 2026 Termly HT Report at FGB Spring Term 1 2025 – 2026 Spring Term 2 and Summer Term 1 2025 - 2026

Leadership and Management - Leadership Team Actions by all Postholders				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Term/Year</i>	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
School Goal 4 – Leadership and Management Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)	Model of excellence - As a school leader, partnership teaching with teaching and support staff is carried out to model good or outstanding lessons for colleagues - Model teaching strategies to colleagues – consistently and effectively - Ensure that all points for development as identified in feedback are actioned. - Develop knowledge of coaching and mentoring as part of partnership teaching work - Carry out observations of teaching and learning through teaching and learning review days - Maintain awareness through informal day to day dialogue with staff of success and challenges in teaching and learning - Ensure that school leaders are a model of excellence by demonstrating all the qualities in the document “Expectations of School Leaders”	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	100% of all lessons graded as good or better for all staff - Development observations (e.g. new members of staff, ECTs, ITT Students) demonstrate improvement over time 100% of planning meets the needs of all pupils –; opportunities for shared reading, writing; use of writing frames; high quality talk and drama are used regularly; accurate AFL and clear differentiation so that the needs of all learners are met 100% of planning supports all staff within the setting / year group. - Planning, teaching and learning is consistent
	Monitoring and Accountability - Monitor children’s outcomes and provide effective feedback which highlights strengths and areas for development - Monitor planning and provide effective feedback that highlights strengths and areas for development: - Monitor learning environments - Ensure that all points for development as identified in feedback are actioned. - Monitor data termly - SIMs data and (ASP/Data Dashboard) - Underperforming groups are identified and actions for curriculum and additional support put in place.	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	100% of all books / profiles are deemed to be good or outstanding. Books show excellent progress over time - Marking is consistently of a very high quality: focussed, diagnostic questioning that aids improvement - Work is presented to a high standard/children share teachers high standards 100% of teachers adhere to the learning environment policy: consistently organised to enable children to operate independently
	Financial Planning - Submit budget bids which link to School Improvement Plan actions. - Ensure that finance requests are realistic and meet the needs of children and their learning. - Read and understand the school’s Financial Procedures Manual. - Review budget spending regularly, checking that all allocations are made against the correct headings.	Termly as identified in the PDP Feb/October	Leadership and Management Time * Additional Cover as requested £180 per day.	- School money is used effectively and meets the needs of children - All school procedures for ordering and spending are adhered to. - Resources are purchased, used and maintained efficiently. There is no waste or discarding of resources which may be recycled or redistributed.
	CPD and Induction - Audit of teaching and support staff CPD needs and identify training opportunities both from external providers and internal expertise. - Lead CPD through PDM or INSET days for teaching and support staff as identified in PDP	Termly as identified in the PDP	Leadership and Management Time	100% of staff understand best practise in subject/area of responsibility and demonstrate the skills required to teach effectively - New staff are able to meet school expectations quickly



	- Carry out induction for new staff to ensure that they are aware of schemes and policies - Work with ITT students and ECTs or work experience placements to ensure understanding of subject/area of responsibility - Check with supply teachers (daily or long term) for understanding of school policies/procedures.		* Additional Cover as requested £180 per day.	Staff are set appropriate targets and provided with appropriate support in order to raise standards of attainment and achievement
	Strategic Planning - Appraisal discussions / School Improvement Plan Reviews to focus on national standards for career progression and provide CPD opportunities to support those developments for all staff - Contribute to school improvement systems such as SIP and contribute to school self-evaluation (SEF)	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	- Staff share an understanding of the whole school priorities and what we are doing to achieve them. - Staff are aware of the strengths of the school
	National Agenda, International Perspective, Innovation - Use DFE/Ofsted websites to maintain knowledge of changes to education - Identify other opportunities to deepen knowledge of developments in teaching and learning. - Share learning with support staff and teaching staff - Encourage innovation in subject/area of responsibility	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	- School leaders are aware of changes in education and understanding in pedagogy which occur at a national and global level - School improvement work is based on accurate research evidence on effectiveness from national and international sources. - Staff are willing to try new approaches but remain evidence focussed in terms of measuring impact
	Consultation (Staff and Pupil Voice) separate section for Parental Engagement - Review and agree subject/teaching and learning policy document so that all staff and parents are clear about the expectations and procedures within subject/area of responsibility - Discussions with children are held as part of teaching and learning review days and other pupil voice opportunities	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	- Children know how well they have done and can confidently discuss what they need to do to sustain good progress. - Children feel challenged, motivated and engaged in all lessons. - Children are able to identify and explain how they achieve the good standards of English and maths throughout all curriculum areas.

