



Our Vision	<i>Our children leave Snitterfield curious, inspired, with a sense of their own self-worth and contribute positively to society.</i>					
Our Values	Community Awareness	Curiosity	Honesty	Respect	Reflection	Resilience
Priority						
1. Improve communication in relation to SEND						
2. Ensure nursery and school priorities and policies are aligned						
3. Develop outdoor learning and holistic approach through Forest School Sessions across all year groups						
4. Develop effective assessment for learning to ensure learning moves forwards and children make at least good progress						
5. Embed and improve maths across mixed aged classes to improve attainment and progress across cohorts						
6. Effective and consistent management of all behaviour needs						
7. Ensure policies are relevant and followed by staff						



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<b>Year 1</b>	<b>Year 2</b>			<b>Year 3</b>		
Improve communication in relation to SEND	Embed Monitoring points and communication improvements			Using Parent voice, ensure best practice in place		
Ensure nursery and school priorities and policies are aligned	Continue to consolidate the work on policies and procedures so transitions are seamless			Dependent on WCC timelines, Nursery to have a new building		
Develop outdoor learning and holistic approach through Forest School Sessions across all year groups	Forest School opportunities embedded and benefitting children			Train up new leader or assistant leader across school and nursery		
Develop effective assessment for learning to ensure learning moves forwards and children make at least good progress	Embed effective assessment for learning			Potential review depending on government reviews of curriculum		
Embed and improve maths across mixed aged classes to improve attainment and progress across cohorts	Continue to embed to ensure good progress and attainment – more GDS			Potential review depending on government reviews of curriculum		
Effective and consistent management of all behaviour needs	Using information from PINS project, update and inform behaviour management strategies			Embed consistency		
Ensure policies are relevant and followed by staff	Continue to review and update policies and ensure staff know and follow them.					



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<b>Key Priority: Improve communication in relation to SEND in line with Ofsted improvement point (2024)</b>						
<b>How the KP will be achieved</b>	<b>When this will be monitored</b>	<b>Who is responsible</b>	<b>Allocation of finance and resources</b>	<b>Staff meeting discussion and review</b>	<b>Intended outcome</b>	
Carry out a parent survey/ audit to find preferred method for communication	Send in September and draw up communication plan accordingly	Headteacher SENDCo			Parents will have information available in the format most suitable	
Parents will receive regular updates in relation to the progress of their children against PLP and EHCP targets	Termly in relation to PLP and in addition to the annual EHCP review	Class Teachers and SENDCo	Meeting times at review dates to be covered internally by either SENDCo or other staff		Parents understand the targets their child is working towards and the progress made	
Teachers will know which agencies are involved with each of their pupils and when there will be assessments	Half termly	SENDCo to keep an up to date online diary so all staff can access it. SENDCo now in staff meetings to share information weekly	Additional 10 minutes at the start of the weekly meeting to share details.		Teachers can answer questions from parents confidently in a timely manner	
Teachers will have access to all reports relevant to the pupils in their class	After specialist support or reports have been commissioned they will be shared via email and put onto the shared OneDrive	SENDCo to inform class teachers reports are ready and to provide a quick summary to support early interventions	Cost of specialist services		All reports will be shared electronically via the shared OneDrive and teachers notified by email that a report has been completed	
TAS will be kept well informed and	At least termly through PLP target reviews	Class teachers (as line managers) to share	Time before school starts, break times and		Pupils will be supported in the most appropriate	



understand the pupils' needs and targets they work with		information with TAs, including summary of reports and plans for interventions and targets pupils will work towards.	longer agreed meetings if necessary. Class cover can be arranged if necessary.		manner as early as possible.
Staff to know exact dates for PLP reviews and for sending new ones home	Termly at review time	SENDCo, headteacher to advise staff of when reviews will take place and deadlines for new PLPs	Staff meeting time allocated to write new PLPs. SENDCo to cover classes during parent review meetings		Communication is timely and consistently presented to support parent and pupil engagement and understanding.



