

St Barnabas CE First Middle School

School Development Plan

2026-27



Context

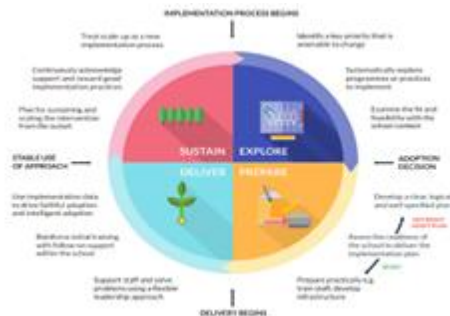
- **DfE Vision** - Provide world class education and care that allows every child and young person to reach his or her potential, regardless of background.
- **Church of England** – Deeply Christian, Serving the Common Good
- **Diocese of Worcester Multi Academy Trust - DOWMAT's** vision is to foster an inclusive, nurturing environment where everyone flourishes - academically, spiritually, and personally. Rooted in Christian values, we prioritise the vulnerable, promote work-life balance, and strive to deliver exceptional education, while celebrating each academy's unique identity—reflecting the fullness of life promised in John 10:10.

'To love, to learn, to serve – through collaboration, honesty, and hope.'

St Barnabas vision for Education

*We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **'Let all that you do be done in love'** encourages us to have a lifelong love of learning so we flourish as human beings.*

Strategic Plan



In conjunction with DOWMAT the LAB Strategic plan sets out the actions for the Governors to deliver in their key role of setting the strategic direction of the School, and monitoring achievements against the objective of continuous improvement. This is separated into annual implementation plans to show how improvements will be implemented and sustained. Effective school improvement takes three to five years (NFER) and as such the implementation plans follow a cycle of implementation; Explore, Prepare, Deliver, Sustain.

School Development Plan

At anytime, St Barnabas school is implementing a range of improvement plans. Some will be in 'explore' phase, some 'delivery' phase and some will be in 'sustain' phase to ensure that the process of implementation is successful this will take more than 1 year at a time. To that end the SDP of St Barnabas is a rolling three year plan. [Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation).

Contextual profile	September 2026	Year groups	September 2026
NOR	216	Nursery	??
Boys	113	YR	18
Girls	103	Y1	25
PP	37	Y2	22
FSM	36	Y3	26
SEND	66	Y4	17
EAL	2	Y5	30
LAC/Post LAC	3	Y6	27
		Y7	14

Attendance Target	
Whole school	96%
Pupil Premium	90% (2025-6 86.8%)

Previous inspection report (November 2023)	Overall Judgement:
What does the school need to do to improve further?	At the very early stages, children's learning is sometimes not broken down into precise steps. As a result, there is a lack of clarity in some subjects about what children should learn and what they have learned previously. The school should make sure that, from the very beginning, the curriculum identifies accurately each step in children's intended learning. In some subjects, where changes to the curriculum have been made, teachers are not always clear about what knowledge to assess. Teachers are not able, therefore, to judge how far pupils have understood the things that they have been taught. The school should set out clearly the intended outcomes against which teachers can assess what pupils have learned and address any misconceptions that may remain.

Previous SIAMS report (October 2022)		Overall Judgement:
What does the school need to do to improve further?	To further develop the language for spiritual development in order to provide greater opportunities for personal prayer and reflection. To ensure that pupils have further opportunities to broaden their experiences of delivering collective worship so that they have a greater understanding of what worship looks like in other settings. • Further develop opportunities for pupils to explore diversity within other communities, so that pupils' have opportunity to broaden their experiences.	

2025-26 outcomes

Number of children in EYFS =	EYFS %	GLD	National 2025
	2025	68%	72%

Number in Year 1 = Number in Year 2* = *(only those taking check)	Phonics %	School	National 2025
	Year 1	86%	82%
	Year 2	92%	92%

Number of children in Year 4 =	Multiplication check	School %	National 2024/2025
	Year 4	27% with full marks	44%

Number of children in Year 6 =	KS2 %	EXS	National 2026	GDS	National 2026
	Reading	67%	75%	30%	30%
	Writing	74%	73%	19%	13%
	Maths	70%	75%	22%	27%
	SPAG	56%	15%	30%	
	Combined	63%	63%	19%	8%

