

School Development Plan 2025-26

Our School Culture

Our vision: Be your best. Celebrate success. Together we will achieve.

Our Mission: For all children to be empowered, life-long learners who actively participate in their Journey of learning (academic achievement), develop their Curiosity of character (personal development and wellbeing) and Spirit of contribution (make a difference to the world). This is the JCS Way.

Our Values:

Take care of myself and others	We care for and look after ourselves and others, supporting everyone to thrive
Make everyone welcome	We expect all individuals to be respected and celebrated in our school and community
Be positive and proud	We believe that by nurturing the skills and mindset needed to confidently tackle challenges with perseverance we can achieve anything
Take care of my community and my world	We make a positive contribution to our school, the community and wider world
Take care of my work	We have the highest of expectations for learning and believe everyone can succeed
Be kind and caring	We want everyone in our school to be happy, healthy and develop a love of learning.

School Improvement Priorities 2025-26

At John Clifford School our school priorities for 2025/26 academic year are to:

- 1) To review, plan and implement a curriculum which enables pupils to learn and retain core knowledge in Reading, Writing and Maths.**
- 2) To ensure that the teaching of the curriculum is highly effective and is rooted in shared practices, high expectations and well-designed learning tasks.**
- 3) Create a positive, aspirational and purposeful learning culture with the highest of expectations for school wide and classroom routines and behaviour.**

Priority 1: To review, plan and implement a curriculum which enables pupils to learn and retain core knowledge in Reading, Writing and Maths.

Rationale: The attainment of pupils from the Early Years through to the end of Year 6 are below the National Average. An external review identified inconsistencies in the delivery of core subjects, which will impact progress and attainment. The importance of developing fluent readers needs a higher profile across school and further promotion for parental support to accelerate progress. The teaching of writing needs to become consistent, both through the chosen approach being used and how it is modelled. Foundational knowledge and skills in writing need to be explicitly taught and securely learnt for all pupils. A consistent approach to maths, which ensures pupils are enabled to engage in practices of fluency, reasoning and problem solving daily, with opportunities to extend application for the more able learners. Increasing the engagement with learning times tables in school and at home, recognising how this knowledge can support progress.

Lead Staff:
HR/OE/KA/C.Julian/C.Joynes

Link Governors:

Budget allocation:

Key performance indicators:

- The % of pupils at the EXP and above has increased term on term in R,W,M
- Books and assessments are beginning to show an improvement in R, W, M across school
- Books and lessons show children are given daily opportunities to practise fluency, reasoning and problem solving in maths
- Lessons and times tables assessments are beginning to show an improvement in multiplication recall across the school
- The teaching of writing is delivered consistently through a curriculum that reflects the school context and needs of the pupils
- Modelled writing is observed to be delivered consistently to exhibit specific skills in an engaging and aspirational way
- 100% of teachers are deemed to be teaching consistently 'Good' or better
- Reading engagement in both school and home are increasing, improving pupil fluency
- From baseline data, all DPs who were 'behind' make at least good progress
- From our baseline assessments, no children in upper KS2 have gaps in phonetic understanding at Phase 5 or below

This plan covers the period: September 2025-July 2026

First Review: December 2025	Second review: April 2026	Third review: July 2026
<p>Milestones:</p>	<p>Milestones:</p> <ul style="list-style-type: none">* 100% of teachers are using the ‘fluency, reasoning, problem solving’ model in most lessons using a variety of resources to support* 100% of teachers are using WRM end of unit assessments to assess pupils’ understanding* 100% of teachers are using results from WRM end of unit assessments to address misconceptions* At the point of identification intervention ‘revisits’ in Maths are taking place across the school* Evidence in all classrooms show that learning is being adapted and/or scaffolded for SEN pupils across the curriculum* Termly data meetings are planned/ being held* 100% of teachers are using a range of TLAC techniques to support their teaching and promote high expectations* Data shows that most our bottom 20% of readers are making accelerated progress from their starting points* 100% of staff are using reading fluency techniques in their lessons* 100% of teachers are creating a classroom culture where ‘spelling matters’* 100% of leaders are giving fortnightly incremental and developmental feedback	<p>Milestones:</p> <ul style="list-style-type: none">* Star Assessment and TestBase have been used and analysed by teachers and leaders to give accurate data* All staff have been provided with CPD on the new approach to the teaching of arithmetic and times tables* A consistent approach to the teaching of times tables has been researched and designed* Times table progress will be evidence in every classroom for every pupil with increased fluency evident* Data shows that most pupils across the school making or exceeding expected progress in RWM in comparison to baselines* From baseline data, all DPs who were ‘behind’ make at least good progress* From baseline data, all EAL pupils receiving interventions make at least good progress* All of the selected TLAC techniques are embedded across the school* Data shows that the proportion of pupils at the expected standard and at a higher level in RWM is meeting the national average for all groups in all years* From our baseline assessments, no children in upper KS2 have gaps in phonetic understanding at Phase 5 or below* Depth Reading challenges are introduced across the school* 100% of lessons show that slides have been designed to take into account cognitive load theory* All EAL pupils who need it will be receiving additional interventions* Review mornings are embed and happening across the school with a focus on expectations

