Roskear Primary and Nursery School and Crofty Minors Preschool SDP 2025-26.

Priority One - ● Raise standards in reading, writing and maths.	
Priority Two ● Ensure a full inclusive culture across the school, enabling all children to succeed academically, socially and emotionally. ➢ *Further improve staff understanding of differing needs through effective whole school training.* ➢ *Further improve quality first teaching and provision for all pupils but particularly those pupils with SEND.* ➢ *Further develop lunchtimes and playtimes to enable children to further develop their social and emotional health through effective and engaging play.*	
Priority Three ● Further secure high standards of pupil behaviour and attitudes through relational practice. ➢ *Further develop staff knowledge, use and confidence in the use of relational practice to bring about improved behaviour and self-regulation.* ➢ *Improve attendance and lateness through a whole school approach of accountability and responsibility.*	
Priority Four ● Ensure effective leadership at all levels works coherently to continue to develop an enabling and ambitious school for all children. ➢ *Establish, implement and embed a forensic approach to monitoring of SEND provision and progress of pupils with SEND.* ➢ *Robustly implement CPPD for all staff and measure impact on provision and attainment of pupils.* ➢ *Establish, implement and embed a forensic approach to monitoring of preschool and nursery provision and progress of pupils.* ➢ *Ensure all subject leaders are effective in their role, bringing about whole school improvement.*	

Crofty School Improvement Plan 2024 – 26

School Improvement KPIs						
	All schools at least Ofsted good in all aspects	Pupil attendance at least in line with national averages for all groups.	Pupil attainment in statutory assessments are in line with, or above, national averages.	Pupil premium pupils achieve at least in line with all pupils nationally.	60% of teaching and support staff engage in Crofty or National CPD (above that provided through staff meetings and INSET days).	Staff questionnaire shows year on year improvement for workload manageability.
Sept 24 Baseline Crofty/ National	12/16					

all	PA	PP	EHCP	SEND support
94.47%	13.07%	91.85%	89.35%	92.56%
94.50%	15.20%	88.90%	86.70%	89.10%

EYFS GLD	Yr1 phonics	Yr 2 phonics	Yr4 MTC average score	Yr4 MTC full marks	KS2 reading	KS2 writing	KS2 maths	KS2 combined
70.0%	83.0%	93.0%	19.60	33.0%	75.0%	66.0%	73.0%	59.0%
68.0%	80.0%	89.0%	20.6%	34.0%	74.0%	72.0%	73.0%	61.0%

Yr1 phonics	KS2 reading	KS2 writing	KS2 maths	KS2 combined
74%	65%	62%	65%	49%
80%	74%	72%	73%	61%

workload	well supported	well-being
53.90%	75.42%	72.72

MAT Development Plan – Secure high quality of Education across all curriculum areas to ensure the continued improvement in key outcomes for all pupils

Trust Leader – Tamsin Lamb	
Objectives	**What will success look like?**
1. Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes.	1.1. Crofty Curriculum principle audit tools are published for all areas of the curriculum. 1.2. Teachers and leaders actively use the curriculum principle audits to support self-evaluation and inform action planning. 1.3. The curriculum intent for Art, history and PE is at least good in all schools. 1.4. The curriculum intent for writing is sufficiently challenging and sequenced progressively across all aspects, 1.5. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes. 1.6. Improved teacher subject knowledge and resourcing in science, through active engagement with the Crofty/ Ogden Trust training programme leads to improved pupil outcomes. 1.7. Targeted training for EYFS practitioners, in response to audit, improves subject knowledge in Prime areas. 1.8. Analysis of the barriers faced by disadvantaged pupils, alongside use of evidence-based approaches leads to well considered plans to accelerate progress for disadvantaged pupils. 1.9. Sustainability and environmental impact are explicitly taught and woven into our schools' curricula.
2. Implementation of the curriculum represents high quality teaching for all, including pupils who are disadvantaged and have special educational needs and disabilities, resulting in outcomes at least in line with the national average.	2.1 Teaching (implementation) of the curriculum ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently (focus on art, history, PE, writing, maths and reading). 2.2 Pupils' writing and reading across the curriculum represents high expectations and high standards. Outcomes at the end of the year are at least in line with national averages for expected and GDS. 2.3 Formative and summative assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching. 2.4 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in phonics, number and multiplication facts. 2.5 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education. 2.6 Implementation of the school disadvantaged strategy closes the gaps in attainment for those identified as disadvantaged (there is no attainment gap between disadvantaged and non-disadvantaged pupils). 2.7 Teaching in EYFS, in line with agreed principles, leads to increased number of pupils achieving ELGs in CLL, word reading and writing. 2.8 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS.
3. Ensure leadership at all levels works coherently to develop a continuously improving system.	3.1 School Curriculum Leaders actively engage with trust wide networks, developing their subject knowledge and that of the teachers in their schools. 3.2 Specialist subject leaders identify best practice across the Trust, facilitating the sharing of this through school to school support. 3.3 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management. 3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent. 3.5 The Trust staff wellbeing strategy contributes to improved staff attendance and improved scores related to workload in the annual staff survey.
4. All schools within stage 2 & 3 to be improved to at least stage 1 within 18 months	4.1 The Trust School Improvement Strategy is understood by all leaders. 4.2 Stage 3 schools Rapid Improvement Plans are focussed on key priorities, monitored weekly and enable the school to move to Stage 2 within a term. 4.3 Stage 2 schools Rapid Improvement Plans are focused on key priorities, monitored 3 weekly and enable the school to move to Stage 1 within 2 terms.