Attainment data targets 2026-27: percentage of children in each year group attaining expected standards and greater depth											
Year group	GLD	Phonics	MTC	Reading		Writing		Maths		SPAG	
				EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
EYFS	72%										
1		76%		72%	0%	76%		88%			
2		100%		74%	13%	74%	4%	73%	30%		
3				85%	27%	77%	23%	81%	23%		
4			50%	100%	71%	82%	29%	83%	24%		
5				77%	60%	77%	40%	77%	33%		
6				74%	48%	63%	22%	67%	26%		
7				89%	33%	75%	19%	70%	26%		
Summary of planned action from the school's self-evaluation – "Priorities on a Page"											
Focus areas – Key Priority 1,2,3 highlight in red and considered in the boxes below											
Safeguarding		Anonymised case reviews to be used – training day									
Inclusion		Year 3 of 3									
Curriculum and teaching		Mathematics Key issue									
Achievement		Other key issues will address achievement outcomes.									
Attendance and behaviour		Improve attendance of PP children – addressed through PP									
Personal development and well-being		Key Issue – growth mindset.									
Early years		Class environment – continuous provision for foundational skills									
Leadership and governance		Maintain									

This plan closely follows the EEF implementation cycle:

- **Explore:** Subject monitoring identifies inconsistency and assessment gaps.
- **Prepare:** Staff training, progression documents, diagnostic assessment design, and resource development.
- **Deliver:** Consistent Mini Maths, diagnostic assessment, targeted interventions, coaching and monitoring.
- **Sustain:** Ongoing evaluation, governor reporting, annual review, and refinement using pupil outcomes and implementation evidence.

Safeguarding					
Problem/key area Why?	Planned action Intervention Evidence Informed Process What?	Implementation activities How? Cost?	Implementation Outcomes Who? When? How?	Final Outcomes Measurable impact	RAG
	Increase reporting of early help to LAB – this is a strength of the school and should be celebrated at all levels - Completed. LAB HT report showed significant increase. EAW explained why to Governors - Spring Term from 4 to 87 Early Help internal recorded. Continue to regularly check safeguarding records to ensure appropriate actions, escalation and rationale – continue to seek external assurance about decision making to ensure robust challenge and regulate bias – continue to attend termly safeguarding supervision - DSLs meet regularly and discuss cases. - EAW and LCR attended DSL training March 2026. - DSLs received supervision from EAW Spring term. - EYFS lead completed EYFS supervision Spring 2026. Continue to use safeguarding scenarios in 7 and 3 minute briefings with all staff to encourage reflection - DSLs put Safeguarding reminders and briefings on weekly newsletter. Continue to ensure ethos allows staff to challenge, questions and self-refer with staff understanding that reporting low level concerns is a key part of the safeguarding culture - Self referral discussed with staff at briefings Spring 2026. - YTD: 4 Continue to regularly attend the LA DSL network meetings - EAW presented at DSL network on 18th and 19th March 2026. · Ensure staff regularly learn from anonymised case reviews - Planned for Sept 2026 training day after generic training.				

Ongoing Reflective Review

Priority Development Area:				
Date	Chosen actions & activities	How? What impact measures can you report?	Lessons learned	Next steps /Evidence
Autumn				
Spring				
Summer				