What do we need to improve?	What will we do to improve this?	Who will deliver this improvement and when?	How will we know we have been successful?	How will this be evidenced?
To improve outcomes in Maths	<p>Version 3.0 of the White Rose Maths primary scheme of learning is incorporated into our curriculum</p> <p>Review MTPs for each group to ensure WR scheme including ‘small steps’ are planned for implementation to ensure coverage and progression</p> <p>A coherent approach to the design of independent learning tasks is designed and embedded which is focused on fluency/ reasoning/ problem solving/ greater depth</p> <p>Teachers use ‘task strips’ and carefully select questions for pupils to answer from a range of material - WRM, ISeeReasoning, NCETM, Classroom Secrets, NRich, Target Maths</p> <p>Monitor books and lessons to ensure changes to WR Maths programme are being implemented</p>	<p>CJo – Autumn 2</p> <p>CJo – Autumn 2</p> <p>HR/CJo – Spring 1</p> <p>HR/CJo</p> <p>HR/KA/OE/CJu/CJo – weekly</p>	<p>Books, MTPs and long-term overviews show that 100% of teachers are following the WRM curriculum</p> <p>100% of books and MTPs show that additional ‘small steps’ have been incorporated into lessons</p> <p>Maths books show evidence of all pupils having opportunities to apply and extend learning through reasoning and problem solving</p> <p>100% of books show that teachers, in a typical lesson, incorporate fluency/ reasoning/ problem solving tasks</p> <p>100% of books show that questions from a range of resources are being used and adapted to suit the need of the class</p>	<p>MTPS</p> <p>Books</p> <p>Subject leader docs</p> <p>Learning walks</p>
	<p>Embed the use of WRM end of unit assessments across the school</p> <p>Misconceptions and Modelling are used to address identified areas from assessments</p> <p>Develop and implement an easy to use format to support identification of pupils who require a revisit to allow for ‘Keep up not Catch up’</p> <p>Implement the use of Star Assessment and TestBase to give validity to data predictions</p>	<p>HR/CJo – end of each unit</p> <p>HR/CJo – CPD- Spring 1 to embed</p> <p>HR/CJo – Spring 1</p> <p>HR/CJu – Termly</p>	<p>100% of teachers are using updated WRM end of unit assessments to assess pupils’ understanding</p> <p>100% of teachers are using results from WRM end of unit assessments to inform planning implementing Misconceptions and Modelling</p> <p>100% of teachers are using results from WRM end of unit assessments to address misconceptions</p> <p>100% of teachers are ‘revisiting’ learning to ensure ‘keep up not catch up’ culture is evident</p> <p>Leaders and teachers will be able to talk with confidence about progress and attainment in maths</p>	<p>Maths books</p> <p>Planning</p> <p>Revisit stickers</p> <p>Subject leader monitoring</p> <p>Data and gap analysis</p> <p>PP meetings</p>
	Review how arithmetic including times tables are currently being taught across school	HR/CJo – Spring 2	A consistent approach to the teaching of arithmetic Inc. times tables has been designed	Subject leader file

	<p>Create a whole-school baseline assessment for x tables and implement</p> <p>Create a plan on how a whole school approach to the teaching of arithmetic and times tables and implement</p> <p>Provide staff with CPD on the new approach</p>	<p>HR/CJo – Spring 2</p> <p>HR/CJo – Spring 2</p> <p>HR/CJo – Spring 2</p>	<p>All staff are implementing the new approach in their classrooms</p> <p>Arithmetic Inc. times tables progress will be evidence in every classroom for every pupil with increased fluency evident through monitoring and assessment</p> <p>Data will be collected to show progress in both areas.</p>	<p>Learning walks</p> <p>Data</p> <p>Staff meeting CPD</p> <p>Assessment docs</p> <p>Maths books</p>
Fully embed our consistent, rigorous and sequential approach to the teaching of Reading	<p>Continue to adapt/ tweak approach to suit needs of the school</p> <p>Ensure scaffolding and adaptations are in place for pupils who may struggle to access the reading</p> <p>Provide coaching and CPD to any teachers who are not teaching to a high standard</p> <p>Pupils are clear on what a Greater Depth response will look like as this has been explicitly modelled by staff</p> <p>Depth Reading challenges are introduced across the school in order to ensure work is demanding for more able</p>	<p>HR/OE – Spring 1</p> <p>HR/OE – Summer</p> <p>HR/OE – Termly</p> <p>HR/OE – Spring 1</p> <p>HR/OE – Summer 1</p>	<p>100% of pupils' books provide good evidence of Reading skills being developed and good evidence of progress over time</p> <p>The proportion of pupils making the expected rates of progress in reading across KS2 moves closer to the National average for all year groups.</p> <p>The % of pupils achieving the expected standard in Reading in Y1-5 increases for all groups.</p> <p>Pupils at the end of KS2 achieve the expected standard in Reading in line with National expectations</p>	<p>Books</p> <p>Task design</p> <p>Learning walks</p> <p>Data</p> <p>CPD</p>
	<p>Staff to be provided with CPD on echo reading</p> <p>Staff to be provided with CPD on repeated reading</p> <p>Staff to be provided with CPD on choral reading</p> <p>Expert teacher to be filmed teaching explicit reading fluency strategies</p> <p>Strategies will be implemented in all classes to improve reading fluency across all lessons</p>	<p>OE -Spring 1</p> <p>OE -Spring 1</p> <p>OE -Spring 1</p> <p>OE -Spring 1</p> <p>OE -Spring 1</p>	<p>100% of staff are confident in using reading fluency techniques</p> <p>100% of staff are using reading fluency techniques in their lessons</p>	<p>CPD schedule</p> <p>Learning walks</p> <p>Review mornings</p>

