

# Three Year Plan

## Priority 1: Develop the Quality of Teaching to Ensure High Quality Learning for All

This priority directly addresses the core issues highlighted in the Ofsted inspection and the school's own improvement priorities. The inspection noted inconsistencies in teaching quality, particularly in phonics delivery, curriculum implementation, and supporting pupils with SEND. The school's improvement plan emphasises developing consistent, evidence-based teaching practises, professional development, inclusive education, and robust assessment—aligned with the OFSTED framework to raise attainment and engagement. This plan builds on the school's vision and values (Resilient, Empathetic, Respectful, Independent, Courageous, Ambitious) by fostering a culture of high expectations, shared pedagogy, and continuous improvement.

Year	2025/2026	2026/2027	2027/2028
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Finalise and launch revised Teaching &amp; Learning (T&amp;L) policy with clear expectations on differentiation, assessment, behaviour, and engagement.</li> <li>- Deliver bitesize PD sessions on pedagogy and behaviour management (Roshtein principles).</li> <li>- Conduct regular learning walks with focused feedback linked to teacher SMART targets.</li> <li>- Implement coaching model to share best practice.</li> <li>- Audit staff teaching quality and tailor CPD accordingly.</li> <li>- Embed consistent phonics delivery with RWI coaching and data use.</li> <li>- Strengthen inclusive teaching using graduated approach and Hounslow Rubric for SEND.</li> <li>- Review and update assessment and marking policies.</li> <li>- Align behaviour management consistently with revised policy.</li> <li>- Support ECT and staff on maternity return with targeted mentoring.</li> <li>- Establish monitoring systems to track progress on pupil engagement and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>- Deepen embedding of T&amp;L policy with refined differentiation and assessment strategies.</li> <li>- Expand coaching to middle leaders and subject leaders to cascade best practice.</li> <li>- Use data from learning walks and assessments to identify and support underperforming staff.</li> <li>- Monitor phonics intervention impact and adjust timetabling and groupings.</li> <li>- Review and enhance intervention strategies for SEND and disadvantaged pupils.</li> <li>- Continue PD focusing on adaptive teaching, retrieval practice, and engagement.</li> <li>- Strengthen leadership of teaching quality through leadership appraisal and accountability.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure consistent high-quality teaching across all year groups.</li> <li>- Focus on sustaining improvements in phonics, reading, and maths outcomes.</li> <li>- Use robust data to refine teaching approaches and interventions.</li> <li>- Embed research-informed practises school-wide.</li> <li>- Increase teacher leadership in curriculum and pedagogy development.</li> <li>- Evaluate long-term impact of coaching and PD on pupil outcomes.</li> <li>- Maintain consistent behaviour management and engagement strategies.</li> <li>- Celebrate and share successes in teaching and learning across the</li> </ul>

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	<ul style="list-style-type: none"> <li>- Provide external support visits and peer coaching opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement peer observation cycles and lesson study groups.</li> <li>- Regularly review behaviour data and adjust support.</li> <li>- Support staff wellbeing and resilience through targeted PD.</li> <li>- Maintain rigorous performance management aligned to school priorities.</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>- Review and update T&amp;L policy based on evaluation.</li> <li>- Prepare for next phase of school improvement with focus on further raising attainment.</li> </ul>
<p><b>Succe ss Criter ia</b></p>	<ul style="list-style-type: none"> <li>- All staff understand and consistently apply the T&amp;L policy.</li> <li>- Increased consistency in teaching quality evident in learning walks.</li> <li>- Phonics teaching is effective and aligned with RWI expectations; fewer pupils fall behind.</li> <li>- SEND pupils receive appropriately differentiated teaching and make improved progress.</li> <li>- Behaviour management strategies are consistently used, reducing lesson disruptions.</li> <li>- Staff engage positively with coaching and PD opportunities.</li> <li>- Clear evidence of improved pupil engagement and progress across lessons.</li> <li>- Performance management targets clearly linked to teaching improvements.</li> <li>- ECT and returning staff feel supported and effective.</li> <li>- External support feedback is positive.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching quality shows measurable improvement in all classes.</li> <li>- Phonics and early reading data show accelerated progress.</li> <li>- SEND and disadvantaged pupils' progress improves, closing attainment gaps.</li> <li>- Behaviour incidents reduce; pupils sustain focus and engagement.</li> <li>- Leadership at all levels actively monitor and support teaching quality.</li> <li>- Professional development is embedded and impactful.</li> <li>- Coaching and peer observations contribute to ongoing teacher development.</li> <li>- Data-driven interventions show positive outcomes.</li> <li>- Staff retention and morale improve.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching quality is consistently good or better across the school.</li> <li>- Phonics and reading attainment meet or exceed national expectations.</li> <li>- SEND and disadvantaged pupils make good or better progress.</li> <li>- Behaviour supports uninterrupted learning.</li> <li>- Staff demonstrate strong ownership of teaching and learning standards.</li> <li>- The school culture reflects high expectations and continuous professional growth.</li> <li>- The school is well-prepared for the next Ofsted framework requirements.</li> <li>- Positive feedback from pupils, parents, and external reviewers.</li> </ul>