Curriculum and Teaching – Maths					
To implement a consistent, evidence-informed whole-school approach to developing number fluency and mathematical understanding.					
Problem/key area Why?	Planned action Intervention Evidence Informed Process What?	Implementation activities How? Cost?	Implementation Outcomes Who? When? How?	Final Outcomes Measurable impact What do we want to achieve	RAG
Subject monitoring (June 2026) identified that pupils enjoy mathematics and engage positively in Mini Maths sessions. However, there is inconsistency in the purpose, structure and delivery of Mini Maths across year groups. Whilst pupils can describe the activities they complete, many cannot explain the mathematical learning taking place. There is currently no consistent whole-school approach to developing arithmetic fluency, number sense or retrieval practice, and no agreed diagnostic assessment process for identifying gaps in number	Core Components (EEF) Core Component 1: Use assessment to build upon pupils' existing knowledge and understanding. Core Component 2 Develop pupils' understanding of mathematical concepts before introducing procedures. Develop a coherent progression for Mini Maths from EYFS–Year 7. -Ensure number sense is prioritised in EYFS and KS1. -Focus on conceptual understanding before procedural fluency. Core component 3 Use manipulatives and representations. Core Component 4	Training Staff CPD on: • EEF Mathematics Guidance Reports • Effective Mini Maths • Number Sense • Retrieval Practice • Deliberate Practice • Diagnostic Assessment • Using TTRS as an assessment tool • Deliver CPD on CPA (Concrete, Pictorial, Abstract) approaches. Cost: • Staff meeting time • INSET • EEF resources (free) • Existing TTRS subscription Education Materials Develop: • Whole-school Mini Maths progression • Year group expectations • Arithmetic progression	Short Term (Autumn) Fidelity • Whole-school Mini Maths model launched. • Staff trained. • Progression documents produced. • Diagnostic assessment agreed. Monitoring: • Subject monitoring afternoon • Pupil voice • Book scrutiny • Staff feedback • Planning scrutiny Responsible: Maths Lead SLT Reach All teachers deliver Mini Maths using the agreed structure.	Short Term • 100% of classes follow the agreed Mini Maths structure. • Staff report increased confidence. • Pupils can explain the purpose of Mini Maths. • Baseline diagnostic information established. Medium Term • Improved arithmetic scores across all year groups. • Improved recall of number facts. • Increased confidence in mental calculation. • Improved multiplication	AUTUMN: Whole-school Mini Maths implemented consistently; staff trained; baseline assessments complete SPRING Diagnostic assessment embedded; interventions targeted effectively; subject monitoring shows consistency across the school in Mini Maths and the teaching of times tables and arithmetic SUMMER

knowledge and multiplication facts. Consequently, interventions are not always precisely targeted. The EEF guidance reports recommend securing foundational mathematical knowledge through carefully sequenced learning, developing fluency alongside conceptual understanding, using manipulatives effectively, and using assessment diagnostically to inform teaching. TARGET: To implement a consistent, evidence-informed whole-school approach to developing number fluency and mathematical understanding.	Develop fluency alongside reasoning and problem solving.	• Number fact progression • Diagnostic assessment framework • Staff handbook • Exemplification materials • Intervention overview • Review whole school calculation policy • Audit current maths resources. • -Audit how maths resources are stored in the classroom and how do the children have access to them. Ensure consistency across the school as maths resources are not always being used by the children to support their learning. • Produce guidance for consistent use of manipulatives. • Create a whole-school Mini Maths model including: -Retrieval practice -Arithmetic fluency -Mathematical talk -Number sense -Reasoning prompts -Recall of prior learning	All pupils complete baseline assessments. All staff use manipulatives consistently. Medium Term (Spring) Teachers confidently use assessment information to identify gaps. Mini Maths is consistent across the school. Interventions are targeted using assessment evidence. Pupils increasingly explain mathematical thinking using appropriate vocabulary. Monitoring: • Pupil voice • Assessment reviews • Subject monitoring afternoon • Planning scrutiny • Diagnostic assessment results	fluency measured through TTRS. • Monitoring demonstrates consistent implementation. Long Term (1–3 years) • Consistently high-quality mathematics teaching across the school. • Secure progression in number sense from EYFS to Year 6. • Improved KS2 arithmetic outcomes. • Improved Year 4 Multiplication Check outcomes. • Increased percentage of pupils achieving Age Related Expectations in mathematics. • Pupils demonstrate fluent recall alongside secure conceptual understanding and reasoning.	Improved arithmetic outcomes, stronger pupil voice, improved TTRS heat maps and multiplication fluency Years 2 and 3: Sustained improvements in KS2 outcomes, multiplication check scores, reasoning and number fluency
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	-Opportunities to try deepen it and secure it tasks not completed in other lessons Intervention Review use and organisation of Whole School Mini Maths 15 minutes daily including: • Number sense • Retrieval • Arithmetic • Mathematical discussion		• Assessment and intervention become embedded and sustainable. • A coherent whole-school culture of mathematical fluency and reasoning is established.	
	• Reasoning Targeted intervention Use diagnostic assessments to identify pupils requiring support. Use: • TTRS Heatmaps • Arithmetic diagnostic assessments • Teacher assessment Small group intervention targeted at identified misconceptions rather than general ability. Review maths intervention programmes already in place across the school and establish a maths intervention programme which can be used across the school to address different target areas in maths. (Number Stacks) Introduce diagnostic assessment for arithmetic and number knowledge.			