<p>Ensure our bottom 20% of readers, particularly in upper KS2, make rapid progress</p>	<p>A member of staff/ reading champion will work across Y3, 4 and 5 focused on reading.</p> <p>All pupils accessing phonics will have access to decodable reading books and additional reading support</p> <p>Assembly intervention groups will prioritise children not meeting the expected standard in reading.</p>	<p>HR/CJu/KA – Summer 1</p> <p>HR/OE – Summer 1</p> <p>HR/KA/CJu – Spring 1</p>	<p>There is a named member of staff responsible for leading reading interventions across Y3,4,5.</p> <p>Data shows that our bottom 20% of readers in upper KS2 are making accelerated progress from their starting points</p> <p>From our baseline assessments, there will be a reduction in the children in upper KS2 who have gaps in phonetic understanding at Phase 5</p> <p>100% of pupils have reading books that match closely with their reading ability.</p>	<p>Data</p> <p>Governor monitoring</p> <p>Phonics tracker</p> <p>Intervention proformas</p>
<p>Those pupils at the early stages of reading receive highly effective phonics and fluency support in order to catch up</p>	<p>Pupils below ARE across the school are assessed using phonics tracker</p> <p>Phonics groups are created based on the phonics needs of individual pupils</p> <p>Observations show the quality of the teaching of phonics is good or better</p> <p>Those pupils with gaps in their phonics are regularly assessed in order to check progress and identify gaps</p> <p>Pupils are reading books that closely match the letter-sound correspondences being taught and these are changed weekly</p> <p>Bespoke interventions planned to close the gaps</p> <p>EY and KS1 environments facilitate phonic and reading engagement beyond the teacher input</p>	<p>CJu – Spring 1</p> <p>CJu/KA – Spring 1</p> <p>SLT - Fortnightly</p> <p>CJu – Half termly</p> <p>CJu – Spring 1</p> <p>CJu/KA – Spring 1</p> <p>HR/CJu – Spring 1</p>	<p>Data shows that phonics progress is good for all with gaps being narrowed</p> <p>100% of children requiring phonics intervention are in receipt of support</p> <p>100% of children have reading books that are accessible and changed weekly</p> <p>Early Years and KS1 environments reflect the high profile and priority of phonics and reading</p>	<p>Data</p> <p>Intervention info</p> <p>Learning walks</p>
<p>Fully embed our consistent, rigorous and sequential approach to the teaching of Writing</p>	<p>Continue to adapt/ tweak approach to suit needs of the school – ensuring the chosen approach meets and exceeds the standards for the writing curriculum</p>	<p>HR/OE – Spring 1</p>	<p>100% of pupils' Writing books provide good evidence of writing skills being developed and good evidence of progress over time</p>	<p>Books</p> <p>Data</p> <p>Documentation</p>

	<p>Amend and align planning, model texts and teaching resources for all units</p> <p>Update Writing Curriculum documentation to reflect changes</p> <p>Writing is high profile across the school via displays - new gallery of excellence in every classroom</p> <p>Provide coaching to any teachers who are not teaching to a high standard</p> <p>Run a series of lesson studies across the school focussing on the teaching of Writing</p> <p>Establish a bank of examples of what EXP and GDS looks like in each year group</p> <p>Attend moderation to ensure staff are confident in their judgements</p> <p>Depth writing challenges are introduced across the school in order to ensure work is demanding for more able.</p> <p>Ensure books demonstrate the highest of expectations with the introduction of non negotiables.</p>	<p>OE – Spring 1</p> <p>OE – Ongoing</p> <p>HR – Summer 1</p> <p>HR/OE – Spring 2</p> <p>HR/OE -Summer 1</p> <p>HR/OE – Summer 2</p> <p>HR/OE/All – Spring/Summer</p> <p>HR/OE -Summer 1</p> <p>HR/OE – Summer 2 (for Sept)</p>	<p>The proportion of pupils making expected rates of progress in Writing across school moves closer to national averages for all groups</p> <p>The % of GDS writers is seen to increase</p>	<p>Governor monitoring</p> <p>Coaching conversations</p> <p>Lesson studies</p> <p>Exemplar folder</p> <p>Moderation examples and feedback</p> <p>Classroom environments/ learning walks</p>
<p>Ensure consistent, systematic teaching and application of sentence structure</p>	<p>Ensure foundational writing skills are planned and embedded by developing a Sentence Knowledge Curriculum for each year group Writing Toolkit 2025</p> <p>Hold CPD on Sentence Knowledge Curriculum through deliberate, repeated practise</p> <p>Reinforce initial training with further whole school CPD including:</p>	<p>HR/OE – Spring 1&2</p> <p>HR/OE – Spring 1&2</p> <p>HR/OE – Summer 1&2</p>	<p>There is 100% alignment between the planned approach and evidence in books, resources and lessons</p> <p>Books, lessons and resources show that 100% of year groups are teaching three sentence mastery lessons per TFW unit</p> <p>In each unit, 100% of pupils have mastered the sentence focus before applying the skill to their writing</p>	<p>Planning documents</p> <p>Books</p> <p>Lesson plans</p> <p>Independent writing</p>

