Self-Evaluation and School Improvement Plan (SEaSIP) 2026-27

"READY to Achieve" - Building Resilient, Engaged and Determined Learners from Reception to Year 6

The school remains a strong and highly inclusive setting with many areas demonstrating characteristics of excellent practice. External reviews, parent feedback, attainment outcomes over time and internal monitoring confirm that pupils receive a high-quality education within a nurturing and ambitious environment.

Whilst the 2026 KS2 cohort achieved outcomes broadly in line with national averages, leaders had anticipated a dip due to the significant disruption experienced during the Covid-19 pandemic. Importantly, outcomes remained close to or above national averages and the three-year trend demonstrates consistently strong performance across EYFS, Phonics, KS1 and KS2.

Following robust self-evaluation, leaders have identified that the next phase of school improvement should focus not only on academic outcomes but also on developing the learning behaviours that enable pupils to achieve their full potential.

The implementation of the **READY Framework** will therefore become a central improvement strategy in KS1 which will have an impact across the school.

Indicative Report Card Evaluation

Area	Indicative Judgement
Achievement	Expected → Strong
Curriculum & Teaching	Expected → Strong
Behaviour & Attendance	Expected → Strong
Inclusion	Strong
Personal Development	Strong
Leadership & Governance	Strong
Safeguarding	☑ Met

RAG Definitions for School Improvement Plan

Rating	Definition
Green	On track. Success criteria likely to be achieved within planned timescale.
Amber	Some progress made but additional support, monitoring or action required.
Red	Limited progress. Significant intervention required to achieve success criteria.

Achievement

Likely judgement: Expected → Strong

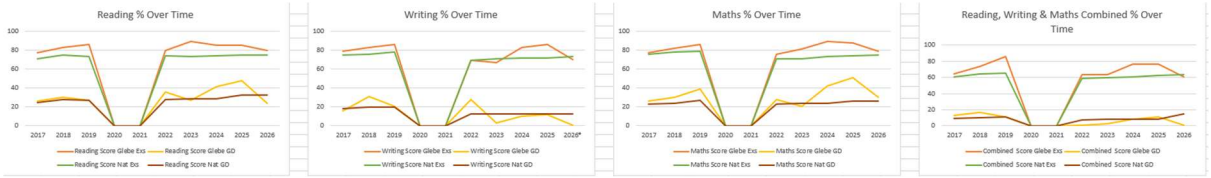
What We Do Well

- Ambitious, broad and well-sequenced curriculum.
- Reading is prioritised throughout the school.
- Phonics outcomes consistently significantly above national averages.
- Strong subject leadership and curriculum design.
- Effective assessment systems identify misconceptions quickly.
- Teaching promotes independence through live marking, AfL and the 6Bs strategy.
- Strong inclusion and curriculum adaptations.
- Three-year trends demonstrate outcomes above national averages.
- Pupils develop secure knowledge and understanding across subjects.

Evidence

- KS2 Reading 80% (National 75%)
- KS2 Mathematics 79% (National 75%)
- Year 1 Phonics 94%
- 97% of parents report that their child does well at this school (Parent Views questionnaire – June 2025).

- Strong Greater Depth outcomes in Reading and Mathematics.
- Positive external validation through Ofsted, Local Authority Reviews and moderation.



Success Criteria (Annual Review Only)

Objective	Actions	Success Criteria	Lead	Monitoring
Improve writing outcomes following 2026 moderated results	Review writing curriculum, moderation processes and assessment practices. Implement targeted writing improvement strategy.	Writing outcomes improve compared to 2026 outcomes across key groups.	English Lead	Termly assessment reviews; annual outcomes
Increase combined Reading, Writing and Mathematics attainment	Target pupils identified through pupil progress meetings. Deploy intervention and quality-first teaching strategies.	Increase in combined attainment at end of key stage.	SLT	Termly data reviews; annual outcomes
Reduce attainment gaps for disadvantaged and SEND pupils	Track progress of vulnerable groups. Evaluate interventions and adaptive teaching.	Gaps narrow compared with 2026 baseline.	Inclusion Lead	Termly tracking; annual outcomes
Develop resilience, stamina and independence to support achievement	Implement READY Framework and embed learning behaviours.	Improved pupil outcomes and learning behaviours evident across school.	SLT	Pupil voice, monitoring and end-of-year outcomes

Curriculum and Teaching

Likely judgement: Expected → Strong

The curriculum is ambitious, well-sequenced and largely designed by subject leaders. Monitoring systems provide leaders and governors with a clear picture of curriculum impact and effectiveness.

