

2025/2026

*Risby CEVC Primary School Development Plan*



*Believe. Grow. Shine.*

# Curriculum & Teaching

Needs Attention	Expected Standard	Strong Standard	Exceptional
<p>Curriculum and teaching are likely to be graded 'needs attention' when the expected standard has not been met. This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> <li>-Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group.</li> <li>-Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li> <li>-Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs.</li> </ul>	<p>Curriculum and teaching meet the 'expected standard' when all the following apply:</p> <ul style="list-style-type: none"> <li>-Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.</li> <li>-Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.</li> <li>- Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.</li> <li>-Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. -Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.</li> <li>-Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.</li> <li>-Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.</li> <li>-Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.</li> </ul>	<p>Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <ul style="list-style-type: none"> <li>-Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.</li> <li>-Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.</li> <li>-Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.</li> <li>-Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs. The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils.</li> </ul>	<p>Inspectors may consider leaders' work in curriculum and teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply:</p> <ul style="list-style-type: none"> <li>-Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful.</li> <li>-Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success.</li> <li>-There are no significant areas for improvement that leaders have not already prioritised</li> </ul> <p><b>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</b></p> <ul style="list-style-type: none"> <li>-Support improvement across all aspects of their own school and/or group;</li> <li>-Share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks.</li> </ul>

Action	Intention	Implementation: Lead	Impact: Monitoring
Improve writing outcomes following 2024-25 outcomes which were lower than expected.	Continue to embed 'The Write Stuff' across the school to improve its implementation, moderate impact and provide support for teachers where needed.	SLT and Writing Subject Leader	Headteacher Governor for Writing

Action	Intention	Implementation: Lead	Impact: Monitoring
Adapt the curriculum to incorporate statutory changes arising from the 2025 Curriculum & Assessment Review	Legal requirement	SLT	SLT

Action	Intention	Implementation: Lead	Impact: Monitoring
Timetable subject-led staff meetings each year to provide a forum in which teachers can discuss implementation and impact of curriculum	Subject leaders and teachers will meet to collaborate on the intent, implementation and impact of the curriculum. This is a non-judgmental setting to provide support teachers need to feel secure in subject-knowledge and ensure subject leaders can adapt the curriculum as needed.	SLT & Subject Leaders	SLT Governors with subject-specific responsibilities

Action	Intention	Implementation: Lead	Impact: Monitoring
Join the West Suffolk Soft Federation	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors

# Achievement

Needs Attention	Expected Standard	Strong Standard	Exceptional
<p><b>Achievement is likely to be graded ‘needs attention’ when the ‘expected standard’ has not been met. This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>-Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement.</li> <li>-Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li> <li>-Pupils’ attainment and progress are inconsistent or not as good as they need to be over time.</li> <li>-Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. However, currently, a significant minority of these pupils do not achieve well from their starting points.</li> </ul>	<p><b>Achievement meets the ‘expected standard’ when all the following apply:</b></p> <ul style="list-style-type: none"> <li>-On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.</li> <li>-Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils’ foundational knowledge or skills are closing quickly.</li> <li>-On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.</li> <li>-Disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.</li> </ul>	<p><b>Achievement meets the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.</li> <li>-Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.</li> <li>-All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training</li> </ul>	<p><b>Inspectors may consider leaders’ work in achievement to be ‘exceptional’ when the ‘strong standard’ has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available).</li> <li>-Leaders’ actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school’s disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally.</li> <li>-There are no significant areas for improvement that leaders have not already prioritised</li> </ul>

Action	Intention	Implementation: Lead	Impact: Monitoring
Improve writing outcomes following 2024-25 outcomes which were lower than expected.	Continue to embed 'The Write Stuff' across the school to improve its implementation, moderate impact and provide support for teachers where needed.	SLT and Writing Subject Leader	Headteacher Governor for Writing