		-Use TTRS as a whole school diagnostic assessment tool to identify the children that need additional support as well as identifying the gaps in times tables knowledge to inform intervention as well as being used as a tool to monitor progress across the year, across the school. -Use TTRS heat maps and diagnostic arithmetic assessments to identify misconceptions. -Plan intervention from assessment evidence. -Review assessment in maths: Can Do assessment tests and arithmetic tests – use of Insight to track progress more closely. Monitoring • Termly subject monitoring afternoon – pupil voice, book looks • Planning scrutiny • Assessment analysis • TTRS heat map review • Diagnostic assessment results • Intervention review			
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Inclusion – Year 3 of 3

To sustain and embed high-quality inclusive practice, ensuring adaptive teaching is consistently effective and securing strong progress, positive outcomes and successful inclusion for all pupils with SEND.

Context: The complexity and prevalence of SEND continue to increase across the school. As of July 2026, 67 pupils (35% of the school population) are identified as having SEND, including 24 pupils who are also eligible for Pupil Premium. The number of pupils with Education, Health and Care Plans (EHCPs) has increased from three in 2023/24 to 23 reflecting the growing complexity of need within the school. 8 pupils have an EHCP and Pupil Premium. Whole-staff professional development in PACE and SEMH has strengthened inclusive practice and improved staff confidence in meeting a wide range of needs. In September 2026, the SENDCo will receive The National Professional Qualification for SENCOs (NPQSENCO), further strengthening leadership capacity and ensuring continued development of inclusive provision. This represents the final year of a three-year SEND improvement strategy. The focus is now on sustaining and embedding high-quality inclusive practice, ensuring adaptive teaching is consistently effective and securing strong progress, positive outcomes and successful inclusion for all pupils with SEND.

Problem/key area Why?	Planned action Intervention Evidence Informed Process What?	Implementation activities How? Cost?	Implementation Outcomes Who? When? How?	Final Outcomes Measurable impact	RAG
sustaining and embedding practice from Y1 & 2.	Core Components (EEF) Core Component 1 Diagnostic assessments for children with SEND are robust. Core Component 2 Staff equipped with skills to support a range of SEND: Neurodiversity, Physical, SEMH, SALT. Core Component 3 CPD is evaluated and impact measured to ensure best practice Core Component 4	Training • Deliver a planned SEND CPD programme covering autism, dyslexia, speech and language needs, SEMH • Train new staff on writing effective SMART targets and maintaining high-quality ISPs (on Insight) • Ensure staff maintain inclusive classrooms and supported sensory, communication and learning needs • Deliver training on adaptive teaching,	Short Term Fidelity • SEND provision is delivered consistently in line with agreed school policies, procedures and provision maps • Staff training is completed and staff demonstrate increased confidence • ISPs are completed accurately and reviewed regularly. • Enhanced provision sessions are delivered as planned, with clear objectives and appropriate resources. • Classroom adaptations and inclusive strategies are	Short Term • Staff demonstrate increased confidence and consistency in identifying and supporting pupils with SEND. • SEND assessments, SMART targets and ISPs accurately reflect pupil needs and clearly identify intended outcomes. • Pupils with SEND receive timely, appropriate support based on robust assessment information. • Adaptive teaching strategies and classroom	