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## **2025/2026 Impact**

Staff will have a shared understanding of high-quality teaching and learning expectations, demonstrated through consistent classroom practice and improved behaviour management. Phonics delivery and SEND provision will begin to show measurable improvements. Staff will engage actively in professional development and coaching, supported by clear leadership and monitoring systems.

## **2026/2027 Impact**

Teaching quality will deepen in consistency and effectiveness, with targeted support addressing remaining gaps. Phonics and early reading progress will accelerate, and SEND pupils will benefit from better-tailored teaching. Leadership at all levels will be more confident and accountable for teaching standards, contributing to a positive school culture and improved pupil outcomes.

## **2027/2028 Impact**

The school will sustain a culture of excellence in teaching, reflected in strong pupil attainment and engagement across subjects. Phonics, reading, and SEND provision will be embedded and effective. Staff will demonstrate leadership and ownership of continuous improvement. The school will be well-positioned for further development and external evaluation under new inspection frameworks.

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## Priority 2: Strengthen leadership capacity with clear roles, responsibilities, and accountability for improvement priorities

This priority directly aligns with Edward Pauling Primary School’s identified need to build strong, clear leadership structures following recent leadership instability and the Ofsted inspection’s focus on improving curriculum delivery, teaching quality, and behaviour management. Strengthening leadership capacity will underpin the improvement of teaching and learning, curriculum consistency, SEND provision, and behaviour strategies, all of which were highlighted as areas needing development. Clear roles, responsibilities, and accountability will support staff empowerment, improve monitoring and evaluation processes, and ensure focused professional development, contributing to better outcomes for all pupils in this diverse, complex context.

Year	2025/2026 (Year 1)	2026/2027 (Year 2)	2027/2028 (Year 3)
<b>Action s</b>	<ul style="list-style-type: none"> <li>- Finalise and embed detailed job descriptions for all senior and middle leaders</li> <li>- Conduct leadership appraisal aligned to whole-school priorities with SMART targets</li> <li>- Establish regular leadership meetings at all levels for planning, monitoring, and evaluation</li> <li>- Provide leadership training including Ofsted framework updates and role-specific CPD</li> <li>- Strengthen governor involvement through committees, linked governors, visits, and tailored PD</li> <li>- Develop collaborative vision communication with all stakeholders</li> <li>- Launch and embed Relationship Policy and behaviour management training</li> <li>- Establish Pastoral Lead role and define</li> </ul>	<ul style="list-style-type: none"> <li>- Review and refine job descriptions and leadership responsibilities based on Year 1 evaluation</li> <li>- Continue leadership appraisal with updated targets reflecting progress</li> <li>- Deepen leadership capacity through advanced leadership development programmes (e.g., NPQH, NPQSL)</li> <li>- Increase leadership-led monitoring activities including learning walks, book looks, and data analysis</li> <li>- Embed governor committee work with strategic oversight and challenge</li> <li>- Strengthen pastoral leadership impact on behaviour and wellbeing</li> <li>- Expand leadership role in parental engagement and community involvement</li> <li>- Further develop subject leaders’ expertise in curriculum design and assessment</li> <li>- Consolidate SEND leadership with</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct comprehensive review of leadership structure and impact over 3 years</li> <li>- Adjust leadership roles and responsibilities to address emerging needs and sustain improvements</li> <li>- Ensure leadership succession planning and talent development</li> <li>- Maintain high-quality leadership appraisal cycles with clear accountability</li> <li>- Foster a strong culture of distributed leadership empowering all staff</li> <li>- Embed leadership in ongoing school self-evaluation and strategic planning</li> <li>- Continue to develop governors’ strategic role with evidence-based challenge</li> <li>- Leadership to lead innovation in curriculum and pedagogy based on latest research</li> </ul>