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All staff TUPE over to WCC contracts	July 2025 and September 2025	Headteacher Nursery trustees School office manager	Headteacher time to hold 1:1 meetings and liaise with staff and HR to ensure all questions answered. Nursery to cover any additional service costs from WES.		Staff unified under WCC Contracts	
HR & Payroll set up to accommodate “new” staff	July 2025 and September 2025	Headteacher Nursery trustees School office manager	School Office Manager time to input onto system. HR time to set up Payroll accounts. Nursery to cover any additional service costs from WES.		Staff on school and WCC HR and Payroll and receive their salaries at the correct time and reflective of their contracts.	
New Fund and coding set up on school’s finance system to ensure nursery assets are kept separate from schools and can be separately accounted for	CIO to agree transfer of assets and staff added to payroll and HR. Completed ready for September 1 <sup>st</sup> .	School office manager Headteacher Nursery trustees	The additional cost of purchasing the “enhanced finance package” from WES to be met by Nursery funds.		Accounting systems correctly set up so that separation of funding is transparent and nursery costs and income can be correctly accounted for and	



					independently reported to governors.
EYFS leader to become trustee of the nursery					
Curriculum to be developed to reflect skills required in Nursery	Monitored at half termly intervals to check coverage and cohesion	EY lead and nursery manager and staff	EY lead to have an extra afternoon's PPA to allow time to develop. Covered by PGTA apprentice		Children develop skills as per the nursery curriculum in a planned and progressive manner
Reception curriculum to show cohesion with links to outdoor learning opportunities particularly forest school	Monitored at half termly intervals to check coverage and cohesion	EY lead and Headteacher. EY governors to have oversight.	EY lead to have an extra afternoon's PPA to allow time to develop. Covered by PGTA apprentice		Reception children will engage with Forest School, developing their risk taking, embracing nature and understanding the world around them.
Nursery staff join school staff for INSET and relevant training sessions including JIGSAW – maths mastery if selected	September INSET, Twilight safeguarding and other opportunities throughout the year	Headteacher and EY lead.	Nursery staff who do not work 39 weeks will be paid for their attendance at training days.		Nursery staff have regular up to date CPD and the quality of teaching and learning improves.
SENDCo and DSLs share information and expertise to support more vulnerable pupils	End of each term	SENDCo from school and nursery and DSL from both			vulnerable pupils are supported and early intervention in place to be as effective as possible.
Planned shared experiences linked to curriculum for reception and nursery	End of each term/ theme	EY lead and nursery manager	EY lead to have an extra afternoon's PPA to allow time to develop. Covered by PGTA apprentice		Children enjoy an enriched curriculum experiencing things to develop an expanded cultural capital.



Opportunities to combine with FOSS	After Foss events, check take up and engagement form nursery families	FOSS, headteacher, EY lead and nursery manager	often out of school hours		additional money raised to support enrichment opportunities for ALL children, including nursery children.
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Finalise all risk assessments	September	RS	RS to spend time during school holidays completing		Risk assessments will be shared with staff and Forge Learning to complete qualification	
Completion of the paperwork and portfolio documents for Forest School Leader qualification	By November	RS	RS to spend time during school holidays completing		Paperwork shared with Forge Learning to complete qualification	
RS to timetable each separate year group to have 6 weeks of 1.5 hours of Forest School each week.	Observations and finalisation of qualification between September and February Each Year group covered.	RS and Forge Learning Tutors	RS teaching time allowance. Additional resources to be paid for out of PE Premium		Children will engage with the outside curriculum and experience opportunities that the classroom cannot provide. Improved wellbeing and mental health for the pupils	
PPA cover for Reception class will secure a good start in Forest School principles but link to EYFS UTW curriculum	End of each half term delivered	RS and MF (highlighting aspects to be covered)	RS teaching time allowance. Any additional resources funded through Sport Premium		Reception children will engage with Forest School, developing their risk taking, embracing nature and	





					understanding the world around them.
Nursery staff to be upskilled through support and observation of and within the sessions	Across the year, staff to accompany school sessions on Friday afternoons (reception) to observe and take ideas to use with Nursery children	RS and LR and other staff as appropriate	Possibility of staff to undertake the Forest School assistant training. money through Sport Premium so long as staff member supports school sessions.		Nursery Outdoor education is of a better quality with consistency of delivery.
Staff to continue to develop learning outside the classroom in other curricular areas	Every half term and through assembly awards on every fourth Friday	ALL staff	cost neutral – part of general curriculum therefore no additional expenses foreseen		Children experience learning in a range of environments.