Governors - Leadership Team Actions by all Postholders				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Term/Year</i>	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
School Goal 4 – Leadership and Management Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)	- Contact Governors each term to share events, celebrations and progress in area of responsibility - Support Class Teachers with Adopt A Governor work - Governors are invited to observe teaching and learning during Teaching and Learning Review Days or informally at appropriate points in the term. - Prepare contributions to Headteacher's Report to Governors - Inform Governors of area of responsibility through presentations to governor meetings or at governor events in school	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	- Governors understand and support the aims of the schools - Governors are aware of changes and developments in education and are able to bring this understanding to bear in making decisions about the school - Class Governors and Link Governors are aware of changes and developments in school - Class Governors are informed of events and celebrations in school. - Governors can talk confidently about their links and role in school and feed back to the Governing Body - Governors are fully informed of postholders' actions and progress against the school improvement plan

Parents and Community Links - Leadership Team Actions by all Postholders				
Outcome <i>What are we aiming to achieve?</i>	Action <i>What will happen to achieve the outcome?</i>	Timeline <i>Term/Year</i>	Resources and Costs	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
School Goal 4 – Leadership and Management Exceptional leadership and management	- Parent Workshops / Events are planned as part of the termly Professional Development Plan - Homework is reviewed termly and support for parents/carers is offered where appropriate - Explore opportunities to further parental awareness of curriculum matters at parent evening/welcome morning events	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	- Parents feel equipped to support their child's learning - Parents / Community agencies are skilled in supporting children

ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29) 	- Newsletters are sent home (School and Year Group) to include subject specific material on a weekly or termly basis - Curriculum / Topic Weeks are planned as part of the termly Professional Development Plan. Parent Events are planned for to support learning. - Work with e1 Partnership Schools to build support network of postholders and outside agencies - Learning partners are matched to children so that the maximum number of children benefit from intensive one to one support. - Continue to develop relationships with business partners to secure the best outcomes and possibilities for children.	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day. Curriculum Budget and parental contribution Release costs as per E1 Budget	- Parents kept informed of developments within the Inclusion Team and can support learning at home - Parents / Community agencies are inspired and motivated in supporting children - Parents and children are part of a broader network within the community and are able to access a range of resources and opportunities - As many children who would benefit from a learning partner received focused one to one support on a weekly basis. - Children receive focused one to one learning support. They develop confidence and benefit from the support of a concerned adult - Parents are aware of what children are learning and why
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Inclusion – Leadership Team Actions by all Postholders				
Outcome <i>What are we aiming to achieve?</i>	Action <i>What will happen to achieve the outcome?</i>	Timeline <i>Term/Year</i>	Resources and Costs	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
School Goal 4 – Leadership and Management Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)	- Check planning has clear adaptation for both less and more able pupils. Check planning has appropriate levels of challenge for all. - Ensure that all interventions are resourced and staff appropriately trained to deliver programmes. - Check that all children are able to access provision in subject/area of responsibility as appropriate to their needs. Identify resources or support as required - Gifted and talented children identified on register and enrichment opportunities identified throughout the year. - OOSHL opportunities are used to develop your subject/area of responsibility - Support AHT Inclusion and Pathways Team with workshops to facilitate understanding of curriculum and curriculum changes	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	- Highly effective differentiation shows the teacher's ability to give all students access to the lesson as well as extending each child's current stage of development. - Excellent use of differentiated questioning to challenge and extend students' thinking. - Provision and/or adjustments are made to meet the needs of all groups, including G&T, SEN and EAL new arrivals, which shows a good understanding of students' learning needs and development - Targeted children make accelerated progress.

EARLY YEARS

All the toolkit evaluation areas apply to the early years. Inspectors consider early years proportionately when grading each evaluation area. They also grade early years separately, using this evaluation area, to consider the early years provision as a whole. This evaluation area contains information that is specific to early years. The information is either not included in other evaluation areas or expands on the standards in other evaluation areas.

This evaluation area considers whether:

- the school meets the statutory requirements of the EYFS
- the school offers a high-quality early education for children, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, that gives them the knowledge and skills they need for a successful start to their education and the best chance of later success

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to the quality of early education.