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	<ul style="list-style-type: none"> <li>responsibilities including mental health</li> <li>- Begin half-termly progress meetings led by subject leaders with SLT accountability</li> <li>- Support subject leaders with curriculum design, monitoring, and CPD pathways</li> <li>- Implement leadership mentoring for SEND and other key roles</li> <li>- Strengthen data use and reporting systems for leadership monitoring</li> </ul>	<ul style="list-style-type: none"> <li>continued mentoring and specialist training</li> <li>- Implement leadership-led interventions to address persistent attendance and behaviour issues</li> <li>- Document and share leadership best practises across teams</li> <li>- Use leadership data to inform whole school improvement cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Sustain high standards of SEND provision through leadership oversight</li> <li>- Leadership to drive continuous improvement in behaviour, attendance, and inclusion</li> <li>- Evaluate impact of leadership on pupil outcomes and school climate, adjust plans accordingly</li> </ul>
<p><b>Succe ss Criteri a</b></p>	<ul style="list-style-type: none"> <li>- All leaders have clear, role-specific job descriptions and understand their accountability</li> <li>- Leadership appraisal processes completed with SMART targets set and reviewed</li> <li>- Regular and purposeful leadership meetings established and embedded</li> <li>- Governors actively engaged with clear committee structure and linked roles</li> <li>- Behaviour policy and relationship strategies consistently applied across school</li> <li>- Pastoral Lead role operational with defined responsibilities and impact</li> <li>- Subject leaders producing and monitoring coherent curriculum plans and assessments</li> <li>- Leadership mentoring in place supporting SEND and other key roles</li> <li>- Data systems support timely</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership roles refined and embedded with evidence of impact on teaching and learning</li> <li>- Leadership appraisal demonstrates progress against targets and addresses development areas</li> <li>- Governors provide effective strategic oversight and challenge with regular monitoring visits</li> <li>- Behaviour and pastoral systems show improved consistency and reduced incidents</li> <li>- Subject leaders demonstrate increased expertise and curriculum ownership</li> <li>- SEND leadership ensures targeted, effective provision with measurable pupil progress</li> <li>- Leadership actively supports parental engagement and community involvement</li> <li>- Leadership-led monitoring informs continuous school improvement cycles</li> <li>- Attendance and behaviour indicators show measurable improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership structure is stable, sustainable, and responsive to school needs</li> <li>- Leadership appraisal and development embedded as part of school culture</li> <li>- Governors fully integrated in strategic leadership and accountability</li> <li>- Behaviour and pastoral provision fully embedded with positive school climate</li> <li>- Curriculum leadership drives continuous improvement and innovation</li> <li>- SEND provision is consistently high quality with strong leadership oversight</li> <li>- Leadership succession planning in place</li> <li>- Clear evidence of leadership impact on pupil outcomes and school improvement</li> <li>- Staff demonstrate ownership and leadership at all levels</li> <li>- The school is well-prepared for future challenges with strong leadership capacity</li> </ul>

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	monitoring and intervention decisions - Staff and governors report increased clarity and confidence in leadership roles	- Staff feedback indicates increased empowerment and clarity in leadership	
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### 2025/2026 Impact

Establishment of clear leadership roles and accountability will provide much-needed stability following leadership changes. Improved governance and leadership capacity will begin to address inconsistencies in curriculum implementation, behaviour management, and SEND provision. Early leadership training and appraisal will set clear expectations and targets, fostering a culture of responsibility and collaboration. This foundation will enable more effective monitoring and support for teaching quality and pupil outcomes.

### 2026/2027 Impact

Leadership capacity will deepen with refined roles and ongoing professional development, resulting in more consistent curriculum delivery and improved pupil engagement. Governors will play a stronger strategic role, enhancing accountability. Pastoral and SEND leadership will have measurable impact on behaviour, inclusion, and progress. Leadership-led data use and monitoring will enable timely interventions, reducing persistent absence and behaviour disruptions. Overall, leadership will be a key driver of school improvement.

### 2027/2028 Impact

A mature, sustainable leadership structure will be fully embedded, supporting continuous school improvement and innovation. Leadership at all levels will empower staff and governors to maintain high standards in teaching, behaviour, and curriculum. The school will demonstrate strong evidence of leadership impact on pupil attainment and wellbeing, ensuring ongoing readiness for future challenges and Ofsted inspections under the new framework.