Action	Intention	Implementation: Lead	Impact: Monitoring
Timetable subject-led staff meetings each year to provide a forum in which teachers can discuss implementation and impact of curriculum	Subject leaders and teachers will meet to collaborate on the intent, implementation and impact of the curriculum. This is a non-judgmental setting to provide support teachers need to feel secure in subject-knowledge and ensure subject leaders can adapt the curriculum as needed.	SLT & Subject Leaders	SLT Governors with subject-specific responsibilities

Action	Intention	Implementation: Lead	Impact: Monitoring
Introduce a combined assessment methodology covering Reading, Writing and Maths	To address the lower than average writing outcomes staff will be asked to assess pupils combined RWM rather than focussing on subject-specific attainment and progress.	SLT	SLT

Action	Intention	Implementation: Lead	Impact: Monitoring
Staff training on use of assessment by utilising the LA Lead Officer for assessment	Ensure that all assessment methodologies are utilised (formative and summative) to ensure teachers are able to adapt teaching and lessons for all pupils	SLT	SLT

Action	Intention	Implementation: Lead	Impact: Monitoring
Join the West Suffolk Soft Federation	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors

# Attendance & Behaviour

Needs Attention	Expected Standard	Strong Standard	Exceptional
<p><b>Attendance and behaviour are likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>-Leaders have appropriate ambitions and/or expectations for pupils' attendance, behaviour and attitudes, but weaknesses or inconsistencies in practice mean that these have a limited impact on pupils or a particular group of pupils.</li> <li>-Leaders have only recently started to take action to improve pupils' attendance, behaviour and/or attitudes. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li> <li>-Support for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is not improving their attendance, behaviour and/or attitudes to learning. Support is not adapted to keep up with pupils' changing circumstances.</li> </ul>	<p><b>Attendance and behaviour meet the 'expected standard' when all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.</li> <li>-Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.</li> <li>-Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.</li> <li>-Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.</li> <li>-Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.</li> <li>-Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.</li> <li>-Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.</li> <li>-Overall attendance is broadly in line with national averages or shows an improving trend over time.</li> <li>-Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.</li> <li>-Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those <b>who</b> are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well-chosen and targeted.</li> </ul>	<p><b>Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.</li> <li>-Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.</li> <li>-Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.</li> <li>-The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.</li> <li>-Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.</li> </ul>	<p><b>Inspectors may consider leaders' work in attendance and behaviour to be 'exceptional' when the 'strong standard' has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results.</li> <li>-Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life.</li> <li>-There are no significant areas for improvement that leaders have not already prioritised</li> </ul>

Action	Intention	Implementation: Lead	Impact: Monitoring
Embed a therapeutic approach to behaviour across the school	The school is building on its current behaviour policy to embed an environment where positive behaviour is taught, modelled and celebrated. The behaviour plan is a reflection of its Christian values.	SLT	SLT Parent Governors

Action	Intention	Implementation: Lead	Impact: Monitoring
Embed the Zones of Regulation in Reception and Year 3	To teach children self-regulation skills to help them manage their emotions.	EYFS & KS1 Co-ordinator & Year 3 teachers	SLT

Action	Intention	Implementation: Lead	Impact: Monitoring
Develop a strategy to address persistent and severe lateness	To reduce persistent absenteeism and address severe lateness, particularly where this affects teaching and learning for vulnerable children.	SLT	SLT Governors to monitor attendance data

Action	Intention	Implementation: Lead	Impact: Monitoring
Join the West Suffolk Soft Federation	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors

# Personal Development and Well-Being

Needs Attention	Expected Standard	Strong Standard	Exceptional
<p>Personal development and well-being are likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> <li>-Leaders have appropriate ambitions for pupils' personal development and well-being but weaknesses or inconsistencies in practice have a negative impact on pupils in general or on a particular group.</li> <li>-Leaders have only recently started to take action to improve pupils' personal development and well-being. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li> <li>-Leaders have considered pupils' needs when developing the personal development programme, but it is not well matched to, or does not keep up with, their evolving circumstances.</li> </ul>	<p>Personal development and well-being meet the 'expected standard' when all the following apply:</p> <ul style="list-style-type: none"> <li>-A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.</li> <li>-The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.</li> <li>-Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.</li> <li>-Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.</li> <li>-Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.</li> <li>-The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.</li> </ul>	<p>Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <ul style="list-style-type: none"> <li>-Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.</li> <li>-Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.</li> <li>-Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.</li> <li>-The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.</li> <li>-Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.</li> </ul>	<p>Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply:</p> <ul style="list-style-type: none"> <li>-Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school.</li> <li>-Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils are now able to thrive in school and beyond the school.</li> <li>-There are no significant areas for improvement that leaders have not already prioritised.</li> </ul>

