
Hainford
VC PRIMARY SCHOOL


Nebula
where stars are born

Hainford Primary School SIDP – 2026/2027

School Improvement and Development Plan

OUR VISION

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

A place for all to flourish

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Objective: Improve Outcomes

To improve pupil outcomes so that, over the next three years, each school has a clear and realistic trajectory towards meeting or exceeding national expectations, while ensuring that all Groups of pupils, particularly vulnerable pupils and those with SEND, make strong progress from their individual starting points.

The school will use current and historical assessment information to identify priorities, set ambitious but realistic targets and monitor progress towards the following (appropriate to the school) key outcome measures:

- **EYFS Good Level of Development (GLD)**
- **Year 1 Phonics Screening Check**
- **KS2 Reading**
- **KS2 Writing**
- **KS2 Mathematics**
- **KS2 Reading, Writing and Mathematics combined (RWM)**

The strategy will be reviewed regularly throughout the year as assessment information becomes more secure.

Establish the school's three-year outcomes trajectory			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse historical outcomes for EYFS, Phonics and KS2, including comparison with national outcomes and the school's previous performance.	Clear understanding of strengths, weaknesses and trends over time. Historical issues affecting outcomes are explicitly identified.	HoS / Data Lead/Executive Deputies	Autumn 1
Analyse current attainment and progress information for every year Group, identifying pupils at risk of not meeting age-related expectations.	Each year Group has a clear attainment profile and identified pupils/Groups requiring additional action.	HoS / Teachers	Autumn 1
Produce **2027 predictions** for EYFS, Phonics and KS2 Reading, Writing, Maths and RWM combined.	Predictions are evidence-based, realistic and sufficiently ambitious.	HoS / Data Lead/Executive Deputies	Autumn 1
Establish a **three-year trajectory** towards national expectations for each relevant outcome measure.	School can clearly articulate where it expects to be in 2027, 2028 and 2029 and why.	HoS / Data Lead/Executive Deputy	Autumn 1

Identify cohort-specific factors affecting the trajectory, including cohort size, SEND, disadvantage, mobility, pupil movement and prior attainment.	Commentary explains the context behind the data rather than simply reporting percentages.	HoS	Autumn 1
Agree key improvement priorities arising from the analysis.	Priorities are reflected in the SIDP, curriculum development and staff performance management.	HoS / Executive Deputy	Autumn 1

School Commentary:

Forward Trajectory

Current KS2 attainment predictions/targets are: **80%+ in Reading, 80%+ in Writing, 90%+ in Maths and 70+% combined**. We are optimistic that, through targeted teaching, intervention and careful tracking, we can ensure that results exceed National by the end of 2027.

Only 50% of current yr6s achieved expected in writing at Ks1. X2 pupils were assessed as P scale. Interventions and focused teaching has helped these x2 chn to work within year. Focused year 6 teaching for this group has begun with the aim of achieving 80%+ in writing. This is realistic as all children were able to demonstrate many aspects of the expected criteria and weaknesses are realistically 'fixable'. Class teacher successfully attended County writing moderation last year so is perfectly placed in children achieving expected and above.

The longer-term trajectory is, however, somewhat mixed and will need to be considered in the context of varying cohort sizes and an increasing proportion of pupils with SEND and other vulnerabilities. These factors will have a significant impact on our end-of-key-stage cohort percentages.

The 2028 cohort (current yr5s) only number 7 and include EHCP, LAC and 4/7 on the SEND register. KS1 results were 71% Reading and maths but 57% for writing for this group so writing needs to be a priority. A target of 5/7 (71%+) for RWM at present is realistic through with targeted support over the next two years 6/7 may be achievable.

This trajectory is optimistic but realistic, based on the gaps covered by previous cohorts – especially from data results at the end of Year 5 and then those at the end of Year 6.

Our current Year 4 cohort (2028) KS1 results were 80% Reading and maths but 60% for writing so writing will once again be a focus.