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INSET training and follow up CPD to really explore what AFL is and can look like	September INSET launch	RS to lead general training Subject leads to delivery subject specific CPD to upskill staff in AFL	INSET training Possibility of external expert delivery?		Staff all understand what effective AFL looks like and how to manage the classroom in order to maximise opportunities.	
Revisit marking and feedback policy and combine/ consider the relevance of assessment weeks and what they tell us about learning	September INSET and follow up staff meetings. Data points after each term followed up in PP meetings.	All staff. PP meetings held with RS and SENDCo	Cover for class teachers when PP meetings occur.		Staff will utilise different AFL techniques and practices so that learning can move forward	
Lesson observations focus on AFL	Termly lesson observations. Feedback shared with staff in a timely manner	RS to observe and monitor	Cover for class teachers when feedback is delivered		Celebration of good practice, support available where AFL is weaker.	
Book looks will support CPD needs and highlight good practice	Termly book looks. Feedback shared with staff in a timely manner	RS and subject leaders to monitor. Governors to understand the process.	Cover for class teachers when feedback is delivered		AFL is evidenced and children's learning is moved forward.	



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CPD and guidance for staff on how to implement the White Rose scheme of learning	Early September - Staff audit to determine need/ confidence and from this CPD to be targeted and support offered. Half termly monitoring of the delivery of the scheme.	RS and Maths subject leader to administer the audit and Maths lead to determine level of support and provide.	Maths lead to have an extra hour of PPA/ subject leader time to prepare and plan.		Staff confidence in covering mixed class learning improves. Children's outcomes improve, particularly within GDS	
Reduce the use of worksheets to enable pupils to demonstrate learning and remove glass ceilings	Throughout the year and during specific book look times.	RS and Maths subject leader to support class teachers	Maths lead to have an extra hour of PPA/ subject leader time to monitor and provide feedback to staff.		Less worksheets are used and pupils evidence increased reasoning and understanding taking beyond EXS	
Engagement in Jigsaw EEF research, or as a control school – use of data to support teaching and learning in Early Years	Timeline led by EEF research programme if school chosen to participate. Monitored by EEF and the Jigsaw team	EY leader and maths Leader	Cost of engagement in the project £ Time for EY leader and TAs to engage with CPD		Increased confidence in teaching early number and outcome for EYFS pupils	



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Staff will use consistent approaches across their classes always deploying the behaviour policy	Termly, collection of behaviour logs, conversations with parents for monitoring to see if there are patterns of behaviour emerging	All staff	CPD training as part of INSET to insure all staff included, including MDS		The consistent approach will lead to less behaviour incidents at different times of the day as all staff will deal in the same manner.	
Behaviour policy is revisited and stakeholders' opinions considered.	Termly, collection of behaviour logs, conversations with parents for monitoring to see if there are patterns of behaviour emerging	All staff	CPD training as part of INSET to insure all staff included, including MDS		The consistent approach will lead to less behaviour incidents at different times of the day as all staff will deal in the same manner.	
Engagement with the PINS project will upskill teachers and TAs in dealing with neurodiverse children.	Specific timeline for monitoring as set by PINS project leaders	RS and SENDCo liaise with PINS development team and ensure all staff engage in selected CPD	No cost to school financially but CPD time needs to be built into whole school staff CPD planning		Neuro diverse children will be fully included and supported to engage in all learning and with improved behaviour.	



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Review of current policies in place	September and each half term	Headteacher Office Manager Governing Body	Time from headteacher and Office Manager		Statutory policies all in place and published via website as necessary Local policies are the most recent version and still relevant
Design Microsoft Form to enable collection of responses that Policy has been read	As and when new policies are shared (or existing ones that need proof of reading)	Headteacher	Time from headteacher and Office Manager		Staff understand what policies are in place and follow them
Update the shared OneDrive to ensure all relevant policies are available to staff	September and monitor as and when policies written/ updated	Headteacher Office Manager	Time from headteacher and Office Manager		Staff able to access policies for reference at all times