	<ul style="list-style-type: none"> • Refresh knowledge on the use of existing teaching sequence for writing • Grammar progression • Modelling • Shortburst writing • Spelling and Handwriting • Updates to teaching sequence and how to plan a unit of Writing <p>Up-skill teachers in the use of live modelling to teach writing via live lessons and staff training</p> <p>Conduct rigorous monitoring in order to ensure fidelity to the new approach</p> <p>Analyse data in order to closely monitor outcomes and progress</p> <p>Provide support to any year groups/ teachers who are not teaching the new approach to a high standard</p> <p>Pupils who may need further support are quickly identified and support, such as scaffolding, oral rehearsal and adapted resources, are put in place</p> <p>'Short Burst Writing Tasks' are trialled in certain year groups</p>	<p>OE/HR – Spring 1&2</p> <p>HR/OE – Monthly</p> <p>HR/OE – Termly</p> <p>HR/OE – Spring & Summer</p> <p>SLT</p> <p>HR/OE – Summer 2</p>	<p>100% of pupils are using age-related grammar accurately in their writing so that more pupils achieve the expected standard in writing</p>	
<p>Embed the current approach to handwriting so that it is more sequential and progressive across school</p>	<p>Create a set of handwriting ready expectations including pencil grip, sitting position and angle of books</p> <p>Provide left-handed pupils with adapted materials if necessary</p> <p>Conduct rigorous monitoring so to ensure handwriting is being taught 3-5x weekly (depending on year group)</p>	<p>HR/OE – Spring 1</p> <p>HR/OE – Spring 1</p> <p>HR/OE – Spring 1</p>	<p>Handwriting coverage is more explicitly taught and practised so there is sequenced progression across the school</p> <p>All pupils across the school are taught consistent routines for handwriting</p> <p>All pupils who struggle with handwriting and/or are at risk of falling behind are identified early on and provided with individual support</p>	<p>Books</p> <p>Learning walks</p>

	<p>Provide CPD to staff on effective handwriting instruction and identifying handwriting difficulties</p> <p>SENCO to identify pupils who may need assistive strategies or alternative writing tools</p>	<p>HR/OE – Spring 1</p> <p>KA – Spring 1</p>	<p>90% of pupils across each year group are meeting age related expectations for handwriting</p>	
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Priority 2: To ensure that the teaching of the curriculum is highly effective and is rooted in shared practices, high expectations and well-designed learning tasks.

Rationale: The best available evidence indicates that high quality classroom teaching is the most effective way to improve pupil attainment. As a result, implementing consistent classroom teaching and learning strategies based on research and taken from ‘Teach Like A Champion’ and ‘WalkThrus’ will ensure that every teacher has high expectations for every pupil, in every subject so that we achieve the best outcomes. Currently, the quality of the learning in books is inconsistent, therefore, learning tasks given to pupils need to be well designed, demanding and show progress and pride.

Lead Staff:

Link Governors:

Budget allocation:

Key performance indicators:

- 100% of teachers are using the results of STAR tests and TestBase to support their teacher judgement and plan next steps.
- 100% of teachers are clear what expected standards are in Writing and they use this to support their teacher judgement and plan next steps.
- Termly data meetings result in evidence-based action planning that include whole-class instruction and small groups.
- The proportion of pupils across the school making or exceeding expected progress in RWM in comparison to baselines is increasing.
- Monitoring shows that our teaching principles are a core feature of all teaching sequences
- Lesson drop-ins show that all teachers are using a range of TLAC techniques to support their teaching and promote high expectations
- Books show that pupils’ work, in all subjects, is consistently of a high quality
- Books show that the work given to pupils is demanding across the curriculum
- Books show that there is a clear progression in the complexity of learning tasks being used within lessons and across units of work
- Resources and materials used by teachers support the intent of our curriculum
- Monitoring shows that learning is being adapted so that pupils with SEND achieve well across all subjects
- Pupils’ Writing books provide good evidence of writing skills being developed and good evidence of progress over time.
- Pupils’ books provide good evidence of Reading skills being developed and good evidence of progress over time
- 100% of teaching is judged to be at least good

This plan covers the period: September 2025-July 2026

First Review: December 2025	Second review: April 2026	Third review: July 2026
<p>Milestones:</p>	<p>Milestones:</p> <ul style="list-style-type: none">*100% of teachers are using the results of STAR tests and Testbase to support their teacher judgement and plan next steps.*Termly data meetings result in evidence-based action planning that includes whole-class instruction and small group support.*‘Cold calling’ and ‘circulate’ are evident across 100% of classrooms across the school*100% of teachers are receiving fortnightly incremental development*Presentation expectations are established in 100% of classes across the school*The use of double page spreads are evident in books across the school across 100% of classes*Teachers have a toolbox of scaffolding strategies to support pupils with SEN*Review mornings are embedded and happening across the school with a focus on expectations*A consistent approach to independent learning tasks in Maths is established and introduced to staff*100% of teachers are moving away from providing pupils with worksheets to using ‘task strips in MathsIntensive support is provided to any teacher not judged to be good or better	<p>Milestones:</p> <ul style="list-style-type: none">*‘Silent Solo’ is evident across 100% of classrooms across the school*100% of teachers are designing learning tasks that progress in challenge and openness - ‘Acquire/ Apply/ Deepen’*100% of teachers are moving away from providing pupils with unnecessary worksheets to using ‘task strips’ in Reading/Writing*100% of books show that presentation expectations are being applied by all staff and pupils*Evidence in all classrooms show that learning is being adapted and/or scaffolded for SEN pupils across the curriculum