Action	Intention	Implementation: Lead	Impact: Monitoring
Embed the Zones of Regulation in Reception and Year 3	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors

Action	Intention	Implementation: Lead	Impact: Monitoring
Join the West Suffolk Soft Federation	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors

Action	Intention	Implementation: Lead	Impact: Monitoring
Create a prayer and well-being space	To meet next steps highlighted in SIAMS inspection.	SLT Reverend Nicola	SLT Reverend Nicola

# Inclusion

Needs Attention	Expected Standard	Strong Standard	Exceptional
<p><b>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>-Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being.</li> <li>-Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils.</li> <li>-Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being.</li> </ul>	<p><b>Inclusion meets the 'expected standard' when all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</li> <li>-Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.</li> <li>-Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.</li> <li>-Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.</li> <li>-The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.</li> <li>-Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.</li> <li>-Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked-after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.</li> <li>-Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.</li> </ul>	<p><b>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</li> <li>-Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions.</li> <li>-Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</li> </ul>	<p><b>Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils.</li> <li>-Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life and have ensured that they feel they belong within the school community.</li> <li>-There are no significant areas for improvement that leaders have not already prioritised.</li> </ul> <p><b>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</b></p> <ul style="list-style-type: none"> <li>-Support improvement across all aspects of their own school and/or group;</li> <li>-Share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks.</li> </ul>

Action	Intention	Implementation: Lead	Impact: Monitoring
Embed the Zones of Regulation in Reception and Year 3	To teach children self-regulation skills to help them manage their emotions.	EYFS & KS1 Co-ordinator & Year 3 teachers	SLT

Action	Intention	Implementation: Lead	Impact: Monitoring
Develop and introduce a Universal Offer	Working with SES a Universal Offer will be implemented which sets out the school's commitment to delivering a provision of high quality teaching for all pupils	SLT	SLT Parent Governors

Action	Intention	Implementation: Lead	Impact: Monitoring
Join the West Suffolk Soft Federation	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors

# Leadership and Governance

Needs Attention	Expected Standard	Strong Standard	Exceptional
<p>Leadership and governance are likely to be graded 'needs attention' when the 'expected standard has not been met. This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> <li>-Leaders have a broad awareness of the school's strengths and areas for development, but their actions lack precision and/or do not identify the underlying causes of any weakness and/or have unintended consequences for pupils or particular groups of pupils.</li> <li>-Leaders' actions to bring about improvement are largely focused on the right areas, but do not lead to improvement quickly enough.</li> <li>-Governors/trustees understand their broad roles and responsibilities but do not typically support and/or challenge leaders well. Their approaches to assuring themselves of the impact of leaders' work do not give them a precise picture of it.</li> <li>-Leaders are conscious of the implications any changes to practice may have on staff's workload, but they do not do enough to manage that workload or to avoid unnecessary burdens.</li> <li>-Leaders have a broad programme of professional learning and expertise, but it is overly generic or insufficiently targeted to build expertise (in terms of knowledge, skill and judgement). This limits its impact on the quality of the provision pupils receive. It provides few opportunities for purposeful collaboration or for staff to receive effective feedback on their practice.</li> <li>-Leaders have engaged with parents and the local community but this has been limited and/or not targeted appropriately.</li> </ul>	<p>Leadership and governance meet the 'expected standard' when all the following apply:</p> <ul style="list-style-type: none"> <li>-Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.</li> <li>-Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.</li> <li>-Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.</li> <li>-Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school.</li> <li>-The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning.</li> <li>-Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.</li> <li>-Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.</li> <li>-Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.</li> <li>-Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</li> </ul>	<p>Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <ul style="list-style-type: none"> <li>-Leaders provide meaningful opportunities for staff and governors to share perspectives and insights and collaborate throughout any change process. Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case. Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this. Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work.</li> <li>-Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils.</li> <li>-Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.</li> </ul>	<p>Inspectors may consider leadership and governance to be 'exceptional' when the 'strong standard' has been met and all the following apply:</p> <ul style="list-style-type: none"> <li>-Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work.</li> <li>-Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive.</li> <li>-There are no significant areas for improvement that leaders have not already prioritised.</li> </ul>