Objectives	Autumn priorities	Spring Priorities	Summer priorities/*Success Criteria*
Raise standards in reading.	➢ Deliver CPPD on reading to all teachers and HLTAs to ensure staff know and understand what effective teaching of reading looks like. ➢ Reading intervention is well focused to close the gaps between those entitled to PPG and those not and is well attended. ➢ Review and amend lesson blueprint for Year 2,3,4 and reading policy. ➢ Monitor lessons to see that the blueprint is embedded to bring about strong pupil progress as evidenced half termly formal reading tests. ➢ Provide training and coaching to ECTs ensuring they observe the strongest reading teaching. ➢ Open the library every day at lunchtime run by Super Sixes. ➢ Re-Incentivise the class library and AR reading at home. ➢ Implement in Year 6 booster reading group. ➢ Monitor quality of RWInc and top up to ensure gaps are being quickly closed, including parental engagement to support at home. ➢ Reading words sent home each week in Rec,1,2,3,4 to expand sight knowledge. ➢ Daily monitoring of home reading carried out and breaktime club introduced and carried out daily to increase reading for those non-readers (D Bartlam and D Rideout to cover). ➢ Subject leader audit reading against the Crofty principles document and use this to create their subject leader plan.	➢ Further monitoring of reading lessons is carried out in Y2-Y6 along with planning scrutiny and pupil conferencing. Evidence shows that the Roskear approach to reading and reading for pleasure is embedded from Reception to Y6. ➢ Review the impact of precision teaching in relation to closing the PPG gap. ➢ Pupil questionnaire carried out with pupils to ascertain the use of the library with children – identify which children are most engage and revise provision to ensure that those children entitled to PPG are engaged and accessing. ➢ Review the impact of parent/school RWInc sessions and engagement against pupil progress. ➢ Further monitoring of RWInc lessons shows that all teaching is at least good and gaps in attainment are closing with higher 5 of pupils on track.	☺ *KS2 SATs are at least inline with national 75%* ☺ *Year 1 phonics results 84%+* ☺ *95%+ of all children in year 2 are off the RWInc programme .* ☺ *100% of Y4 children off RWInc by Dec* ☺ *100% of Y3 children off RWInc by Dec* ☺ *90% of all children on track in RWINc* ☺ *Pupil progress in reading is strong and clear evidence of gap closing/closed for pupils entitled to PPG* ☺ *Pupil conferencing shows that children's attitudes to reading are positive.*