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### Priority 3: Developing the quality of the curriculum in order to create an ambitious, progressive and engaging offer across all subjects

This priority directly addresses Edward Pauling Primary School's key improvement needs highlighted in the Ofsted inspection and the school's own improvement plan. Ofsted identified inconsistencies in curriculum delivery, especially in ensuring that pupils build strong bodies of knowledge and develop secure skills progressively. The inspection also flagged that pupils with SEND and disadvantaged pupils do not consistently achieve well due to insufficiently adapted curriculum provision. The school's improvement priorities emphasise curriculum coherence, subject leadership development, effective assessment, and professional development to raise teaching quality and pupil outcomes.

Aligning with the school's vision to foster resilience, empathy, respect, independence, courage, and ambition, this plan focuses on creating a curriculum that is broad, balanced, and carefully sequenced to build knowledge and skills progressively from EYFS through KS2. It integrates targeted professional development, leadership capacity building, and robust monitoring to ensure consistent quality and engagement across all subjects. The plan also addresses the school's diverse context, including a high proportion of EAL pupils, SEND, and pupil premium children, by embedding inclusive practises and evidence-based interventions.

Year	2025/2026 (Year 1)	2026/2027 (Year 2)	2027/2028 (Year 3)
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Finalise and fully embed coherent curriculum design in core subjects (English, Maths, Phonics) with clear progression.</li> <li>- Deliver half-termly PD focused on curriculum pedagogy, including mastery in maths and model writing.</li> <li>- Implement and monitor subject long-term plans (LTPs) and medium-term plans (MTPs), ensuring alignment with EYFS and KS1.</li> <li>- Develop and embed effective assessment systems aligned with curriculum pathways.</li> <li>- Provide targeted PD to teachers on</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate curriculum coherence across all subjects, extending beyond core to foundation subjects.</li> <li>- Refine and adapt LTPs and MTPs based on monitoring and pupil outcomes.</li> <li>- Strengthen subject leader expertise through NPQ and network participation.</li> <li>- Continue regular PD cycles focusing on curriculum delivery, assessment, and adaptive teaching.</li> </ul>	<ul style="list-style-type: none"> <li>- Achieve full curriculum implementation with consistent high-quality delivery across all subjects.</li> <li>- Demonstrate measurable improvements in pupil attainment and progress, especially in reading, writing, and maths.</li> <li>- Subject leaders fully skilled in curriculum design, pedagogy, assessment, and leadership.</li> <li>- Curriculum monitoring shows strong evidence of adaptive teaching meeting all learners' needs.</li> </ul>