What do we need to improve?	What will we do to improve this?	Who will deliver this improvement and when?	How will we know we have been successful?	How will this be evidenced?
<p>Our standardised assessments are embedded in order to identify pupils who would benefit from additional catch-up support</p>	<p>Standardised assessments are undertaken on a termly basis for Reading and Maths and once a year for Writing</p> <p>Leaders and class teachers analyse test scores</p> <p>Leaders and teachers identify the pupils most in need of additional support and put actions into place</p> <p>Leaders identify any whole school issues and put actions into place</p> <p>Most lessons begin with a quiz/ review of previously taught learning</p> <p>CPD is provided on the evidence base behind effective retrieval practice</p>	<p>CJu – Spring & Summer</p> <p>CJu/HR – Spring & Summer</p> <p>CJu/HR/OE/KA – Spring & Summer</p> <p>CJu/HR/OE/KA – Spring & Summer</p> <p>HR – Summer 1</p> <p>HR – Summer 1</p>	<p>100% of teachers are using the results of standardised tests to support their teacher judgement, identify pupils behind and plan next steps.</p>	<p>Pupil Progress Meetings</p> <p>Data informed planning cos</p> <p>Lesson design</p> <p>CPD records</p>
<p>Ensure our teaching principles are embedded across the school supported by key 'Teach Like A Champion' strategies</p>	<p>Our teaching & learning principles are overcommunicated to staff particularly the 'why' and evidence base behind them.</p> <p>Each teaching & learning principle is recapped each half term and remains a focus during the duration.</p> <p>6 key TLAC strategies are chosen based on the strengths/ areas of development of staff.</p> <p>Key TLAC strategies are introduced during staff meetings with time given for staff to "practise" these.</p> <p>Each teacher receives incremental development points on a fortnightly basis based around our teaching and learning approach.</p>	<p>HR – Spring & Summer</p> <p>HR – Spring & Summer</p> <p>HR – Spring & Summer</p> <p>HR – Spring & Summer</p> <p>HR/OE/KA/CJu – Spring & Summer</p>	<p>100% of pupils are fully engaged and focused during teacher instruction</p> <p>100% of teachers use a range of T&L strategies that demonstrate high expectations</p> <p>100% of books show that all pupils are completing an appropriate amount of work in lessons.</p> <p>In 100% of classes, pupils are given regular and adequate time to work quietly and independently when appropriate.</p>	<p>Incremental feedback</p> <p>Review mornings</p> <p>CPD records</p> <p>ECT records</p>

	<p>Our review mornings, which focus on our T&L principles & classroom culture, are embedded as part of the school monitoring cycle.</p> <p>Incremental coaching for ECT teachers is given on a weekly basis and is based around our T&L principles</p>	<p>HR/OE/KA/CJu – Spring & Summer</p> <p>OE/HR – Spring & Summer</p>		
Teachers specific actions in the classroom raise expectations	<p>All teachers insist on all pupils paying attention when the teacher/ others are speaking (signal-pause-insist)</p> <p>All teachers insist that pupils give 100% of their attention to the teacher (100%)</p> <p>Teacher strategically selects which pupils are to answer questions rather than rely on hands up (cold calling)</p> <p>Teacher circulates the classroom during independent learning in order to provide feedback and raise expectations (circulate)</p> <p>Teachers ensure that pupils always answer a question asked (no opt out)</p> <p>Teachers ask follow up or tougher questions to pupils who answers a question correct (stretch it)</p> <p>Teachers ensure that all pupils are answering questions by using talk partners, mini-whiteboards and choral response (show me)</p> <p>When required, and particularly during independent learning, pupils work quietly for sustained amounts of time. (silent solo)</p> <p>Teachers have and set high expectations about the amount and quality of work pupils</p>	<p>HR – Spring 1</p> <p>HR- Spring 1</p> <p>HR – Spring 1</p> <p>HR – Spring 1</p> <p>HR – Summer 1</p> <p>HR- Summer 1</p> <p>HR – Summer 1</p> <p>HR- Spring 1</p> <p>HR – Summer 1</p>	<p>Monitoring shows that 100% of teachers are using a range of TLAC techniques to support their teaching and promote high expectations</p> <p>100% of teaching is judged to be at least good</p> <p>In 100% of classes, pupils are given regular and adequate time to work quietly and independently when appropriate.</p>	<p>Learning walks</p> <p>Review mornings</p> <p>Incremental feedback docs</p> <p>Books</p>