What We Do Well

- Strong curriculum leadership at all levels.
- Effective curriculum adaptation to meet cohort needs.
- Leaders have developed an ambitious, coherently sequenced curriculum that enables pupils to build knowledge and skills cumulatively over time.
- Reading is prioritised across the school and systematic phonics is implemented with rigour and fidelity.
- Staff demonstrate strong subject knowledge, supported through targeted CPD and external partnerships.
- Teaching builds effectively on prior learning and uses assessment to identify and address misconceptions.
- Learning is scaffolded effectively through clear success criteria, allowing pupils to understand how to achieve success.
- Live marking, AfL strategies and the 6Bs promote resilience, independence and self-regulation.
- Forensic pupil progress meetings, including Red Box discussions, ensure disadvantaged and SEND pupils receive timely support.
- Leaders provide a broad range of enrichment opportunities, including outdoor learning, OPAL and cross-phase curriculum links.
- There is a strong culture of professional development and collaboration across the school.

Evidence

- *"Reading is prioritised; systematic phonics is taught with rigour and fidelity. Pupils at risk of falling behind are swiftly identified and supported."* (Ofsted, 2023)
- *"Classroom pedagogy showed new learning built upon prior knowledge, children self-checking their learning and demonstrating how to use new learning, a good range of diagnostic questions used by staff to check understanding and a flexible approach to the implementation of learning*

depending on the children's understanding. The school uses a system of clear success criteria so the children know what to do to achieve well, gives extended practice opportunities so that new learning can be used, applied and internalised, and learning mistakes are used as an integral part of the learning process. Pedagogy in the school is strong." (Local Authority Review, July 2025)

- External validation through Quality Mark (2021), Curriculum Review (2022), Local Authority moderation and monitoring visits (2025) confirms high standards and ambitious provision.
- The three-year average demonstrates outcomes significantly above national averages across EYFS, Phonics, KS1 and KS2 (IDSR 2026).
- High-quality delivery of the Little Wandle phonics programme has resulted in Year 1 Phonics Screening Check outcomes consistently in the mid-90% range over the previous three years.
- Monitoring evidence demonstrates effective use of live marking, AfL and pupil self-assessment strategies.
- Pupil progress data and Red Box reviews demonstrate effective identification and support for disadvantaged and SEND pupils.
- Curriculum monitoring, pupil voice and work scrutiny evidence strong engagement with enrichment opportunities and successful curriculum implementation.

Action	Autumn RAG	Spring RAG	Summer RAG	Success Criteria	Evidence
Subject leaders utilise release time effectively through structured monitoring and improvement activities.	☐	☐	☐	Monitoring demonstrates clear impact on curriculum improvement.	Monitoring reports; action plans
Strengthen evidence of knowledge retention and long-term curriculum impact.	☐	☐	☐	Pupils can recall and apply prior learning confidently.	Book looks; pupil voice
Refine curriculum adaptations whilst maintaining progression and ambition.	☐	☐	☐	Curriculum adaptations support access without reducing challenge.	Planning scrutiny
Introduce READY learning behaviours framework consistently across classrooms.	☐	☐	☐	READY expectations visible and consistently embedded.	Learning walks
Develop opportunities for pupils to reflect upon and articulate resilience, engagement and independence.	☐	☐	☐	Pupils can explain how they learn and overcome challenges.	Pupil interviews

Behaviour and Attendance

Likely judgement: Strong

Leaders have established effective systems to promote positive behaviour and good attendance. Attendance is monitored rigorously and supported through strong pastoral intervention.