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<p>differentiation, engagement, and adaptive teaching.</p> <ul style="list-style-type: none"> <li>- Embed Read Write Inc. phonics scheme consistently across EYFS and KS1.</li> <li>- Establish subject leader action plans with half-termly progress meetings and mentoring.</li> <li>- Conduct regular curriculum monitoring through learning walks, book looks, and data analysis.</li> <li>- Begin cultural capital enrichment through themed weeks, trips, and diverse curriculum content.</li> <li>- Review and improve spelling and handwriting schemes and policies.</li> <li>- Support early reading and writing development with targeted PD for EYFS and KS1 staff.</li> <li>- Promote daily story time and reading aloud to build language and comprehension.</li> <li>- Develop leadership of phonics with external consultancy and data-driven intervention.</li> <li>- Use data to identify and address gaps, especially for SEND and disadvantaged pupils.</li> <li>- Establish collaborative planning opportunities for teachers to share best practice.</li> <li>- Review and enhance home learning support for spelling and reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Fully embed foundation assessment models and use data to inform curriculum adjustments.</li> <li>- Expand cultural capital opportunities and integrate British values across subjects.</li> <li>- Monitor and evaluate impact of phonics interventions; adjust delivery as needed.</li> <li>- Enhance cross-curricular links to deepen learning and vocabulary development.</li> <li>- Increase pupil engagement through enrichment events and curriculum-led activities.</li> <li>- Further develop spelling and handwriting consistency with ongoing monitoring.</li> <li>- Strengthen early reading and writing pedagogy with coaching and peer observations.</li> <li>- Embed retrieval practice and knowledge checks in all subjects.</li> <li>- Review and improve mental maths teaching and pre-teaching strategies.</li> <li>- Continue to use data to close gaps for SEND and disadvantaged pupils.</li> <li>- Develop pupil voice initiatives linked to curriculum experiences.</li> <li>- Strengthen home-school links with workshops and resources supporting curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics and early reading provision fully embedded with sustained pupil progress.</li> <li>- Cultural capital and British values are visibly integrated and enrich pupil experiences.</li> <li>- Spelling, handwriting, and mental maths teaching are consistent and effective.</li> <li>- Pupils demonstrate improved engagement, independence, and ambition in learning.</li> <li>- Data evidences closing of attainment gaps for SEND and disadvantaged pupils.</li> <li>- Home-school partnerships actively support curriculum learning and pupil progress.</li> <li>- School self-evaluation confirms secure curriculum intent, implementation, and impact.</li> <li>- Prepare for external validation of curriculum quality through inspections or reviews.</li> </ul>
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<p><b>Succe ss Criter ia</b></p>	<ul style="list-style-type: none"> <li>- Curriculum design documents and plans are in place and used consistently by staff.</li> <li>- Staff participate in and apply learning from PD sessions.</li> <li>- Assessment systems align with curriculum and inform planning.</li> <li>- Phonics delivery is consistent with improved early reading outcomes.</li> <li>- Subject leaders produce and monitor action plans.</li> <li>- Monitoring shows improved teaching quality and curriculum coverage.</li> <li>- Increased pupil engagement and evidence of knowledge building.</li> <li>- Spelling and handwriting policies are revised and implemented.</li> <li>- Data identifies gaps and interventions are in place.</li> <li>- Positive feedback from staff on curriculum support and PD.</li> <li>- Early signs of improved pupil outcomes in core subjects.</li> <li>- Parents receive clear information about curriculum and home support.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum coherence evident across subjects with documented adaptations.</li> <li>- Subject leader capacity strengthened and visible in leadership activities.</li> <li>- PD leads to improved differentiation and engagement in lessons.</li> <li>- Assessment data shows improved pupil progress and closing gaps.</li> <li>- Phonics and reading interventions reduce the number of pupils behind.</li> <li>- Cultural capital activities are embedded and valued by pupils and staff.</li> <li>- Spelling and handwriting implementation monitored and refined.</li> <li>- Pupil voice reflects positive attitudes towards curriculum.</li> <li>- Home-school engagement activities increase parental support.</li> <li>- Monitoring evidences consistent curriculum delivery.</li> <li>- Pupils demonstrate secure knowledge and skills in assessments.</li> <li>- Staff report confidence in curriculum delivery and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum fully embedded with consistent high-quality teaching demonstrated.</li> <li>- Measurable improvements in attainment and progress in reading, writing, maths.</li> <li>- Subject leaders demonstrate expertise in curriculum leadership.</li> <li>- Monitoring and evaluation evidence strong impact on pupil outcomes.</li> <li>- Phonics outcomes meet or exceed local and national benchmarks.</li> <li>- Cultural capital and values visibly enrich curriculum and pupil experience.</li> <li>- Spelling and handwriting teaching consistently applied with positive outcomes.</li> <li>- Pupil engagement and independence are high.</li> <li>- Attainment gaps for SEND and disadvantaged pupils are reduced.</li> <li>- Parents actively engaged and collaborative in supporting learning.</li> <li>- School self-evaluation and external reviews confirm curriculum quality.</li> <li>- School reputation strengthened in the local community.</li> </ul>
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### **2025/2026 Impact**

Establish a strong foundation by embedding a coherent and progressive curriculum in core subjects, strengthening subject leadership, and improving assessment practises. Early reading and phonics provision will become more consistent, supporting better outcomes for all pupils, especially SEND and disadvantaged groups. Professional development will begin to raise teacher confidence and capability in curriculum delivery.

### **2026/2027 Impact**

Curriculum coherence will extend across all subjects with strengthened subject leadership and more refined planning informed by robust data. Teaching quality will improve with targeted PD and adaptive strategies. Pupils will experience richer cultural capital and increased engagement. The gap between disadvantaged/SEND pupils and their peers will narrow as interventions take effect. Home-school partnerships will be more active in supporting learning.

### **2027/2028 Impact**

The school will demonstrate a fully embedded, ambitious, and engaging curriculum that consistently delivers high-quality education. Subject leaders will be confident experts driving continual improvement. Pupils will make strong progress, especially in reading, writing, and maths, with attainment gaps significantly reduced. The curriculum will reflect the school's values and diversity, enriching pupils' experiences and readiness for the next stage of education. The school will be well positioned for successful external validation and sustained improvement.