	A rigorous approach to preparing and recording pupil SEND paperwork e.g. SMART targets on Provision Maps. Core Component 5 Quality First teaching with adaptive teaching strategies Core Component 6 Classroom environment supports learners needs i.e. Dyslexia / ASD. Core Component 7 Enhanced provision timetable of resourced sessions for children	scaffolding, differentiation and removing barriers to learning Education Materials • Maintain assessment guidance documents and referral pathways • New staff checks regarding assessment tools, checklists and guidance for identifying emerging needs Intervention • Review classroom adaptations including visual timetables, sensory strategies, structured routines and assistive resources. • Use assessment outcomes to design personalised support plans and targeted interventions. Ensure interventions are matched to assessed needs and reviewed regularly. • Deliver targeted enhanced provision sessions linked to individual needs (ECC)	consistently embedded across learning environments Reach • All staff working with pupils with SEND access appropriate training and guidance. • All pupils identified with SEND have appropriate assessments, targets and provision in place. • Pupils with SEND have access to high-quality adaptive teaching and targeted interventions. • Parents/carers and pupils are involved in reviewing SEND support and outcomes. Medium Term Fidelity • Improved consistency and quality of SEND provision across classrooms and intervention settings. • Increased staff confidence and expertise in meeting a wide range of SEND needs • Improved pupil engagement, independence and access to the curriculum through effective adaptive teaching. • SEND pupils demonstrate progress from individual starting points through effective assessment and targeted support. • Intervention programmes demonstrate measurable impact	adjustments are evident across learning environments. • Enhanced provision and targeted interventions are delivered consistently with clear objectives. • Early evidence shows improved pupil engagement, participation and access to learning. Medium Term • Pupils with SEND make measurable progress from individual starting points due to effective assessment, teaching and intervention. • Intervention data demonstrates improved outcomes and informs decisions about future provision. • Staff consistently apply inclusive teaching strategies, resulting in reduced barriers to learning. • Classroom environments are adapted effectively to meet the needs of all learners. • SEND documentation and review processes demonstrate improved quality, consistency and impact.	
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		• Review intervention effectiveness and adjust support accordingly. Monitoring • Analyse SEND assessment data termly. • Monitor implementation through learning walks, observations and pupil outcomes • Termly ISP audits • Gather pupil feedback and monitor accessibility of learning spaces • Track attendance, progress and outcomes from interventions	and are adapted according to pupil outcomes. • SEND systems, assessment processes and documentation demonstrate sustained improvement and support effective decision-making. • Classroom environments consistently reflect inclusive practice and support the needs of all learners.	• Pupil and parent feedback indicates increased confidence in SEND provision and support. Long Term 1 – 3 years • SEND provision is fully embedded, sustainable and consistently effective across the school. • Pupils with SEND achieve strong progress outcomes relative to their individual starting points. • The attainment gap between pupils with SEND and non-SEND is reduced where appropriate. • Staff have sustained expertise and confidence in meeting a wide range of SEND needs through ongoing professional development. • The school demonstrates a strong culture of inclusion where all pupils successfully access a broad and ambitious curriculum. • Monitoring, assessment and evaluation systems demonstrate continued improvement and evidence-based decision making. • External reviews and stakeholder feedback confirm high-quality SEND	
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				practice and positive outcomes for pupils.	
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Ongoing Reflective Review				
Priority Development Area:				
Date	Chosen actions & activities	How? What impact measures can you report?	Lessons learned	Next steps /Evidence
Autumn				
Spring				
Summer				

Personal development and well-being To increase children’s skills of resilience, self regulation and independence, demonstrated through high standards of behaviour, presentation and engagement in all aspects of learning with a specific focus on children with SEND.					
Context: Having established a strong culture of belonging and unity, the next stage of school improvement is to embed a culture of growth across the school community. This includes strengthening pupils' learning behaviours, developing resilience, independence and perseverance, promoting reflective practice, fostering ambition and ensuring all pupils view challenge, feedback and mistakes as essential components of learning. This priority will support both academic achievement and personal development, enabling every child to flourish.					
Problem/key area Why?	Planned action Intervention Evidence Informed Process What?	Implementation activities How? Cost?	Implementation Outcomes Who? When? How?	Final Outcomes Measurable impact	RAG