Raise standards in mathematics.	➢ Revise the blueprint for teaching mathematics. ➢ Monitoring the use of embedded strategies in relation to times tables to ensure all pupils are on track to pass the multiplication check and gaps are closing for those not on track. ➢ Introduce and implement across reception and KS1/2 the use of KIRFS and half termly assessments. ➢ Relaunch Maths Whizz/TTRS and KIRFS to support learning at home and introduce and implement monitoring methods ➢ Ensure subject leader action plan is robust and reflects current development needs of the school. ➢ Subject leader audit maths against the Crofty principles document and use this to create their subject leader plan.	➢ Monitor the quality of teaching and data analysis to see impact of teaching on raising standards and closing the gap. ➢ Measure the impact of KIRFS on pupil progress – see the impact of this in maths lessons – do pupils demonstrate strong automaticity of KIRFS? ➢ Monitor and evaluate the use of precision teaching in relation to KIRFS with a focus on closing the gap between those entitled to PPG and those not. ➢ Monitor ongoingly the use of Maths Whizz/TTRS/KIRFS at home impact on progress specifically those entitled to PPG and those not as a comparison. ➢ Continue to monitor the use of mastering number ensuring consistency and fidelity to the programme. ➢ Further monitoring of maths lessons is carried out in across the school along with planning scrutiny and pupil conferencing. Evidence shows that the Roskear approach to teaching maths is fully and successfully embedded across the school. ➢ Complete the Crofty maths audit and amend subject leader action plan and training plan accordingly.	☺ *KS2 results are at least inline with National.* ☺ *80% of Year 4 children pass the multiplication check.* ☺ *Staff have been trained on Mastering Number and it has begun to be implemented.* ☺ *KIRFS are embedded and at least 85% of children in Reception/Year 1 and 2 are on track.* ☺ *Pupil progress in maths is good and there is strong evidence of the PPG/NPPG gap closing.* ☺ *Data indicates children are regularly accessing Maths Whizz/TTRS.*
Raise standards in writing across the school.	➢ Relaunch 'Remember to..' strips across the school and include the chosen spellings of the week. ➢ Deliver training in September around the use of dictation in raising standards in SPAG. ➢ Review the government writing curriculum and revise our policy and curriculum in light of document. ➢ Review the use of 'live marking and feedback' to ensure it is	➢ Monitor the implementation and impact of dictation in raising standards in SPAG. ➢ Monitor the implementation of both the spelling and writing policies to ascertain that they are well embedded into daily teaching practice and effective in bringing about strong pupil progress. ➢ Monitor the use of Remember to .. across the school and pupil conference to ascertain the impact these have in supporting pupil	☺ *KS2 SATs are at least inline with national* ☺ *Year 2 writing data shows 85% of children working at age related and at least 25% working at greater depth.* ☺ *90% of all children on track in RWINc* ☺ *Pupil progress in writing is strong and clear evidence of gap closing/closed for pupils entitled to PPG*

	consistently used and effective in moving learning forward. ➢ Ensure subject leader action plan is robust and reflects current development needs of the school. ➢ Launch new RWInc handwriting scheme. ➢ Subject leader audit writing against the Crofty principles document and use this to create their subject leader plan.	learning and embedding expectation in relation to writing. ➢ Monitor the quality of teaching and learning of writing through Talk for Writing ➢ Review SLAP and measure action impact mid-year. ➢ Montor impact of new handwriting scheme.	☺ *Pupil conferencing shows that children's attitudes to writing are positive.*

Objectives	Autumn priorities	Spring Priorities	Summer priorities/*Success Criteria*
Further improve staff understanding of differing needs through effective whole school training.	➢ Audit staff on expertise of differing SEN needs and devise and begin implementation of training programme for SEND for all staff.	➢ Continue implementation of training programme. ➢ Monitoring of provision for pupils with SEND and pupil conferencing.	☺ *Review audit of knowledge shows significant progress of knowledge and understanding of staff in relation to differing pupil needs.*
Further improve quality first teaching and provision for all pupils but particularly those pupils with SEND.	➢ Create a SENDCo timetable to ensure that regular class visits are carried out. HT to monitor this ongoing to check SENCo remains on track with monitoring schedule and holds to account. ➢ Teacher and TA training in the effective use of additional adults within the classroom – delivered by the SENDCO and DHT (FJ). ➢ Identify children from each year group for precision teaching, ensuring an 80/20 focus to target those pupils entitled to PPG and implement, monitor impact. ➢ DHT to create training programme and begin with its delivery and SLT monitoring implementation through coaching for all HLTAs.	➢ Monitoring of precision teaching to ensure high quality intervention and impact on raising standards. ➢ HT monitoring of SEND shows that children's needs are being well met through appropriate expectation, provision and interaction. ➢ Monitoring of HLTAs shows high quality teaching across the school being delivered and effective behaviour management being implemented.	☺ *All children are accessing the school curriculum and are included in the life and richness of school as evidenced through ongoing monitoring, questionnaires and SEND audit.* ☺ *SEND data shows all pupils on the RON are making good or better progress using appropriate measures, including STAR plan targets and pre-key stage assessment materials and levels.* ☺ *Monitoring shows, with the agreed exception of 3 pupils waiting for specialist schooling, no evidence of 'velcro TA' use and children developing their independence through use of resources and appropriately pitched and planned learning.*
Further develop lunchtimes and playtimes to enable children to further develop their social and emotional health through effective and engaging play.	➢ Launch free access across the site for breaktimes. ➢ Continue to develop the lunchtime and playtime offer to enable children to play imaginatively, creatively and socially.	➢ Launch the removal of staggered lunches so that children can access the dining hall throughout lunch and be able to eat with friends from other year groups. ➢ Continue to develop and monitor the lunchtime and playtime offer to ensure children are able to play imaginatively, creatively and socially.	☺ *Monitoring shows breaktimes are a positive experience for all children.*