What We Do Well

- Pupils behave well in lessons, around the school and at playtimes. Behaviour is consistently good and often exemplary.
- The Glebe Way and Behaviour Matrix provide a consistent, positive framework that pupils understand and value.
- Staff apply behaviour expectations consistently, supported by The Glebe Way and Behaviour Matrix.
- Low-level disruption is rare and addressed swiftly and fairly.
- Zones of Regulation are embedded across the school, supporting pupils, including those with SEND, to recognise and regulate their emotions.
- Bullying and discriminatory behaviour are not tolerated, and concerns are addressed promptly and effectively.
- 'Name the Behaviour' flowcharts support pupils and staff in identifying and distinguishing between bullying, conflict, teasing, fallouts and other unwanted behaviours, ensuring concerns are addressed appropriately.

Evidence

- Ofsted (2023) recognised that pupils behave well in lessons, around the school and at playtimes, with behaviour often exemplary.
- Curriculum Review (2022) identified behaviour as consistently good across the school.
- Behaviour monitoring records show low levels of disruption and a consistent approach to behaviour management.
- Whole-school implementation of Zones of Regulation is evident through classroom practice, learning environments and pupil voice.
- Records demonstrate that incidents of bullying and discriminatory behaviour are rare and followed up swiftly.
- Parent View survey (June 2025) shows that 91% of parents agree that the school ensures good behaviour, rising to 94% when including 'Don't Know' responses.
- The use of 'Name the Behaviour' flowcharts provides a clear, consistent approach to recording and categorising behaviour incidents.

Action	Autumn RAG	Spring RAG	Summer RAG	Success Criteria	Evidence
Implement READY Framework across KS1.	☐	☐	☐	READY behaviours consistently understood and demonstrated.	Learning walks
Improve consistency of rewards systems across all settings.	☐	☐	☐	Consistent recognition systems evident across school.	Monitoring records
Strengthen playtime behaviour systems.	☐	☐	☐	Reduction in playtime incidents and improved engagement.	Behaviour logs
Develop recognition for consistently exemplary behaviour.	☐	☐	☐	Increased celebration of positive role models.	Awards records
Implement and review strategies to reduce persistent absence.	☐	☐	☐	Persistent absence continues to fall.	Attendance data

Inclusion

Likely judgement: Strong

Inclusion is a significant strength of the school. SEND provision is well-led and pupils receive effective support through early identification, targeted intervention and strong multi-agency partnerships.

What We Do Well

- We provide highly individualised SEND support that enables pupils to access learning, make progress and achieve positive outcomes.
- The 11-place Hearing Impairment SRP is fully integrated into mainstream provision, promoting inclusion and belonging.
- Specialist staff, including the Teacher of the Deaf, SENCO and Autism Mentor, ensure provision is tailored to individual needs.
- High-quality adaptive teaching is evident through pre- and post-teaching, adapted texts, inclusive PE and life skills programmes.
- SEND pupils are fully included in learning and wider school life, including signed songs, inclusive PE and enrichment opportunities.
- Progress is monitored rigorously through a combination of standardised assessments, bespoke interventions and termly "Red Box" reviews of the lowest 20% of pupils.
- Staff work closely with external agencies and parents, building strong partnerships and maintaining excellent communication.
- Leaders and specialist staff provide outreach and support to colleagues in other settings, demonstrating recognised expertise in SEND and hearing impairment provision.

- Teaching across the school is inclusive, adaptive and promotes independence, ensuring pupils with additional needs learn successfully alongside their peers.

Evidence

- 94% of parents (16 of 17 respondents) reported that their SEND child receives the support they need to succeed (Parent Views, June 2025).
- 95% of the SRP Review Framework was judged to be green (39 out of 41 areas).
- SRP Review (November 2025) stated: *"SRP Provision is highly individualised to meet needs. QToD plans curriculum and staff adapt to meet individuals with resources and carefully planned interventions. Staff are creative and resourceful in adaptations with a clear focus on language."*
- LSA Scaffolding Support Framework – which monitors pupils' access to and level of independence with each piece of work.
- Progress is tracked using InCAS, PIRA and PUMA age-equivalent scores, alongside targeted interventions.
- Termly "Red Box" pupil progress reviews provide forensic tracking and monitoring of pupils requiring additional support.
- Positive outcomes are achieved by SEND pupils in statutory assessments, including KS2 SATs and Phonics Screening. For example, a profoundly deaf pupil achieved full marks in the Year 1 Phonics Screening Check (June 2025).
- Local Authority SEND Review (October 2023) and Ofsted (2023) recognised the effectiveness of provision in enabling pupils to access the curriculum alongside their peers.
- Education Advisor feedback (July 2025) stated: *"Pedagogy throughout the school is inclusive, flexible and adaptive… it is not possible to identify the children with EHCPs or more complex needs in the classroom."*
- The same review identified that *"Inclusive thinking is shown throughout the school and is a real strength."*
- The school provides specialist outreach support from a qualified Teacher of the Deaf and Headteacher (QToD) to professionals in other settings.