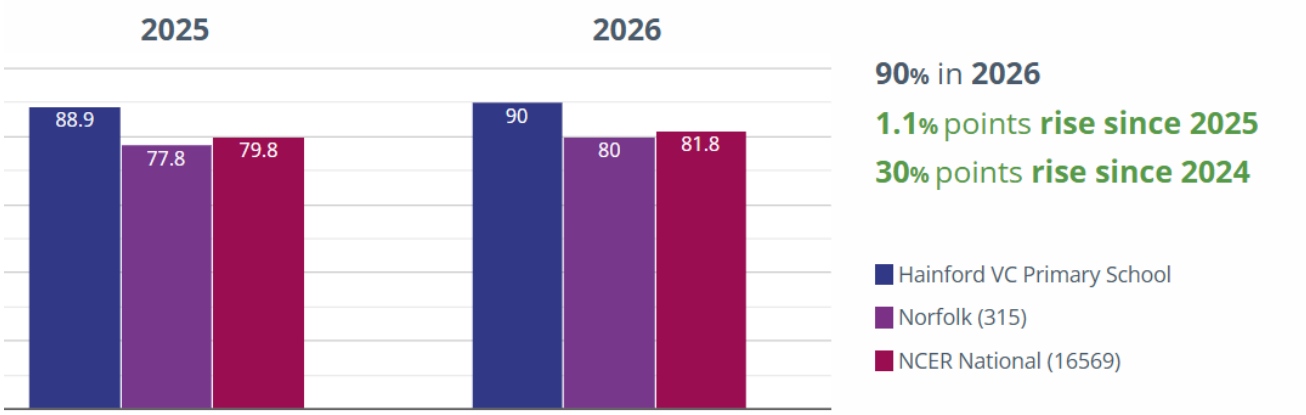
KS2 RWM combined: What is preventing pupils from achieving RWM combined, and what are we doing about it?

Writing is a significant area where improvement is needed. As a federation, we have implemented a new set of in-key-stage writing criteria to ensure fidelity and robust teaching of writing in all year groups. This was introduced to staff at the end of the Autumn Term 2025, meaning it hasn't yet had a full year of implementation.

Spelling Shed was also introduced in Sept 2024 to strengthen our explicit teaching of spelling.

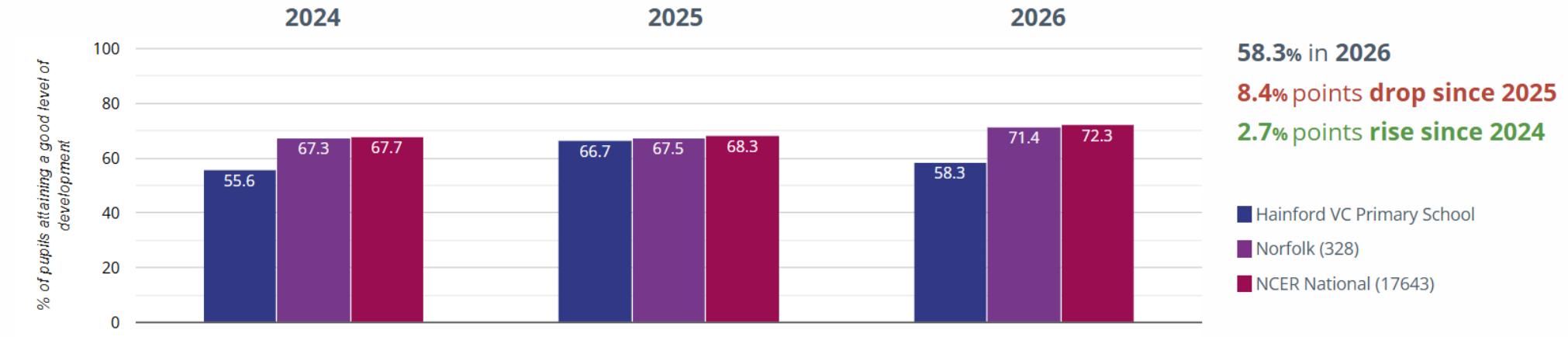
A large proportion of our current year 5s have already benefitted from a targeted intervention programme focused on SEMH, Behaviours for learning and resolving friendship and social issues. These were delivered internally and drawing on the expertise of the Schools and Communities Team. 2/7 of our yr5 pupils are receiving 1:1 counselling support while x1 LAC child receives support from CAMHs
It has been noticeable at the start of the year, an improved focus, less fallings out and a greater quality and quantity of work from 6/7 of these pupils.

Phonics – above national for yr1s and retakes for the last two years. (see below) However due to cohort, with only 50% achieving word reading at EYFS focus this year and beyond will maintaining this. (see phonics section)



EYFS
The percentage of children achieving GLD is outlined in the table below:

★ Good Level Of Development



Areas of the EYFS curriculum that 'limit' Hainford's GLD has been highlighted as reading (word reading) and writing. 5/12 (42%) didn't achieve GLD last year. All of the 5 children were boys. X1 EHCP. HoS to work alongside Deputy Exec for EYFS and class teacher to identify a focus group in Reception for targeted writing intervention.