	produce in lessons - particularly in foundation subjects.			
Ensure that learning tasks are carefully designed to ensure work is demanding and children are supported to present work to a high quality.	<p>Embed the use of double page spreads as a tool for pupils to present work and as an assessment tool</p> <p>Embed the use of structure/task strips in the wider curriculum as a way of supporting pupils'</p> <p>Introduce a framework to support teachers designing learning tasks that progress in challenge and depth in foundation subjects - 'Acquire/ Apply/ Deepen'</p> <p>Ensure that pupils are given enough time and guidance to provide beautiful published outcomes</p>	<p>HR – Summer 1</p> <p>HR – Summer 1</p> <p>HR – Summer 1</p> <p>HR – Summer 1</p>	<p>100% of books show that pupils' work, in all subjects, is consistently of a high quality</p> <p>100% of books show that the work given to pupils is demanding across the curriculum</p> <p>100% of books show that there is a clear progression in the complexity of learning tasks being used within lessons and across units of work</p> <p>100% of books show that all pupils are completing an appropriate amount of work in lessons.</p>	<p>Books</p> <p>Planning</p> <p>WAGOLLS</p>
Develop and embed 'scaffolding' strategies and curriculum adaptation for pupils with SEN	<p>Teachers have a toolbox of scaffolding strategies to support pupils with SEN such as concrete resources/ open ended tasks/dual coding/models/ scaffolding/sentence stems/ knowledge organisers/closed procedure</p> <p>A 'walkthru' is created showing teachers what they should be including during a unit of work to support pupils with SEN</p> <p>CPD is provided to teachers to support them in developing and embedding strategies to support SEN pupils</p> <p>For the few pupils who are unable to access the curriculum, adaptations are made to enable them to succeed</p> <p>High quality teaching is being complimented with carefully selected small-group and one-</p>	<p>KA – Summer 1&2</p> <p>KA – Summer 1&2</p> <p>KA – Summer 1&2</p> <p>KA – Summer 1&2</p> <p>KA – Summer 1&2</p>	<p>Evidence in all classrooms show that learning is being adapted and/or scaffolded for SEN pupils across the curriculum</p> <p>Data and other evidence show that pupils with SEND are making accelerated progress and achieve the best possible outcomes</p>	<p>Planning</p> <p>CPD records</p> <p>Support plans/EHC Plans</p> <p>Learning walls</p> <p>Curriculum reviews</p> <p>Book studies</p>

	<p>to-one interventions which are monitored regularly</p> <p>Learning walks, curriculum reviews and pupil book study include focusing on pupils with SEN</p> <p>Good practice is shared amongst staff so that teachers know what excellence looks like</p>	<p>HR/OE/KA/CJu – Spring & Summer</p> <p>KA – Summer 1&2</p>		
<p>Ensure exercise books portray the highest of expectations</p>	<p>Staff meeting to be held on presentation expectations and set out clear non-negotiables</p> <p>Books are kept in good condition (no bent corners), labelled, and no doodling evident.</p> <p>Margins, diagrams, pictures and tables are always drawn in pencil and with a ruler The colouring in of bar charts and diagrams should only be done using pencil crayons.</p> <p>Handwriting is of a high quality; feedback is evident in books and explicit lessons are taking place daily.</p> <p>Pupils have access to correct equipment - sharp pencil, ruler, pen, pencil grip</p> <p>SEN pupils are supported with the writing of the date and WALT so that minimal learning time is lost</p> <p>The spelling of the day of the week and month (including correct capital letters) is a non-negotiable and feedback is evident in books Incorrect spelling of common words and the non-use of capital letter should be picked up and evidenced in books.</p> <p>When worksheets are necessary, they are cut down & trimmed, not folded, stuck in straight and do not lift off the page.</p>	<p>SLT – Summer 2</p> <p>SLT – Summer 2</p> <p>SLT – Summer 2</p> <p>SLT – Summer 2</p> <p>SLT – Summer 2</p> <p>SLT – Summer 2</p> <p>SLT – Summer 2</p> <p>SLT – Summer 2</p>	<p>High teacher expectations are evidenced in 100% of books - condition of books, presentation of work, how worksheets are presented/ stuck in etc.</p> <p>100% of books show there is a high focus on handwriting and presentation</p> <p>100% of books follow the school's 'new' presentation expectations.</p>	<p>Book studies</p> <p>Learning walks</p> <p>Curriculum monitoring</p>

Priority 3: Create a positive, aspirational and purposeful learning culture with the highest of expectations for school wide and classroom routines and behaviour.

Rationale: One consistent finding of academic research is that high expectations are the most reliable driver of high student attainment, even in pupils who do not have a history of successful achievement. Creating an environment that demonstrates consistency, reliability and belonging builds children's pride in their own behaviour and attitude, motivating them to succeed and excel. Adults modelling and reinforcing high expectations at all points of the day allows the expectations to become routine and the norm.

Lead Staff:

Link Governors:

Budget allocation:

Key performance indicators:

- All staff are determined that every pupil can meet at least age related expectations in Reading, Writing and Maths, regardless of their background, needs or abilities
- Evidence-free and limiting language which lowers expectations is removed from the school vocabulary
- All staff set work that stretches and challenges pupils of all backgrounds, abilities and dispositions
- High expectations are evident in all books, in every subject
- All staff are committed unwaveringly to consistently setting, applying and reinforcing high expectations for the behaviour and conduct of pupils
- All staff have consistently high expectations of all pupils' attitudes to learning.
- Pupils behaviour at all parts of the school day is exceptional
- Pupils have the opportunity to participate in many leadership opportunities during their time at the school
- The school's culture aims to create a real sense of 'belonging' amongst all pupils

This plan covers the period: September 2025-July 2026		
First Review: December 2025	Second review: April 2026	Third review: July 2026
<p>Milestones:</p>	<p>Milestones:</p> <ul style="list-style-type: none"> * All staff apply and reinforce all key school wide routines * Current behaviour expectations are regularly revisited with school community and made high profile * Additional adults and the SLT are being used to support behaviour at key parts of the school day * High teacher expectations are evidenced in most books * 100% of adults have the highest expectations for those pupils classed as ‘Disadvantaged’ * Pupil voice shows that Year 6 pupils feel that they play a ‘special role’ in the school * All school wide routines have become automated * All staff, when needed, are correcting and reminding pupils of expectations around behaviour and conduct * Fewer incidents of behaviour reported during break/lunch/assembly/end of school day * All classrooms are calm and focused in all lessons, in both the morning and afternoon * All adults are using the words ‘prior attainment’ rather than labelling pupils by ability * Leadership roles are available to pupils 	<p>Milestones:</p> <ul style="list-style-type: none"> * Behaviour of pupils, during key transitions, is judged to be strong * All pupils are complying with uniform, PE kits, snacks and movement around school expectations * Behaviour of pupils, during break/lunch/assembly/end of the school day, is judged to be strong * The visibility of SLT at transitional points in the day is increased * Lunchtime provision is extended beyond the current offer * 100% of teachers, through monitoring, are judged to have high expectations of all pupils * 100% of lessons are ‘pitched to the top’ so that all pupils are challenged and stretched * Pupil voice shows they are aware of new leadership opportunities available to them, offering opportunities to shape the school * Our assemblies foster a sense of community and express the school’s vision and values, whilst broadening experiences beyond their context and experiences.