Behaviour, attendance and learning evidence indicate that some pupils require further development of resilience, self-regulation and independence. These needs are particularly evident for an increasing number of pupils with SEND and complex needs. Inconsistent learning behaviours, including limited ownership, perseverance and pride in work, are restricting engagement and preventing some pupils from achieving their full potential.	Core Components (EEF) Core Component 1 High-Quality Teaching: Consistent classroom routines, clear modelling, guided practice and purposeful scaffolding that gradually reduces adult support. Core Component 2 Effective Feedback: Timely feedback that promotes reflection, resilience and improvement rather than simply correcting mistakes. Core Component 3 Metacognition and Self-Regulated Learning: Consistent classroom routines, clear modelling, guided practice and purposeful scaffolding that gradually reduces adult support. Core Component 4 Oracy Confident pupils who articulate their thinking, explain reasoning, ask questions and collaborate effectively. Core Component 5 Positive Behaviour and Learning Climate: Classrooms where mistakes are viewed as part of learning, challenge is celebrated and perseverance is expected. Core Component 6 Adaptive Teaching: Appropriate support and challenge enabling all pupils to	Training Staff CPD: • Metacognition: A Self-Regulated Approach to Teaching and Learning • Practical Pedagogy: Powerful Oracy and Interaction Coaching on developing independence, resilience and productive struggle. Coaching on helping children to understand that mistakes support learning. Cost: • Staff meeting time • Training day • Existing National College subscription Education Materials • EEF <i>Metacognition and Self-Regulated Learning Guidance Report</i>. • Agreed Learning Behaviour Framework or "Learning Powers". • Classroom prompts and visual displays (e.g. resilience, perseverance, reflection). • Teacher modelling resources. • Growth-focused assemblies and PSHE materials.	Short Term Fidelity 100% staff engage with CPD on metacognition, self-regulation and learning behaviours. A whole-school Growth Framework and shared language are introduced. Consistent classroom expectations and routines are established. Reach Who: All teaching and support staff; all pupils. When: Autumn Term 2026. How: Whole-school training, staff meetings, coaching, assemblies, classroom displays and parent communication. Medium Term Fidelity Learning behaviours are embedded consistently across classrooms. Staff routinely model resilience, independence and reflection. Adaptive strategies are evident for pupils with SEND. Reach Who: All classes, with targeted support for	Short Term • Improved consistency in classroom routines and expectations. • Early reduction in low-level behaviour incidents linked to emotional dysregulation. • Pupils increasingly demonstrate resilience and independence when completing learning tasks. • Staff report greater confidence in developing self-regulation and positive learning behaviours. Medium Term • Behaviour incidents linked to poor self-regulation reduce compared with the previous academic year. • Pupils demonstrate increased ownership of learning, perseverance and pride in their work. • Pupils increasingly use metacognitive strategies to plan, monitor and evaluate their learning. • Pupils with SEND demonstrate improved independence through	
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	experience success whilst maintaining high expectations. Core Component 7 Personal Development: Opportunities provided to develop confidence, aspiration, independence, leadership and responsibility through wider curriculum opportunities.	• Parent guidance to reinforce learning behaviours at home Intervention • Explicit teaching of learning behaviours during lessons. • Daily opportunities for independent problem solving. • Structured reflection at the end of lessons ("What helped me learn?"). • Use of "productive struggle" before adult support. • Targeted support for pupils with low resilience or confidence. • Pupil conferencing and coaching. • Celebration of perseverance, improvement and effort rather than speed or correctness. Monitoring • Learning walks focusing on independence and resilience. • Book looks to evaluate response to feedback and pupil reflection. • Pupil voice on confidence, challenge and ownership of learning. • Staff coaching observations. • Behaviour and engagement data. • Attendance where relevant. • Governor visits linked to the priority. • Review of attainment and progress alongside learning behaviours.	identified pupils. When: Spring Term 2027. How: Learning walks, coaching, book scrutiny, pupil voice, SEND reviews and moderation of practice. Long Term Fidelity The Growth Framework is embedded within the school's culture. Staff consistently apply agreed approaches and pupils demonstrate increasing independence, resilience and ownership of learning Reach Who: Whole school community, including governors and parents. When: Summer 2027 onwards. How: Ongoing monitoring, governor visits, pupil leadership, curriculum review and annual evaluation against SDP success criteria.	adaptive teaching and targeted support. • Attendance improves for identified pupils where anxiety and low resilience have been barriers to school engagement. Long Term 1 – 3 years • A whole-school culture of growth is embedded, with resilience, independence and self-regulation consistently evident across all year groups. • Behaviour incidents continue to reduce, with fewer incidents requiring high-level intervention. • Improved attendance and persistent absence rates, particularly for vulnerable pupils. • Improved attainment and progress across the curriculum as pupils engage more confidently with challenge and take greater ownership of their learning. • Pupils leave St Barnabas as confident, resilient and independent learners who are well prepared for the	
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				next stage of their education.	
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Ongoing Reflective Review

Priority Development Area:

Date	Chosen actions & activities	How? What impact measures can you report?	Lessons learned	Next steps /Evidence
Autumn				
Spring				
Summer				

Early years

Context:

Statistic	2022-2023		2023-2024		2024-2025		2025-2026		
	School	National	School	National	School	National	Cohort	School	National
% achieving a Good Level of Development	71% 	67%	65% 	68%	55% 	68%	25	68% 	~ 72%
% at the expected level across all early learning goals	71% 	66%	65% 	66%	55% 	67%	25	68% 	~ 71%
Average number of early learning goals at the expected level per pupil	14.7 	14.1	14.5 	14.1	14.7 	14.1	25	15.0 	~ 14.5

Baseline – WellComm on entry this academic year was 48% of the children achieved the right level for their age when they took the test.
The classroom environment is too busy and complicated with less foundational skill learning activities.