Action	Autumn RAG	Spring RAG	Summer RAG	Success Criteria	Evidence
Fully embed SEND and OAP non-negotiables.	☐	☐	☐	Consistent practice evident in all classrooms.	Learning walks
Develop clear measures of impact for SEND provision and report termly to Governors.	☐	☐	☐	Governors receive robust impact reports each term.	Governor reports
Strengthen communication systems with families.	☐	☐	☐	Positive parent feedback and increased engagement.	Surveys

Further evidence the impact of intervention strategies.	☐	☐	☐	Intervention outcomes are measurable and monitored.	Provision maps
Ensure READY Framework supports all pupils successfully.	☐	☐	☐	Vulnerable pupils demonstrate positive engagement and inclusion.	Behaviour and progress data

Personal Development and Wellbeing

Likely judgement: Strong

The school provides a rich personal development programme that supports pupils' social, emotional and cultural development.

What We Do Well

- We provide a broad and engaging enrichment offer, including educational visits, visitors, virtual reality experiences and a wide range of extra-curricular clubs.
- We ensure all pupils, including disadvantaged pupils, have opportunities to participate in enrichment activities.
- British values are explicitly taught and embedded throughout school life, promoting tolerance, respect, democracy and compassion.
- We prepare pupils effectively for life in modern Britain through a curriculum that celebrates diversity and promotes understanding of different cultures, beliefs and perspectives.
- Pupil leadership opportunities, including the School Council, Eco Team, Prefects and House Captains, enable pupils to develop responsibility, leadership skills and an understanding of democracy.
- Wellbeing is prioritised through a strong pastoral offer, including the OPAL programme, Zones of Regulation, drama therapy and targeted pastoral support.
- A comprehensive PSHE and RSE curriculum, delivered through Jigsaw and adapted to meet cohort needs, supports pupils' personal, social and emotional development.
- Strong partnerships with external agencies ensure effective support for pupils and families.
- Inclusion is a central strength, demonstrated through extensive wellbeing, pastoral and inclusion initiatives.
- Governance maintains a clear focus on pupil wellbeing through a designated Wellbeing Link Governor.

Evidence

- Pupils access a wide range of enrichment opportunities including trips, visitors, VR experiences and extra-curricular clubs, with high levels of participation.
- The school has established pupil leadership groups including the Eco Team, School Council, Prefects and House Captains.
- A full-time Pastoral Support Worker provides targeted support for pupils and families.
- Strong working relationships are in place with external agencies including HALO, HESTIA and ARCH.
- The Jigsaw PSHE programme provides a comprehensive and progressive framework for personal, social, health and economic education.
- OPAL provision enhances pupils' social development, wellbeing and engagement during playtimes.
- The school has achieved recognition through initiatives such as the Young Carers Award.
- Zones of Regulation, pastoral interventions and drama therapy provide structured support for pupil wellbeing and emotional regulation.
- Case studies and pupil outcomes demonstrate that pupils develop resilience, confidence and independence and are well prepared for their next stages of education and life.
- A named Wellbeing Link Governor provides oversight and challenge in relation to pupil welfare and personal development.