What do we need to do to improve?	What will we do to improve this?	Who will deliver this improvement and when?	How will we know we have been successful?	How will this be evidenced?
<p>School wide routines are well established and consistently implemented</p>	<p>Each school wide routine to be created into a 'Walk thru' providing detail and clear expectations</p> <p>SLT highly visible at key parts of the school day</p> <p>Staff and pupils, not following routines, are held to account</p> <p>There is a clear and detailed routines for:</p> <ul style="list-style-type: none"> * how pupils enter the school in the morning * how pupils depart the school at the end of the day * how pupils move around the school * how pupils enter and leave the dining room * how break/ lunch time ends * how pupils come in and out of assembly 	<p>HR – Spring 2</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>There is detailed and clear guidance on what staff should do and how pupils should behave for each key transition</p> <p>All staff apply and reinforce all key school wide routines</p> <p>All pupils follow all key school wide routines</p> <p>All school wide routines become automated</p> <p>Behaviour of pupils, during key transitions, is judged to be exceptional</p>	<p>Walk thru guidance</p> <p>Staff handbook</p> <p>Monitoring</p>
<p>Reinforce and consistently implement current expectations for behaviour</p>	<p>Behaviour rules are introduced across the school and referred to widely by all staff.</p> <p>Current behaviour expectations are revisited with school community and made high profile around:</p>	<p>HR – Spring 1</p> <p>HR - Spring</p>	<p>All staff, when needed, are correcting and reminding pupils of expectations around behaviour and conduct</p> <p>100% of pupils are aware of our school rules</p> <p>100% of pupils come to school in correct uniform</p>	<p>Behaviour focus timetable</p> <p>Rewards</p> <p>SLT on Tour doc</p>

	<ul style="list-style-type: none"> * School uniform * PE kits * Snacks at break * School voice * School walk <p>Our school promises are made into badges and used as a positive reward for pupils always 'doing the right thing'</p> <p>A member of SLT visits each class, at least once a day to support reinforce expectations and is recorded on 'SLT on Tour' doc</p> <p>Update the current behaviour policy to reflect changes</p>	<p>HR – Spring 2</p> <p>SLT – Summer</p> <p>SK/HR/Govs - Spr</p>	<p>100% of pupils come to school, on PE days, in correct kit</p> <p>100% of pupils when moving around the school follow our school voice and walk expectations</p>	<p>Monitoring</p> <p>Behaviour policy</p>
<p>Ensure behaviour is exemplary at all times of the school day</p>	<p>Lunchtime clubs are offered to support positive behaviour at lunchtimes</p> <p>There is a timetable of sports leaders running KS1 playtime games</p> <p>Teachers to be more strategic as to where pupils sit in line during assembly</p> <p>All pupils are escorted into assembly and collected. Expectation of no talking is enforced.</p>	<p>HR/TJ</p> <p>HR/EC</p> <p>All staff – Spring 2</p> <p>All staff – Spring</p> <p>All staff - Spring</p>	<p>Fewer incidents of behaviour reported and fewer incidents of friendship difficulties at lunch times</p> <p>Fewer incidents of behaviour reported at break times</p> <p>Behaviour of pupils during assembly is judged to be strong</p> <p>Behaviour of pupils leaving the school site is judged to be strong</p>	<p>Staff handbook</p> <p>Staff timetables</p> <p>Monitoring</p> <p>CPD</p> <p>Pupil plans</p>

	<p>Staff are out on the playground a minute before the whistle is blown, ensuring quiet, straight lines moving into school.</p> <p>Afternoon 'breaks' at KS2 is to be phased out and replaced with an optional 'brain break' if needed</p> <p>Reward system set up to support MDSs and promote positive behaviour at lunch time</p> <p>Mid-days are provided with CPD in lunchtime times and managing behaviour</p> <p>Individual pupils have specific plans to support behaviour at lunchtime</p>	<p>KS2 staff - Summer</p> <p>HR – Spring</p> <p>HR -Summer</p> <p>SLT - Spring</p>	<p>Mid-days feel confident in reinforcing lunchtime expectations and are more able to challenge negative behaviour</p> <p>Fewer significant behaviour incidents are reported</p>	
<p>Every classroom has a culture of high expectations</p>	<p>The 'natural state' of each classroom is one of calm, quietness and productivity - https://www.learningscientists.org/blog/2017/9/13-1</p> <p>When pupils are working independently, 'silent solo' is the default mode of the pupils</p> <p>When pupils are working independently, 'circulating' should be the default mode of the teacher</p> <p>When questioning individual pupils, 'cold calling' should be the default strategy used</p>	<p>HR- Summer</p> <p>HR- Spring/summer</p> <p>HR – Spring</p> <p>HR- Spring</p>	<p>100% of classrooms are calm and focused in all lessons, in both the morning and afternoon</p> <p>100% of teachers are using 'silent solo' when pupils are required to work independently</p> <p>100% of teachers are using 'cold calling' when asking individuals to answer questions</p> <p>100% of teachers are using the language of '100%' in order to communicate their expectations</p>	<p>Learning walks</p> <p>Review mornings/ afternoons</p> <p>Classroom environments</p> <p>Lesson resources</p>