EYFS at Hainford Primary School			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Establish accurate baseline information for the current Reception cohort.	Baseline identifies individual starting points and priority areas.	Deputy EYFS	Autumn 1
Analyse historical EYFS outcomes and identify areas of relative weakness.	Specific areas for improvement identified, rather than a generic focus on GLD.	Deputy EYFS	Autumn 1
Identify pupils unlikely to achieve GLD and establish individual/Group strategies.	Vulnerable pupils are identified through pupil progress meetings, interventions are put in place early and monitored closely.	Deputy EYFS / SENCO	Half-termly
Ensure provision and adult interaction are closely matched to identified gaps.	Learning observations demonstrate targeted provision and high-quality adult interaction.	EYFS Teachers	Ongoing
Strengthen links between EYFS assessment and subsequent KS1 curriculum planning.	Transition information is used effectively by Year 1 teachers.	EYFS/KS1 Teachers	Summer
Review progress towards the 2027 prediction at agreed assessment points.	Prediction is updated using increasingly secure evidence.	Deputy EYFS	Half-termly/termly
Continue WellComm interventions and implement targeted language groups for children working significantly below age-related expectations.	Increased progress in Speaking and Listening assessments.	EYFS Teachers	Ongoing
Introduce daily structured talk opportunities across the curriculum, including vocabulary-rich activities.	Learning walks show consistent opportunities for high-quality talk.	EYFS Teachers	Ongoing
Strengthen partnership working with Speech and Language services and ensure referrals are made promptly where required.	Appropriate referrals made and support plans in place.	SENCo	Ongoing
Increase targeted phonics intervention sessions for pupils at risk of not meeting Word Reading ELG.	Improved phonics assessments and intervention tracking data.	EYFS Teachers	Ongoing
Develop additional opportunities for purposeful writing across both indoor and outdoor provision.	Increased evidence of independent writing in learning journals.	EYFS Teachers	Ongoing
Ensure provision and adult interactions are consistently aligned with children's identified needs and next steps.	Observations demonstrate high-quality interactions and targeted teaching.	EYFS Teachers	Ongoing
Strengthen moderation processes across the Federation to ensure accurate and consistent assessment judgements.	Moderation records confirm accuracy of assessments.	Deputy EYFS	Termly
Strengthen links between EYFS assessment information and Year 1 curriculum planning.	Transition information informs planning and intervention.	EYFS / KS1 Teachers	Summer Term

Review progress towards 2027 targets at each assessment point and evaluate impact of interventions.	Data demonstrates incremental improvement towards targets.	HoS / Deputy EYFS	Half-termly
Conduct focused learning walks centred on communication and language, early literacy and interaction quality.	Monitoring demonstrates improvement in classroom practice.	Deputy EYFS	Half-termly
Complete the DFE Excellence in Reception Teaching course.	Teachers have a clear understanding of the DFE expectations and guidance for Reception teachers.	EYFS Teachers	Ongoing

Phonics at Hainford Primary School			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse current phonics assessment information by year Group, including individual pupil gaps.	Precise gaps in phonological knowledge are identified.	HoS/Phonics Lead	Autumn 1
Establish a 2027 Phonics Screening Check prediction.	Prediction is based on current attainment and historical evidence.	HoS/Phonics Lead	Autumn 1
Ensure phonics teaching is consistent and follows the school's agreed approach.	Monitoring demonstrates consistent implementation and high-quality phonics teaching.	HoS / Phonics Lead	Ongoing
Provide targeted additional teaching for pupils at risk of not passing the check.	Identified pupils demonstrate measurable improvement between assessment points.	Phonics Lead / Teachers	Half-termly
Track pupils who did not meet the expected standard previously.	All relevant pupils have a clear catch-up strategy and progress is monitored.	HoS/Phonics Lead	Ongoing
Moderate phonics assessment across the school/federation where appropriate.	Assessment judgements are reliable and consistent.	Phonics Lead	Termly

KS2 Reading at Hainford Primary School			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse current attainment in reading by year Group and identify pupils/Groups below expected standard.	Clear cohort-specific priorities established.	HoS / Reading Lead	Autumn 1
Produce a 2027 prediction for the percentage achieving the expected standard in Reading.	Prediction is evidence-based and reviewed as assessment becomes more secure.	HoS / CT	Autumn 1
Identify key reading knowledge/skill gaps and adapt teaching accordingly.	Planning and teaching demonstrate a clear response to identified gaps.	HoS / English Lead / CTs	Ongoing
Ensure daily reading and guided reading provision develops fluency, vocabulary, comprehension and inference.	Monitoring demonstrates strong reading provision across year Groups.	HoS / English Lead	Ongoing
Track vulnerable pupils and pupils with SEND particularly closely.	Gaps are identified early and appropriate adaptations/intervention are implemented.	HoS	Half-termly
Evaluate impact of actions through work scrutiny, assessment and pupil voice.	Evidence demonstrates improved attainment and/or progress.	HoS	Termly