Problem/key area Why?	Planned action Intervention Evidence Informed Process What?	Implementation activities How? Cost?	Implementation Outcomes Who? When? How?	Final Outcomes Measurable impact	RAG
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*GLD has been on a downward over the last 3 years and not meeting national average. Areas of the EYFS that children are not meeting GLD are Literacy including fine motor skills, letter formation. The classroom environment requires updating to ensure opportunities are in place for this.	Core Component 1 Children to have specific focus writing activities led by the class teacher. Simple sentences and phrases modelled by teacher. Effective sentence dictation led by the teacher in phonics lessons and writing activities. Core Component 2 Areas in the classroom need to be explicit and purposeful because this directly supports how young children learn. Children need to know what the areas are for and need to know what skills they are learning in these areas. Clear links to ELGs and progression documents need to be seen and purposeful opportunities for writing, talk, maths and fine motor skills. Core Component 2 Effective Fine Motor Skills Development e.g bilateral co-ordination, finger dexterity, pincer grip, hand eye co-ordination. Provide children with a variety of daily opportunities and activities for them to practise their fine motor skills. Core Component 3	Training WHOLE Education – training for EYFS lead/headteacher to create an action plan and evaluate across the year. WHOLE Education EYFS 29th September 9am + TA sessions throughout 2026-7. National College – numerous CPD videos – specifics to be named. WCC Strong Foundations – conference & training: 14th October 2026 and 3rd February 2027 (Wychavon Dates) RISE programme dates - Billelsey primary school - EEF research school: 8th Oct, 12th Nov, 24th Nov, 21st Jan, 2nd Mar, 11th Mar, 29th Apr, 8th Jun, 29th Jun. Education Materials Strong foundations in the first years of school - GOV.UK The writing framework - GOV.UK EvaluateMySchool – complete evaluation.	Short Term Fidelity All subject leaders to look at progression documents, amend and change to link to EYFS LTP. Children to receive home challenges during summer holidays with a big focus on foundational skills. Parents to be aware of the importance of foundational skills. 100% of staff know how to form all letters correctly and can model these correctly. 100% of all staff in EYFS have read the Writing Framework. Evaluate My School – EYFS completed. Areas of the classroom are explicit Reach	Short Term 100% of children are receiving daily handwriting sessions to support letter formation. 100% of children complete a focus writing activity in their English books once a week. Medium Term 100% of all areas are explicit, purposeful and engaging for all children. Children are receiving daily interventions for phonics/sentence writing/letter formation effectively. Long Term 1 – 3 years 90% of children are Y1 ready i.e., holding pencil correctly. 100% of children are leaving Reception being able to form MOST letters correctly.	

	Effective modelling of foundational skills eg, letter formation, fine motor skills needs to be used. Observe and access progress regular. Core Component 4 Children to be provided with writing opportunities all around the classroom and in different areas of the room to promote children to have opportunities to write throughout the day. Core Component 5 In the EYFS, children learn through talk, interaction and play. Oracy enables children to understand instructions and routines, ask questions and clarify thinking, explain ideas and make sense of new learning. This will support children to access the wider curriculum and all other areas of the EYFS.	Classroom environment and outside area audit. Refit of outdoor continuous provision. Intervention Children to be provided with daily intervention to support letter formation when needed. Phonics interventions to support writing skills to support ELG for writing. Monitoring • Leadership team drop ins • EYFS lead data progression across the year • -Planning scrutiny • -Staff voice – annual survey • Teaching and Learning review - DOWMAT • -Book scrutiny • Subject monitoring afternoons / leadership monitoring sessions • EYFS lead visit other Early Years setting within the DOWMAT.	Subject leaders given time to work with EYFS lead to change and amend progression documents. All staff are allocated training programmes. Parents to be given information at the new parent meeting about foundational skills and the importance. Learning environment meets the needs of learners – all areas can meet the children needs and are purposeful. Staff model correct pencil grip and simple fine motor skills. Medium Term Fidelity RBA completed at the start of the year. Phonics half termly assessments completed throughout the year.	ELG for Literacy (writing) increases and meets national average. GLD increases and meets the national average.	
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Ongoing Reflective Review				
Priority Development Area:				
Date	Chosen actions & activities	How? What impact measures can you report?	Lessons learned	Next steps /Evidence
Autumn				
Spring				
Summer				
Summer				