These factors are:

- leaders understanding the strengths and areas for development of the school's early years provision, and the effectiveness of their actions to improve it
- planning, designing and implementing an early years curriculum that is ambitious for all children
- having a curriculum and care practices that meet the needs of the range of children who attend
- the content of the curriculum being taught (see below) systematically, in a logical progression, and explained effectively, so that children gain the necessary foundations for the rest of their schooling
- ensuring that children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning and development in the EYFS
- staff focusing on developing children's communication and language
- leaders identifying and supporting the groups of children listed above

Teaching is a broad term that covers the many different ways in which adults help young children to learn. In the early years, it includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide, and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as how they take account of their interests and dispositions to learn (characteristics of effective learning), and how they use this information to plan children's next steps in learning and monitor their progress.

Subject/Area of Responsibility: EYFS Phase Leader			Postholder : Fiona Measures	
Early Years Vision Statement Giving the best possible start to each child by celebrating their uniqueness, ensuring they feel safe, secure and happy. Our use of child led learning and enabling environments allow children to develop the foundations of knowledge and skills that will take them through their academic life and beyond, creating a life-long love of learning. 				
Outcome What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
School Goal 1 : Quality of Education Children can express themselves even more effectively. UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. 				
Objective 1 The teaching of maths ensures children apply mathematical concepts in practical, real-life contexts, strengthens their problem-solving skills and reinforces connections between numeracy and other subject areas.	CUSP Early Maths - Audit current EYFS maths activities to identify opportunities for real-life context integration. - Map current EYFS curriculum to identify opportunities for numeracy links in literacy, science, and physical development - Develop a problem-solving progression framework tailored to EYFS - Implement CUSP incorporating real-life maths tasks (e.g., measuring, counting objects, simple money handling) - Embed weekly problem-solving challenges in EYFS maths lessons - Provide professional development for EYFS staff on delivering maths through practical contexts - Train EYFS staff on using questioning techniques and scaffolding to support problem-solving and maths language development. - Use Tapestry as a tool to collect and analyse pupil progress data on problem-solving skills - Monitor and review the effectiveness of real-life maths activities and the impact of cross-curricular numeracy integration through learning walks, work scrutiny and pupil discussions.	EYFS pupils develop a deep and practical understanding of mathematical concepts through engaging, real-life contexts. Children demonstrate strengthened problem-solving skills supported by structured teaching and scaffolding, leading to increased confidence and independence in maths. Embedding clear connections between numeracy and other subject areas enhances children's mathematical vocabulary and concept retention. Knowledge gaps are identified and closed quickly, supporting children who may be at-risk, and fostering a positive attitude towards mathematics from the very start of their education.	CUSP BC 71909 £400 Leadership Release Time Hawksmoor partnership Tapestry £335	Autumn and ongoing

Objective 2 Immersive writing experiences provide authentic contexts for language use, inspiring creativity, and strengthening their ability to communicate ideas clearly and effectively.	Language and Communication - To enhance children's language and communication skills by consistently applying the ShREC approach during adult-child interactions across daily routines and play-based learning in the EYFS setting. - Further implementation of the Kinetic Letters programme monitoring progression starting in Nursery.	Interactions by adults working in EYFS will reflect the ShREC principles Children demonstrate increased communication and language skills, including use of new vocabulary and longer more complex sentences. Children will demonstrate improved fine motor skills at the end of Nursery. All adults in EYFS will be confident to use the terminology of Kinetic Letters when working alongside the children.	Hawksmoor partnership Ongoing CPD for staff	
Objective 3 Outdoor Learning experiences foster hands-on exploration, critical thinking, and real-world connections that enhance knowledge retention and creativity.	Forest School - Develop and implement Forest School curriculum across the school. - Establish a system for monitoring and evaluating the impact of Forest School education on children's engagement, knowledge retention, and creativity with pupil voice and connect to science Pupil Book Studies. - Provide professional development and training for staff on supporting the delivery of outdoor learning and integrating it with classroom teaching.	A progressive, skills-based Forest School curriculum will be developed and mapped across all year groups (EYFS to KS2), with clear links to science, PSHE, and wider curriculum areas. All classes participate in regular, planned Forest School sessions (e.g., half-termly or termly), with timetabled access to outdoor learning spaces. Pupil voice conducted on a regular basis. Increased pupil enthusiasm and engagement during Forest School sessions. Improvement in knowledge recall and application from outdoor learning to classroom settings. All teaching staff receive professional development and demonstrate effective use of the outdoor environment to deliver curriculum content.	Outdoor First Aid course (booked for January) £190 Outdoor PDM session	Autumn - ongoing