KS2 Writing at Hainford Primary School			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse writing attainment by year Group and identify specific gaps in composition, grammar, punctuation, spelling and transcription.	Staff have a precise understanding of cohort needs.	Writing Lead	Autumn 1
Establish 2027 writing prediction.	Prediction reflects current evidence and identified improvement strategies.	HoS	Autumn 1
Implement the federation Writing Framework consistently.	Monitoring demonstrates improved consistency and progression in writing teaching.	Writing Lead	Ongoing
Moderate writing regularly within and across schools where appropriate.	Teacher assessment is accurate and consistent.	Writing Lead / HoS	Termly
Identify pupils who require additional support to achieve the expected standard.	Targeted support is implemented and its impact evaluated.	Teachers / SENCO	Half-termly
Track progress towards the expected standard and greater depth.	Increasing proportions of pupils demonstrate secure age-related writing.	HoS / Writing Lead	Termly

KS2 Mathematics at Hainford Primary School			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse attainment by year Group and identify gaps in mathematical knowledge and fluency.	Cohort-specific mathematical priorities identified. *Focus on yr5s and fluency*	HoS / Maths Lead	Autumn 1
Establish 2027 prediction for mathematics.	Prediction is evidence-based and regularly reviewed.	HoS	Autumn 1
Ensure curriculum sequencing supports pupils to develop secure mathematical understanding.	Monitoring demonstrates appropriate progression and opportunities to address misconceptions.	Maths Lead / HoS	Ongoing
Identify pupils at risk of not meeting the expected standard and provide targeted support.	Identified pupils make measurable progress.	Teachers / Maths Lead / HoS	Half-termly
Use assessment information to address misconceptions rather than relying solely on intervention.	Evidence demonstrates adaptation of classroom teaching in response to assessment.	Teachers/HoS	Ongoing
Moderate assessment and monitor consistency of teaching across year Groups.	Teacher assessment is accurate and teaching quality is consistent.	Maths Lead / HoS	Termly

KS2 RWM Combined at Hainford Primary School			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Identify pupils currently on track to achieve the expected standard in all three subjects.	School has an identified RWM cohort.	HoS	Autumn
Identify pupils who are secure in two areas but have a specific barrier preventing RWM combined.	Individual pupils/Groups are identified and appropriate action planned.	HoS / Teachers	Autumn 1
Establish 2027 RWM combined prediction.	Prediction is realistic and supported by current evidence.	HoS	Autumn 1
Track the RWM cohort at each assessment point.	School can explain movement into and out of the combined measure.	HoS	Termly
Evaluate whether school improvement actions are translating into improved combined outcomes.	Evidence demonstrates increasing numbers of pupils achieving the combined measure.	HoS / Executive Deputy	Termly

Evidence of the above could include: baseline data, assessment data, learning observations, moderation records, pupil work, pupil progress discussions, intervention records and examples of changes made as a result of assessments, lesson visits, planning, pupil voice, reading records, screening-check outcomes and intervention impact.

Whole-School Improvement Actions Underpinning Outcomes			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Ensure assessment information is used routinely to identify pupils who need additional support or greater challenge.	Pupil progress discussions lead to identifiable changes in teaching.	HoS	Ongoing
Ensure provision for vulnerable pupils and pupils with SEND enables them to access the curriculum and make strong progress.	Monitoring demonstrates appropriate adaptive teaching and effective use of provision.	HoS / SENCO	Ongoing
Ensure teachers have secure knowledge of expected standards in their year Group.	Work scrutiny and moderation demonstrate accurate expectations.	HoS	Ongoing
Strengthen consistency of teaching through agreed federation approaches.	Monitoring demonstrates increasing consistency while retaining appropriate school-level flexibility.	HoS / Executive Deputy	Ongoing
Use professional development to address identified weaknesses in teaching and learning.	Staff development is directly linked to identified pupil needs.	HoS	Ongoing
Evaluate interventions for impact and discontinue or adapt those that are not effective.	Intervention records demonstrate impact on pupil attainment/progress.	HoS / SENCO	Half-termly
Monitor attendance and its relationship with attainment.	Persistent absence/attendance concerns are addressed promptly where they affect learning.	HoS / Attendance Lead	Ongoing
Review curriculum coverage and progression where gaps are identified.	Curriculum evaluation demonstrates appropriate response to identified weaknesses.	HoS / Curriculum Leads	Termly