Action	Autumn RAG	Spring RAG	Summer RAG	Success Criteria	Evidence
Introduce recognition systems linked to values and citizenship, including Respect Ambassadors.	✓	☐	☐	Pupils actively promote school values.	Pupil leadership records
Further develop and expand OPAL provision.	☐	☐	☐	Increased engagement during playtimes.	Monitoring; pupil voice
Develop READY learner characteristics throughout the school.	☐	☐	☐	Pupils demonstrate resilience, engagement and independence.	Learning walks
Strengthen pupil leadership linked to resilience and citizenship.	☐	☐	☐	Wider leadership opportunities available to pupils.	Participation records

Leadership and Governance

Likely judgement: Strong

Leaders demonstrate a clear commitment to school improvement through robust monitoring, self-evaluation and responsive curriculum development. Governors provide effective support and challenge.

What We Do Well

- We provide visionary leadership with a clear strategic direction and strong capacity for sustained school improvement.
- Senior leaders work collaboratively and systematically to drive improvement priorities across the school.
- Leaders set high expectations for pupils and staff within a nurturing and supportive culture.
- Middle leaders are developed effectively through mentoring, monitoring, coaching and bespoke professional development opportunities.
- Leaders are responsive to the views of staff, pupils and parents and adapt provision when it is in the best interests of children.
- Monitoring, evaluation and quality assurance processes are robust and drive continuous improvement.
- Professional development is prioritised and has a positive impact on teaching quality and subject knowledge.
- Governance is highly effective; governors know the school well, provide appropriate challenge and support, and actively contribute to school improvement.
- Governors are visible within the school community and actively engage in monitoring activities, including curriculum development and strategic planning.

Evidence

- 99% of parents reported that they would recommend the school to another parent (Parent Views Questionnaire, June 2025).
- Local Authority Review (July 2025) stated: *"Senior leaders have a clear vision of how the school needs to improve and show a joined-up approach to push developments forward systematically and strategically."*
- Ofsted (2023) recognised that: *"Leaders set high expectations for all pupils and staff within a nurturing, supportive culture. Pupils feel safe and valued."*

- Curriculum Review (2022) found that: *"Professional development is impactful, improving teaching quality and subject knowledge over time."*
- Middle leaders are supported through a structured programme of mentorship, monitoring activities and bespoke CPD opportunities.
- Governors regularly attend monitoring visits and hold leaders effectively to account.
- Governance was externally validated through successful re-accreditation of the Governor Mark award prior to its discontinuation.
- Governors have a strong understanding of the school's strengths and areas for development and play an active role in curriculum monitoring and school improvement planning.
- Quality assurance and monitoring processes provide leaders with accurate information that informs strategic decision-making and improvement priorities.

Action	Autumn RAG	Spring RAG	Summer RAG	Success Criteria	Evidence
Strengthen evidence of impact across all improvement priorities.	☐	☐	☐	Leaders can clearly demonstrate impact of improvement actions.	Evaluation reports
Further develop governor monitoring linked to strategic priorities.	☐	☐	☐	Governor visits aligned to SDP priorities.	Governor reports
Develop effectiveness of individual subject leader monitoring.	☐	☐	☐	Monitoring identifies strengths, priorities and impact.	Subject reviews
Evaluate impact of READY Framework on pupil outcomes.	☐	☐	☐	Evidence demonstrates positive impact on behaviour, attendance and achievement.	Data, pupil voice and evaluations

Safeguarding

Likely judgement: Met - Secure and Effective

- Governors can be assured that safeguarding remains a significant strength.
- **98%** of parents report that their child feels safe in school (Parent Views questionnaire – June 2025).
- **98%** of staff reported that children are safe at this school (1 person [2%] gave a neutral answer to this question) – Staff Questionnaire March 2026
- *Safeguarding culture is robust. All staff, volunteers and Governors receive up-to-date safeguarding training and concerns are acted on swiftly and appropriately.* (Ofsted 2023)
- Head Teacher/DSL writes a termly Safeguarding Update newsletter for all staff, volunteers and Governors – with more frequent updates if required.
- Pupils know who to go to if worried and can talk confidently about online and personal safety.
- Safer recruitment and effective use of external agencies is embedded practice.

Evidence includes:

- Strong safeguarding culture.
- Effective use of CPOMS.
- Well-trained staff.
- Robust systems for identifying and responding to concerns.
- Strong partnership working with external agencies.