Objectives	Autumn priorities	Spring Priorities	Summer priorities/*Success Criteria*
Further develop staff knowledge, use and confidence in the use of relational practice to bring about improved behaviour and self-regulation.	➢ Provide training to all staff on de-escalation and school expectations around positive and proactive use within teams. ➢ Implement and embed revised relationship and behaviour policy amendments to ensure both staff and children understand. ➢ Implement the use of the Boxall profile for mentees to identify pupils needing emotional health support and to monitor and track progress, including working in partnership with parents ➢ Revise the expectations and implementation around the use of Nurture Breakfast Club – agree format and rationale with expected outcomes. ➢ Launch and embed the use of the Time and Space room / The Cove to assist those pupils who are presenting with dysregulation.	➢ Monitoring shows that all staff are proactively and effectively using the ZOR language, de-escalation techniques and agreed behaviour script when supporting children with their emotional health. ➢ Carryout pupil conferencing and evaluate the impact of ZOR in supporting children to understand their emotions, recognise them and begin to self-regulate using the tools.	☺ *Monitoring shows that staff freely and confidently use the agreed behaviour script to support de-escalation.* ☺ *Significant behaviour incidents and extreme behaviour is reduced through the agreed de-escalation techniques and resources.* ☺ *Behaviour data shows less children needing restoration/inclusion/PTI and that those that do require it need it less.* ☺ *Suspensions are reduced significantly.* ☺ *Staff, pupil and parental questionnaires show that behaviour is at least good across the school.*
Improve attendance and lateness through a whole school approach of accountability and responsibility.	➢ Embed within the school a whole staff responsibility for attendance through weekly attendance meetings with teachers. ➢ Ensure that all responses and communication with parents from school are timely in relation to absence and absence trends.	➢ Further embed within the school a whole staff responsibility for attendance through weekly attendance meetings with teachers. Measure impact to date. ➢ Montor and review the effectiveness of those timely responses and communication with parents from school to see that they are having a favourable impact on reducing poor attendance and PA. Is the gap closing between PPG/NONPPG/SEND?	☺ *End of year data show the school attendance data and that of PA and those pupils with SEND and or are entitled to PPG funding are inline or better with National.*

Objectives	Autumn priorities	Spring Priorities	Summer priorities
Establish, implement and embed a forensic approach to monitoring of SEND provision and progress of pupils with SEND.	➢ Establish a well-structured timetable identifying use of leadership time to bring about whole school provision of SEND. ➢ Further embed the direct SEND email address for parents to	➢ Monitor the effectiveness of the timetable in ensuring the SENDCo has time in classes and STAR plans are well written and evidence in class shows provision as identified on the plans are well chosen and	➢ SEND audit is carried out by end of summer 1 and findings are that the support and provision for children with SEND is at least good or better. ☺ *Parental questionnaire responses of those children with SEND show that*

	communicate with school which is accessible to SLT/team leaders/SENDCo/SEND supporting teacher and embed this as a key form of communication. ➢ SENDCo audit SEND/Inclusion against the Crofty principles document and use this to create their subject leader plan.	enabling pupils to make good or better progress.	*parents/carers feel well supported and that school support is given in suitable timescales and communication is prompt.*
Robustly implement CPPD for all staff and measure impact on provision and attainment of pupils.	➢ Define the roles of SMT in relation to CPPD to ensure there is a clear and well-established cycle of professional development and training introduced and implemented. ➢ Provide training on new Big Shift for autumn term, carryout monitoring to ensure whole school improvement.	➢ Review the impact of CPPD on continuing to improve teaching and learning across the school. ➢ Carryout an interim review of targets and CPPD logs. ➢ Provide training on new Big shift for spring term, carryout monitoring to ensure whole school improvement.	➢ Provide training on new Big shift for summer term, carryout monitoring to ensure whole school improvement. ☺ *Staff questionnaire responses show that staff feel well supported with their professional development and well trained.*
Establish, implement and embed a forensic approach to monitoring of preschool and nursery provision and progress of pupils.	• Establish a well-structured timetable identifying use of leadership time to bring about whole school provision of preschool through targeted training, coaching and monitoring. • Begin implementation of training and coaching programme. • EYFS leader audit EYFS against the Crofty principles document and use this to create their subject leader plan.	➢ Headteacher to monitor training and coaching programme to see increased standards of provision. ➢ Continue with training programme and coaching of staff by DHT.	☺ *External review of nursery and preschool finds the provision for all children to be at least good or better.*