	<p>In lessons, staff should expect and insist on 100% of pupils doing what they have been asked, 100% of the time, 100% of the way.</p> <p>Teachers regularly communicate their expectations, reinforce their expectations, correct pupils when expectations are not met and sustain their expectations</p> <p>In lessons, pupils are 'kept on task' by regularly checking for understanding, the issuing of time cues & goal reminders, circulating and positive framing.</p> <p>Teachers set the expected standard by regularly showing and deconstructing models of excellent including exemplars of pupils work from previous years</p> <p>Teachers have the highest expectations for presentation with staff and pupils following the 'every piece, every time' non negotiables</p> <p>Teachers have a simple signal-pause-insist routine in order to get pupils' attention</p> <p>Teachers have designed routines for every common situation (lining up, giving out resources), have rehearsed the routine and have made the routines routine. https://f.hubspotusercontent30.net/hubfs/2366135/What%20is%20good%20behaviou</p>	<p>HR- Spring</p> <p>SLT</p> <p>SLT</p> <p>All staff</p> <p>HR -Summer</p> <p>HR- Spring</p> <p>HR - Summer</p>	<p>100% of teachers are showing pupils models of excellence in all subject areas</p> <p>High teacher expectations are evidenced in 100% of books - condition of books, presentation of work, how worksheets are presented/ stuck in etc.</p> <p>100% of teachers have an effective routine to get pupils to stop and listen</p> <p>100% of teachers have well embedded routines in their classroom</p> <p>100% of teachers have applied the schools classroom environment non negotiables</p> <p>100% of teachers, through monitoring, are judged to have high expectations of all pupils</p>	
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Adults' mindset, language and beliefs foster a culture of high expectations	<p>Adults read research and evidence around the pygmalion effect and reflect on their practice</p> <p>Language used by staff does not equate deprivation and challenge with low ability.</p> <p>Oversimplifications, generalisations and assumptions are not used by staff when discussing pupils classed as being 'Disadvantaged.'</p> <p>The use of the word 'ability' (for example, low ability) when discussing pupils is replaced with 'prior attainment' (for example, low prior attainment).</p> <p>Staff do not differentiate their interactions in the classroom between pupils with differing prior attainment,</p> <p>Staff use the language of positive framing when correcting behaviour and when encouraging pupils to sustain or elevate effort.</p>	<p>CJ – summer</p> <p>CJ – Summer</p> <p>CJ – Summer</p> <p>CJ- Summer</p> <p>CJ- Summer</p> <p>HR – Spring</p>	<p>100% of adults have the highest expectations for those pupils classed as 'Disadvantaged'</p> <p>100% of adults have the highest expectations for those pupils with 'low prior attainment'</p> <p>100% of adults are using the words 'prior attainment' rather than labelling pupils by ability</p> <p>100% of adults are using positive framing when correcting off task behaviour and/or speaking about effort</p> <p>In 100% of classrooms there is a common language around effort, determination and resilience via Building Learning Powers.</p> <p>100% of lessons are 'pitched to the top' so that all pupils are challenged and stretched</p>	<p>Staff meetings</p> <p>Discussions with staff</p> <p>Review mornings/ afternoons</p> <p>Book looks</p> <p>Learning walks</p>

	Teachers pitch lessons so that the highest attainers are always challenged and provide scaffolding to support the remaining pupils to reach the same standard.	HR/CJo/OE/SG		
Further widen pupil leadership so that children have the opportunity to make a positive contribution to the school culture	<p>Create a 'jobs' vacancy board to advertise a broader range of leadership roles available to pupils including:</p> <ul style="list-style-type: none"> • JC councillors • Hive captains • Sports leaders • Reading ambassadors • Green Team/litter monitors • Assembly ambassadors • Friends of JC Junior Group <p>Create a 'buddy' system between Year 5 and Year 2, to provide a responsibility in supporting a KS2 transition</p>	HR/SK/EC/SG – Spring 2 CJ	<p>The amount of pupils in leadership roles has increased in comparison to 2024/25</p> <p>Pupil voice shows that children feel that they have a real opportunity to voice their opinions and influence the running of the school</p>	<p>Learning environment</p> <p>Pupil Voice</p> <p>School website</p> <p>Y5/2 buddy programme</p>

<p>To broaden the children's knowledge and understanding of key events and significant people who have influenced the world.</p>	<p>Pupils to compose a sentence stating what lasting impression or change they want to leave on the world</p> <p>Review and re-plan assemblies so they become an opportunity to inform children about important people and events</p> <p>Each year group to explore a significant person and event in a 'day of learning'</p>	<p>HR- Summer 2</p> <p>HR/GW – Spring 2</p> <p>HR – Summer</p>	<p>100% of pupils are able to articulate their 'one sentence'</p> <p>Our assemblies foster a sense of community and express the school's vision and values</p> <p>Children recognise their responsibility to contribute positively to the world.</p>	<p>School website</p> <p>Pupil voice</p> <p>Assemblies</p>
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