Monitoring and Assurance		
Hainford Primary School will provide assurance through:		
Data • Current attainment by year Group. • 2027 predictions for EYFS, Phonics, Reading, Writing, Maths and RWM. • Three-year trajectory towards national expectations. • Progress of identified vulnerable Groups. • Comparison with previous school performance and national outcomes where appropriate.	**Implementation** • School improvement monitoring. • Lesson visits. • Work scrutiny. • Pupil progress meetings. • Moderation. • Curriculum reviews. • Phonics/reading/maths monitoring. • Intervention evaluation.	**Impact** • Movement in assessment data. • Evidence of improved teaching and learning. • Improved pupil knowledge and understanding. • Reduction in identified attainment gaps. • Increasing numbers of pupils on track to meet expected standards.
Evaluation – to be completed after implementation and impact Each Head of School should be able to explain: 1. Where are outcomes currently? 2. Where do we expect them to be in 2027? 3. Where do we expect them to be in 2028 and 2029? 4. Why is this trajectory realistic? 5. What are the key barriers to improvement? 6. What are we doing differently to address those barriers? 7. What evidence tells us that the strategy is working? 8. What has not worked and what have we changed as a result? 9. What are the next three actions that will have the greatest impact?		

Impact
Leaders will be able to demonstrate a clear line of sight from analysis of current pupil outcomes, through identified priorities and planned actions, to measurable improvement in pupil attainment. Progress towards the school's three-year outcomes trajectory will be reviewed regularly, with actions adapted where evidence indicates that insufficient progress is being made.

Three-Year Trajectory for Hainford Primary School						
Outcome	**2026 Actual**	**2027 Prediction**	**2028 Trajectory**	**2029 Trajectory**	**National Expectation**	**Commentary**
EYFS GLD	58%	75%	75%+	75%+	68.3% (75% by 2028)	Difficult to ascertain at this stage of the year. Baseline started and 10/12 have come to school with positive routines embedded, can hold a pencil and have good behaviours for learning. X2 chn on our SEN register
Phonics	90% Y2 retakes 100%	77% +	National +	90%	81% (90% by 2029)	X2 years above national by 10%. 100% with yr2 retakes 5/12 (42%) didn't achieve GLD last year for word reading so this will need to be a focus this year to maintain standards. X2 Chn EHCP highly unlikely to pass.
KS2 Reading	71% (1 child = 7%)	80%+ 30% GD	86% 28%	78% (1 child = 11%)	75% EXS+ 31% GD	X1 ch joined 22.6.26 having been CME since April 26
KS2 Writing	71% 0%+ GD	80%+ 20% GD	85.7% 14%	73% 17%	73% EXS+ 13% GD	X1 ch joined 22.6.26 having been CME since April 26. Only 50% achieved expected at Ks1. X2 pupils assessed using P scales but are now working at ARE
KS2 Maths	86% 21% GD	90%+ 30%+ GD	85.7%	80% 17%	75% EXS+ 27% GD	X1 ch joined 22.6.26 having been CME since April 26 90% exp at Ks1 & 30% GD at KS1
KS2 RWM combined	71% 0%GD	80%+ 10%+ GD	71% 14%	73% 17%	63% EXS+ 9% GD	(see above).

Year-Group Specific Analysis			
Class 1 – Reception and Year 1			
Reception Current Attainment	Baseline Assessment undertaken Initial observations undertaken leading to focused ELGs identified	Reception 2027 Prediction	**Focus ELGs based on initial assessments** Word Reading: 75% Comprehension: 75% Writing: 75% GLD overall: 75% (1 child = 13%)
Year 1 Current Attainment	Reading: 58% Writing: 58% Maths: 83% GLD: 58% (1 child = 8%)	Year 1 2027 Prediction	Reading: 77% Writing: 77% Maths: 77% Combined: 69%+ Phonics = 77%+ 13 chn 1 child = 8%)

Both	**Reception**	**Year 1**
Key Strengths	Many siblings; families known to school and supportive of the school Year 1s: 12/13 well-settled gaps already known and interventions have been updated and started straight away (Scooping up reading, writing groups)	
Key Gaps/Barriers	Rec: 67% summer born & and 50% after 5th June and beyond so 50% will be assessed for GLD before they are 5 years old. (4 out of 6 are girls) Barriers – 4 children with significant SEND and behaviour needs (x3 with EHCP + x1 being assessed) X1 EHCP yr1 joined in the last few weeks of the summer term. No Reception data for this child as she was home educated for several months Yr1s 5/12 (42%) didn't achieve GLD last year in word reading or writing. Including new child this means 46% didn't achieve word reading so to achieve above national in phonics looks unlikely	
Priority Actions	Focus on reading and writing GLD so that we achieve above national Work with Exec Deputy for EYFS to identify strategies to improve or accelerate word reading especially in boys. Yr1s 5/12 (42%) didn't achieve GLD last year in word reading or writing so this needs to be an autumn focus area for catch-up	
Vulnerable/SEND Cohort	2 children with significant SEND and behaviour needs (x2 with EHCP + x1 being assessed) 4 children PP Targeted or Expanded	