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### Priority 4: To ensure the Early Years Foundation Stage (EYFS) provision offers a high-quality curriculum and nurturing environment that effectively supports children's development and readiness for the transition to the next stage of their education

This priority directly supports the school's overarching improvement goals by focusing on high-quality teaching and learning from the earliest stage, addressing key Ofsted concerns about consistency in curriculum delivery, early reading and communication skills development. The EYFS strategy aligns with the school's values of resilience, empathy, independence, and ambition by nurturing children's personal, social, and academic growth in a supportive environment. Given the school's diverse, socially and linguistically complex context (51% EAL, 21% SEND, and significant pupil premium population), strengthening EYFS provision will build a strong foundation to improve overall attainment and readiness for KS1, thereby contributing to improved outcomes across the school.

The recent Ofsted report highlights strengths in early years provision but also identifies areas for further development, such as embedding phonics consistently and improving assessment to identify barriers early. This plan aligns with the school improvement priorities around teaching quality, curriculum coherence, and leadership capacity, ensuring that EYFS leaders and staff receive targeted professional development and that the environment and curriculum are optimally designed to meet children's needs.

Academic Year	2025/2026 (Year 1)	2026/2027 (Year 2)	2027/2028 (Year 3)
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Revise and implement EYFS long-term plan (LTP) with clear progression in all 7 learning areas.</li> <li>- Audit and enrich book choices and vocabulary development linked to lived experiences.</li> <li>- Redesign planning templates to include clear learning intentions, key vocabulary, and scaffolding questions.</li> <li>- Implement a refined baseline assessment system focusing on barriers to learning and school readiness.</li> <li>- Provide targeted PD for EYFS staff on high-</li> </ul>	<ul style="list-style-type: none"> <li>- Continue enhancement of EYFS LTP based on assessment data and feedback.</li> <li>- Fully implement environmental improvements to maximise independent exploration and mark making.</li> <li>- Develop leadership capacity within EYFS through mentoring and leadership training.</li> <li>- Refine assessment and tracking systems to monitor progress of all groups, with a focus on PPG and SEND.</li> <li>- Strengthen phonics leadership and delivery with ongoing coaching and data review.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete embedding of all revised EYFS curriculum and policies.</li> <li>- Establish EYFS as a centre of excellence within the school, sharing good practice across phases.</li> <li>- Demonstrate improved outcomes in early reading, writing, and mathematics through robust data.</li> <li>- Ensure smooth transition processes with KS1, evidenced by reduced learning gaps.</li> <li>- Sustain high levels of parental engagement and satisfaction.</li> </ul>

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Academic Year	2025/2026 (Year 1)	2026/2027 (Year 2)	2027/2028 (Year 3)
	<p>quality interactions, modelling talk, and early reading/writing pedagogy.</p> <ul style="list-style-type: none"> <li>- Fully embed the RWI phonics programme with coaching and data-driven intervention.</li> <li>- Conduct an audit of indoor and outdoor learning environments; begin improvements based on best practice visits.</li> <li>- Develop EYFS induction programme and strengthen communication with parents through Tapestry and workshops.</li> <li>- Embed exceptional needs mapping and targeted interventions for PPG and SEND children.</li> <li>- Introduce regular monitoring through observations, learning walks, and assessment data reviews.</li> <li>- Align EYFS curriculum with KS1 to ensure smooth transitions.</li> <li>- Introduce weekly cooking sessions for PSED and physical development.</li> <li>- Launch parent workshops to support early literacy and numeracy at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Expand parental engagement activities, including stay and play sessions and targeted support workshops.</li> <li>- Maintain and deepen alignment with KS1 curriculum and assessment.</li> <li>- Review and update EYFS policies to reflect evolving best practice.</li> <li>- Embed vocabulary-rich continuous provision strategies.</li> <li>- Monitor and evaluate impact of early interventions and adjust provision accordingly.</li> <li>- Facilitate peer observations and best practice sharing within EYFS and across the school.</li> <li>- Continue regular data-informed progress meetings focusing on EYFS cohorts.</li> <li>- Continue to embed cultural capital opportunities through trips, visitors, and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate impact of environmental improvements and refine as needed.</li> <li>- Provide ongoing professional development to maintain and enhance teaching quality.</li> <li>- Use data to identify emerging needs early and adjust provision.</li> <li>- Celebrate and share EYFS successes internally and externally.</li> <li>- Conduct a full review of EYFS provision to plan next phase of development.</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>- Revised EYFS LTP fully implemented and understood by all staff.</li> <li>- Baseline assessments completed and used to inform targeted support.</li> <li>- Staff demonstrate improved confidence and</li> </ul>	<ul style="list-style-type: none"> <li>- EYFS environment fully optimised for all areas of learning.</li> <li>- Data shows improved progress and attainment in communication, literacy, and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>- EYFS outcomes meet or exceed local and national benchmarks.</li> <li>- Leadership in EYFS recognised as a model for other phases.</li> <li>- Parental satisfaction and involvement</li> </ul>