School Goal 2 : Behaviour and Attitudes 				
<i>Children know that their contributions to the school and wider community make a positive difference.</i> UNCRC Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.				
Objective 4 Children develop resilience, responsibility, and decision-making skills through PSHE.	Resilience To embed the THINK EQUAL programme across EYFS in order to develop children's resilience, sense of responsibility, and decision-making skills, supporting their social-emotional development and readiness for learning.	Children demonstrate increased: Resilience by persevering through challenges, expressing their emotions appropriately, and managing setbacks. Responsibility by taking ownership of their actions, caring for others, and contributing to class and school routines. Decision-making skills through role-play, circle time, and real-life classroom situations.	Ongoing CPD for Reception teachers during planning time	Autumn ongoing

School Goal 3 : Personal Development 				
<i>Exceptional enrichment enhances children's personal development.</i> UNCRC Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.				
Objective 5 Opportunities for all children, especially those in underrepresented groups, are created to develop leadership skills and contribute meaningfully to school and community life	Pupil Voice Establish pupil voice for all children in EYFS, through use of 'whole class journals', Tapestry learning journal and regular reviews of the class 'WOW' books. Continue to ensure that there are more clubs offered to children in Reception, begin club offer for Nursery in the Summer term.	All children contribute regularly to the whole class journal, with evidence of diverse voices (e.g. photos, drawings, quotes, scribed thoughts) from across the cohort, including those with SEND or EAL. WOW books are reviewed at half termly, and children are actively involved in reflecting on their achievements, choosing what goes in, and discussing their learning. Parents/carers are aware of and contribute to Tapesry, through shared observations or comments from home. Clubs are designed to cater to a range of interests and needs, ensuring accessibility for children with SEND, EAL and PP. Collect and analyse feedback from parents and staff on the impact of Reception clubs by the end of the Spring Term to inform ongoing provision.	Half termly review during phase meetings	Autumn ongoing

Objective 6 The curriculum and school life are designed to support Equality, Diversity and Inclusion to ensure that children understand and value differences	Physical Development Embed children’s understanding of staying physically healthy by providing workshops and a range of learning opportunities, including breakfast station in Nursery.	Indoor and outdoor provision includes permanent resources that promote physical health (e.g. water station, role-play health centre, gross motor equipment, posters about hygiene and healthy choices).	Breakfast Station in Nursery £200	Spring Term
	Ensure that all children participate in daily physical development opportunities which are adapted to meet the needs of pupils with SEND and medical conditions, so that they understand the importance of physical activity	All EYFS staff demonstrate consistent use of key language and routines around staying healthy (e.g. discussing healthy choices at snack time, modelling hygiene practices). Staff CPD or briefing session held to ensure shared understanding of how to promote physical health in EYFS.	Staff training - ongoing	Autumn ongoing

What does Ofsted say about our school? (March 2023)

- Pupils thrive in this welcoming and supportive school. Pupils are happy and say they feel safe here. Staff take time to get to know pupils and their families well. Parents and carers say they value the additional support that staff provide
- Pupils are taught to value and respect each other. Pupils have many varied opportunities to develop their skills and talents and have their voices heard. They take on roles of responsibility with great pride and growing confidence. Pupils also take part in competitions, visits to the local area and the cultural and historic sites of London.
- Pupils' behaviour is exemplary. There are clear routines in place and pupils are focused on their learning in lessons. There is no time wasted. Pupils understand the behaviour policy and are clear about the expectations. All adults are fair and consistent and encourage pupils to reflect on their own behaviour. Pupils support each other to learn and improve.
- Pupils with special educational needs and/or disabilities receive high-quality, targeted support. Teachers make skilful adaptations so that these pupils can learn alongside their peers. Some pupils have high levels of need and access a bespoke programme alongside their academic learning. They are taught skills for life, including using public transport and the basics of shopping and budgeting. Staff, parents and pupils are proud of the progress they make.

What do children and families say about our school? (SIP Questionnaires 2025)

Children

"Thomas Buxton Primary School is good at keeping everyone safe and happy."

"I love how teachers spend their time for us to improve at school."

"They teach exceptionally well, deal with serious dilemmas in a good way. The teachers explain lessons and provide us with everything we need to succeed"

"We encourage people to respect each other."

Families

"Thomas Buxton is the best school! It has a brilliant staff team. Every member of staff is kind and helpful. The school is thoroughly organised and they take extra care to ensure children are safe, nurtured and inspired to learn. The extra after school clubs have a great variety to suit all children. I am so grateful my child is developing well in this setting and look forward to seeing him further flourish. Thank you so much!"

"There is good communication with staff and parents, the school is a friendly and supportive environment."

Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world.
(Barker 1991)