Evidence of Impact	Strong results for phonics at end of yr 1 and English outcomes last year point to effective teaching. Half-termly pupil progress meetings Phonics Tracker indicates gaps to cover; additionally that they have been subsequently closed across assessment points throughout the year

Class 2 – Year 2 and Year 3			
Year 2 Attainment at the end of year 1	Reading: 90% 10% GD Writing: 80% 10% GD Maths: 90% 10% GD Combined: 80% 10% GD 10 pupils (1 child = 10%)	Year 2 2027 Prediction (not including CG)	Reading: 82% Writing: 82% Maths: 82% Combined: 73% 11 pupils (1 child = 9%)
Year 3 Attainment at the end of year 2	Reading: 80% 0% GD Writing: 60% 0% GD Maths: 80% 10% GD Combined: 60% 10% GD GPS: 80% 10% GD 8 pupils (1 child = 10%)	Year 3 2027 Prediction (*x1 Exp+ child left at end of yr2*)	Reading: 78%+ 22% GD Writing: 78%+ 11% GD Maths: 78%+ 22% GD Combined: 78%+ 11% GD GPS: 78% 11% GD 9 pupils (1 child = 11%)

Both	**Year 2**	**Year 3**
Key Strengths	Teacher has good knowledge and understanding of the additional needs in the classroom. Well-established team. Class of 21 with good balance between yr2&yr3 Yr2s: 90% phonics pass, Yr3s: 100% phonics Yr3s: 80%+ pass rate in GPS, reading and maths	
Key Gaps/Barriers	Yr2s: x1 ch joined SEN issues below exp in RWM Yr3s: 60% exp in writing at end of year 3 and no GD so focus area. No GD in reading either	
Priority Actions	Spelling in Year 3: Ensure Spelling Shed is maximised especially the online games to practise the spellings. Spelling strategies more established including using a dictionary. (NC = use the first two or three letters of a word to check its spelling in a dictionary) Raise % of chn achieving GD in all subjects by the end of the yr	

Vulnerable/SEND Cohort	X2PP (x1 EHCP chn now linked to class but works in log cabin for x1 hour a day) + X4PP (x1 EHCP in yr3 + x3 SEN register)		
Evidence of Impact	Within pupil progress meetings Yr3 Looking at engagement in Spelling Shed online games		
Class 3 – Year 4 and Year 5			
Year 4 Current Attainment	Reading: 73% 36% GD Writing: 64% 18% GD Maths: 82% 27% GD Combined: 64% GPS: 64% 11 chn (1 child = 9%)	Year 4 2027 Prediction	Reading: 73% 36% GD Writing: 73% 18% GD Maths: 82% 27% GD Combined: 64% GPS: 64% 11 chn (1 child = 9%)
Year 5 Current Attainment	Reading: 86% GD 14% Writing: 57% GD 0% Maths: 57% GD 0% Combined: 57% GPS: 71% 7 chn (1 child = 14%)	Year 5 2027 Prediction	Reading: 71% 14% GD Writing: 57% Maths: 71% 14% GD Combined: 57% GPS: 71% (1 child = 14%)
Both	**Year 4**	**Year 5**	
Key Strengths	Split for yr4/5s in the morning so a group of 18 pupils with a TA for at least x3 mornings a week. Yr4s and yr5s work well as a group. Yr4s: GD potential		
Key Gaps/Barriers	Yr4s: spelling Yr5: x7 girls. X1 EHCP, x1 LAC + x2 others on SEN register		

Priority Actions	Yr4: Spelling – initial few weeks suggests chn need to apply spelling rules more regularly in their writing. Support for FP and GB in class needed due to poor B4L Yr5s: initially much more settled compared with Year 4. Work generally at a much higher quality already. Focus continued on high-quality teaching to plug gaps in spelling and maths content.
Vulnerable/SEND Cohort	Yr4s: x3 boys SEN Yr5: x7 girls. X1 EHCP, x1 LAC + x2 others on SEN register
Evidence of Impact	Yr5s: to independently complete assessments, scoring more consistently – improved B4L and test technique evident and leading to better outcomes. Writing moderation Pupil Progress meetings