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Academic Year	2025/2026 (Year 1)	2026/2027 (Year 2)	2027/2028 (Year 3)
	<p>skill in delivering early reading, writing, and phonics.</p> <ul style="list-style-type: none"> <li>- Learning environments enhanced to encourage independence and engagement.</li> <li>- Strong parental engagement evidenced by attendance at workshops and Tapestry use.</li> <li>- Progress of PPG and SEND children tracked and showing improvement.</li> <li>- Positive feedback from learning walks, observations, and leadership monitoring.</li> <li>- Clear alignment between EYFS and KS1 curriculum.</li> <li>- Increased consistency in high-quality adult-child interactions.</li> <li>- Weekly cooking sessions embedded and supporting PSED development.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership capacity in EYFS strengthened with clear role definitions.</li> <li>- Parental engagement sustained and expanded.</li> <li>- Phonics delivery is consistent and effective across EYFS.</li> <li>- Assessment and intervention systems are embedded and effective.</li> <li>- Staff confidently apply revised EYFS policies and planning formats.</li> <li>- Evidence of children’s increased vocabulary and communication skills.</li> <li>- Transition arrangements with KS1 are smooth and effective.</li> <li>- Cultural capital opportunities are embedded in curriculum experiences.</li> </ul>	<p>remain high.</p> <ul style="list-style-type: none"> <li>- Data-driven approach ensures early identification and support of children’s needs.</li> <li>- Continuous improvement culture established within EYFS.</li> <li>- Strong transition outcomes to KS1 with minimal learning disruption.</li> <li>- Environmental audits show sustained quality and adaptability.</li> <li>- Staff maintain high-quality teaching and ongoing professional development.</li> <li>- EYFS provision positively impacts overall school improvement priorities.</li> </ul>

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## **2025/2026 Impact**

- Establishment of a coherent, well-sequenced EYFS curriculum aligned to school values and priorities.
- Improved staff knowledge and confidence in early reading, phonics, and communication development.
- Enhanced learning environments and stronger parental partnerships supporting children's development.
- Early identification and targeted support for vulnerable groups improving readiness for KS1.

## **2026/2027 Impact**

- Fully embedded curriculum and environment improvements resulting in measurable progress gains for EYFS children.
- Strengthened EYFS leadership driving continuous improvement and alignment with whole-school priorities.
- Increased parental engagement and community involvement in early years learning.
- Consistent, high-quality phonics teaching reducing gaps in early literacy.

## **2027/2028 Impact**

- EYFS provision recognised as a centre of excellence contributing to overall school improvement.
- Sustained high attainment and progress in early reading, writing, and mathematics.
- Seamless transition to KS1 with children well-prepared academically and socially.
- A culture of continuous professional development and reflective practice firmly established in EYFS.

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### Priority 5: Enhance Parental Engagement and Community Involvement

The priority to enhance parental engagement and community involvement directly supports the school's overarching improvement priorities, particularly in strengthening leadership capacity (Priority 2) and improving the quality of education and curriculum delivery (Priority 3). Parental engagement is a critical lever for raising children's attainment and supporting the school vision values such as being Ambitious, Resilient, and Empathetic. The recent Ofsted inspection highlighted positive relationships with parents but also noted areas where improved communication and involvement could better support children's learning and behaviour. This strategic plan aims to build strong home-school partnerships to foster a supportive learning community, improve parental understanding of curriculum and behaviour expectations, and increase community links, which will collectively contribute to improved leadership, quality of education, and pupil outcomes over three years.