Action	Intention	Implementation: Lead	Impact: Monitoring
Join the West Suffolk Soft Federation	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors

Action	Intention	Implementation: Lead	Impact: Monitoring
Develop a governance structure that is effective, supporting and challenging.	Governing body to agree on a structure at FGB Sept '25. Ensure all new governors are trained on 'Safer Recruitment' and 'Keeping Children Safe'	Chair of Governors	SLT

# Early Years (EYFS)

Needs Attention	Expected Standard	Strong Standard	Exceptional
<p><b>Early years in schools is likely to be graded ‘needs attention’ when the ‘expected standard’ has not been met. This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>-Leaders have appropriate ambitions for and/or expectations of children in the early years, but weaknesses or inconsistencies in practice have a negative impact on children in general or on a particular group.</li> <li>-Leaders have only recently started to take action to improve early years provision. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li> <li>-Support for disadvantaged children, children with SEND, those who are known (or previously known) to children’s social care, and/or those who may face other barriers to their learning and/or well-being is not well matched to their needs or does not keep up with their evolving circumstances.</li> </ul>	<p><b>Early years in schools meets the ‘expected standard’ when all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.</li> <li>-Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school.</li> <li>-Leaders and staff make sure that education and care practices are suitable for the age and stage of children’s development.</li> <li>-Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.</li> <li>-Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.</li> <li>-Staff consider children’s starting points in their curriculum design and approach to teaching so that gaps in children’s knowledge are identified and tackled.</li> <li>-Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children’s knowledge to ensure an effective transition to key stage 1.</li> <li>-There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.</li> <li>-Leaders ensure that staff provide effectively for children’s personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy.</li> <li>-Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.</li> <li>-By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency.</li> <li>-Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.</li> </ul>	<p><b>Early years in schools meets the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.</li> <li>-Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.</li> <li>-Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.</li> <li>-Typically, children’s achievement will be reflected in above-average proportions reaching a good level of development.</li> <li>-Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.</li> </ul>	<p><b>Inspectors may consider leaders’ work in early years to be ‘exceptional’ when the ‘strong standard’ has been met and all the following apply:</b></p> <ul style="list-style-type: none"> <li>-Exceptionally high standards of education and care in the early years have been sustained. Children achieve consistently well and develop the knowledge and skills to be exceptionally well prepared for their next steps.</li> <li>-Leaders’ actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children’s social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life.</li> <li>-There are no significant areas for improvement that leaders have not already prioritised.</li> </ul>

Action	Intention	Implementation: Lead	Impact: Monitoring
Embed the Zones of Regulation in Reception and Year 3	To teach children self-regulation skills to help them manage their emotions.	EYFS & KS1 Co-ordinator & Year 3 teachers	SLT

Action	Intention	Implementation: Lead	Impact: Monitoring
Develop and introduce a Universal Offer	Working with SES a Universal Offer will be implemented which sets out the school's commitment to delivering a provision of high quality teaching for all pupils	SLT	SLT Parent Governors

Action	Intention	Implementation: Lead	Impact: Monitoring
Join the West Suffolk Soft Federation	To enable leaders to work together on joint projects and develop opportunities to collaborate with the aim to enhance teaching and learning	SLT	SLT Chair of Governors