Class 3 – Year 6			
Current Attainment	Reading: 100% 44% GD Writing: 56% 11% GD Maths: 100% 11% GD Combined: 56% 11% GD GPS: 67% 11% GD 9 children (1 child = 11%)	2027 Prediction	Reading: 80%+ 40% GD Writing: 80%+ 20% GD Maths: 80%+ 30% GD Combined: 80% 10% GD GPS: 80% 20% GD 10 children (1 child = 10%)
Key Strengths	Small group focused teaching in the mornings for Maths and English		
Key Gaps/Barriers	Writing: Only 50% achieved expected at Ks1. X2 pupils assessed as P scales though but are now working at ARE. All children in Year 5 showed enough in their writing to suggest that they can achieve expected. Securing the accuracy and consistency of punctuation		
Priority Actions	Yr6s taught by CT for English every morning. Focus on embedding expected punctuation and content in their writing. X2 chn targeted to achieve GD		

Vulnerable/SEND Cohort	X1 ch joined 22.6.26 having been CME since April 26 X2 PP, x3 chn on SEN register
Evidence of Impact	QLAs to continue to inform future teaching More children achieving WT and EXS in Spring Term SATs results better than National

Objective: Improve Writing Outcomes			
To improve pupils' writing skills so that they can communicate their ideas clearly, confidently and effectively across the curriculum, leading to higher achievement, greater independence and better preparation for future learning.			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
To embed the new Nebula Writing Criteria to assess children's writing throughout each year group. **Established – October 2025*	Teachers will become increasingly familiar with the criteria for each year group and use the statements to effectively teach key writing skills. Previous year groups criteria can be used to fill children's gaps where necessary. Children will make good progress throughout the year with most children aiming to achieve within the Expected range for their year group, by the end of each year.	Executive Deputy for School Improvement English Lead Head of School	Autumn Term 1 and throughout the year. Writing assessed at the end of each term.
To implement the new marking and assessment policies developed in 2025/2026 for Old Catton, Horsford and Hanser Schools.	Teachers will be able to see a clear improvement from starting point to a finished polished piece of writing. Editing, re-writing and improving a longer piece of writing within an English unit will clearly show progress. This process will help to support children to improve a whole piece, rather than a highlighted section.	Head of School Class Teachers	Autumn Term 1 and throughout the year.
To attend and implement training through the Wensum English Hub on the 14 Principles of Effective Writing Teaching in EYFS/KS1/KS2	EYFS Children develop oral language, drawing and book-making and see themselves as writers. EYFS classrooms will have rich writing environments that nurture children's independence, success and enjoyment in writing. KS1 Children become motivated, successful and independent writers who develop competence and a lifelong love of writing. KS2 Children develop increasing independence in writing. Children write with confidence, purpose and agency while developing a strong writer identity.	Identified English Leads EYFS Executive Deputy School Improvement Executive Deputy	EYFS March 27 KS1 Nov 26 KS2 Nov 26
To develop a 'love of writing' culture akin to the 'love of reading' culture that is so well established. Giving children more opportunities to enjoy and experience writing. **See appendices for suggested ideas that could be implemented in school for EYFS, KS1 and KS2.*	Children will become more confident, fluent writers. Their writing stamina will improve. More reluctant writers will engage more positively with the writing experience. Children will opt to write during times when they are given choice.	English Lead Class Teachers	Autumn Term 2 implementation Reviewed throughout the year to assess success.
To focus this year's Nebula English Project on writing. 'The Nebula Writing Project' - to raise the profile of writing and engage all children.	All children will be included in a Nebula Writing Project. Each child will produce a piece of writing that can be used to celebrate their individual success but can also contribute to their writing portfolio for assessment. (*Theme of the project to be determined.)*	Executive Deputy for School Improvement English Lead	Spring Term 2027

		Heads of School	

Objective: Develop a Trauma-Responsive School				
To embed trauma-responsive and attachment-aware practice across the school so that staff have a consistent understanding of behaviour and vulnerability, classroom and wider school environments are designed to support regulation and belonging, and pupils experiencing trauma or adversity are able to engage successfully in learning.				
Action	**Success criteria / intended impact**	**Lead**	**Timescale**	**Evidence / monitoring**
Establish the school's baseline using pupil data, behaviour/incident information, attendance, attainment and staff/pupil voice. Identify two target groups for case studies: one SENCO-led and one Head of School-led.	Clear baseline established. Two target groups identified with agreed measures of success. Staff understand why trauma-responsive practice is a priority for this school.	HoS / Executive Deputy / SENCO	Autumn 1	Baseline data; SDQs; attendance/attainment data; behaviour data; pupil/staff voice
Build staff knowledge and a shared language through the federation's half-termly trauma-responsive training and *A to Z of Trauma Informed Teaching*. Ensure staff unable to attend access recordings/resources.	Staff demonstrate increased understanding of trauma, attachment, regulation and the relationship between adversity and behaviour. Consistent language and approaches are evident across the school.	HoS / Executive Deputy	Ongoing	Staff attendance; CPD evaluations; staff voice; learning walks; coaching conversations
Identify the school's priority practice area following baseline analysis and leadership training. This could include regulation, behaviour, transitions, relationships, belonging, attendance or unstructured times.	A clearly identified school-specific priority is reflected in practice and linked to pupil need.	HoS / Deputy	Autumn 1	SIDP review; leadership discussions; pupil data
Develop staff confidence in de-escalation and regulation, including consideration of the adult nervous system and how staff responses can influence pupil regulation.	Staff use preventative and de-escalation strategies consistently. Reduction in escalated incidents for identified pupils.	HoS / Deputy / SENCO	Spring 1	Behaviour records; staff voice; case studies; coaching
Strengthen understanding of neurodivergence, trauma, belonging and identity and consider how school practice	Staff make appropriate adaptations to support belonging and inclusion. Pupils report feeling safe, known and included.	HoS / SENCO /Virtual school CPD	From Aut 1st	Pupil voice; learning walks; case studies; staff reflection