Year	2025/2026	2026/2027	2027/2028
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Refresh and regularly publish an engaging newsletter with contributions from phase leaders, sharing curriculum highlights, events, and pupil achievements.</li> <li>- Launch and maintain active school social media accounts to share learning, events, and celebrate successes.</li> <li>- Refresh and enrich the school website with galleries and curriculum information.</li> <li>- Organise regular Friday achievement assemblies inviting parents.</li> <li>- Establish a working group to plan and deliver parental workshops focused on literacy and numeracy support at home.</li> <li>- Develop simple, accessible home learning resources linked to RWI, Spelling Shed, and Maths.</li> <li>- Pilot stay and play sessions in EYFS and KS1.</li> <li>- Increase community events (seasonal fairs, cultural celebrations) to build wider engagement.</li> <li>- Establish class parent representatives and a parent</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate and refine newsletter, social media, and website content based on parent feedback.</li> <li>- Expand parental workshops to include behaviour management strategies and supporting SEND children.</li> <li>- Embed stay and play sessions as a regular feature with increased parental attendance.</li> <li>- Strengthen parent forum role in school improvement discussions.</li> <li>- Develop and promote volunteering opportunities for parents in school events and learning support.</li> <li>- Use feedback from parental engagement to inform school policies and curriculum development.</li> <li>- Increase partnership working with local community organisations to</li> </ul>	<ul style="list-style-type: none"> <li>- Fully embed a culture of parental engagement integrated within school improvement cycles.</li> <li>- Maintain high participation levels in workshops, forums, and school events.</li> <li>- Parents actively contribute to curriculum and behaviour policy reviews.</li> <li>- Establish a sustainable model for parental volunteering supporting learning and extracurricular activities.</li> <li>- Continue to foster strong community links that support pupil cultural capital and enrichment.</li> <li>- Regularly monitor and report on impact of parental engagement on pupil outcomes and school environment.</li> <li>- Celebrate successes of partnership working through awards and public</li> </ul>

# Three Year Plan

Year	2025/2026	2026/2027	2027/2028
	<p>forum to facilitate two-way communication and feedback.</p>	<p>enrich learning experiences. - Develop an annual calendar of community and family engagement events. - Use digital platforms to enhance regular sharing of pupil progress and school news.</p>	<p>recognition. - Use parental feedback to drive ongoing school improvement initiatives.</p>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>- Increased parental attendance at assemblies and workshops.</li> <li>- Positive parent feedback on communication channels.</li> <li>- Active and engaged parent forum with regular meetings and input.</li> <li>- Social media and website show regular, meaningful content updates.</li> <li>- Parent reps established in all classes.</li> <li>- Community events well attended and positively evaluated.</li> <li>- Staff report improved parental support for home learning.</li> <li>- Early signs of improved pupil engagement linked to parental involvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Sustained or increased parental participation in workshops and forums.</li> <li>- Evidence of parent input influencing school policies and curriculum.</li> <li>- Increased parent volunteering in school activities.</li> <li>- Enhanced community partnerships contributing to enrichment opportunities.</li> <li>- Improved home learning support reported by staff and parents.</li> <li>- Positive trends in pupil behaviour and attendance linked to parental engagement.</li> <li>- Parent satisfaction surveys show growth in trust and partnership.</li> </ul>	<ul style="list-style-type: none"> <li>- Parental engagement fully embedded in school culture and governance.</li> <li>- Demonstrable impact of parental involvement on pupil progress and wellbeing.</li> <li>- Strong, sustainable community-school partnerships.</li> <li>- High levels of parental trust and collaboration.</li> <li>- Positive OFSTED feedback regarding parental engagement.</li> <li>- Regular reporting of parental engagement outcomes to governors and stakeholders.</li> <li>- Evidence of parental contribution to school improvement planning.</li> </ul>

## Three Year Plan

### **2025/2026 Impact**

The school will establish clear, accessible, and attractive communication channels with parents and carers, increasing their understanding of and involvement in their children's education. Early engagement activities will build trust and begin to foster a collaborative culture. Increased parental presence at school events and workshops will support children's learning and behaviour improvements, laying a strong foundation for future progress.

### **2026/2027 Impact**

Parental engagement will deepen, with parents actively contributing to school decision-making and supporting learning at home more effectively. The school will benefit from increased volunteer support and stronger community links, enriching the curriculum and pupil experiences. Feedback loops will ensure that parental views shape school policies and practises, enhancing school leadership and culture.

### **2027/2028 Impact**

Parental engagement will be fully embedded as a core strength of the school, integral to leadership, curriculum development, and community cohesion. The school will demonstrate measurable improvements in pupil outcomes and wellbeing linked to sustained parental and community involvement. The partnership between home, school, and community will be a key driver of the school's ongoing success and reputation.