may create or remove barriers to participation.				

Develop therapeutic/regulation spaces where appropriate, ensuring these are purposeful, accessible and integrated into an inclusive approach rather than becoming places of exclusion.	Inclusive spaces are available within and outside class. Pupils can access in an inclusive approach and are not seen as separate to the classroom but part of provision	HoS / SENCO	From Aut 1st	Pupil voice; learning walks; case studies; staff reflection
Use coaching and reflective practice with James/The Virtual School to review implementation and challenge leadership thinking.	Leadership decisions demonstrate increasing understanding of trauma-responsive practice and are informed by reflection and evidence.	HoS / Deputy	Half-termly / termly	Coaching records; leadership reflections; SIDP reviews
Evaluate impact on the two case-study groups using SDQs and agreed pupil measures.	Evidence demonstrates the impact of changes in practice on attendance, attainment, behaviour, engagement and/or wellbeing for identified pupils.	SENCO / HoS	Termly	SDQs; attendance; attainment; behaviour; pupil voice
Evaluate and sustain practice at the end of the year and identify priorities for 2027–28.	Clear evaluation of impact completed. Successful approaches embedded into policy, induction and everyday practice. Next steps identified.	HoS / Deputy	Summer 2	End-of-year evaluation; staff/pupil voice; case studies; next year's SIDP

Objective: Strengthen Partnership with Families to Improve Engagement, Communication and Outcomes for Pupils				
To develop and implement a structured parent volunteer programme that increases parental involvement in school life and supports pupils' learning experiences by July 2027. **To ensure volunteering opportunities are accessible, inclusive and flexible, enabling participation from a diverse range of parents and carers by July 2027.**				
Action	**Success criteria / intended impact**	**Lead**	**Timescale**	**Evidence / monitoring**
Establish a clear baseline of family engagement	Parent, staff and pupil surveys to be completed around Assertive Mentoring	HoS	Autumn 2	Baseline established and action plan developed
Evaluate impact with families	Create a parent listening group for ideas to be 'informally' gathered – on a monthly basis at 2:45 before pick-up. Impact can then be gathered monthly	HoS	monthly	Parents and carers feel welcomed, valued, and able to contribute to school life. Stronger home-school partnerships enhance pupil wellbeing, learning opportunities, and community cohesion.
Develop and implement a targeted improvement strategy	*Action plan to be written following initial 1:1 meeting on 19.10.26*	*HoS*	*Autumn 2*	*Action plan targets are met* *At least half termly monitoring by HoS*
Use Parentkind coaching to develop leadership practice	Volunteer numbers are increased and parent/pupil surveys demonstrate increased engagement	HoS	Autumn 2	Leadership team to monitor impact of coaching
Identify the school's family-engagement priority Identified: Initiative 4.5 Accessible volunteering	A range of volunteering opportunities is offered, including in-person and home-based roles. Information about volunteering is available in accessible formats and shared regularly. Barriers to participation are identified through parent consultation and addressed where possible. Volunteer participation reflects the diversity of the school community. Parent surveys show increased awareness of and confidence in volunteering opportunities.	HoS	Spring 1	Volunteer registers and participation records Parent surveys and feedback are increasingly positive Attendance at school events improves Case studies demonstrate the impact of volunteers on pupils and school community
Strengthen staff practice	CTs to ensure well-established trips are booked further in advance to book the best dates for the children and the best experiences available	HoS	Spring 1	Parents are more involved with trips and have reasonable time

				limits to make payments and arrangements.
Identify the school's family-engagement priority Identified: Initiative 4.3 Coordinating parent volunteers	A parent volunteer coordinator or clear system is established. Volunteer roles are identified and advertised. At least 15 parent volunteers are actively engaged across the school. Volunteers support activities such as reading, trips, clubs, and school events. Parent feedback indicates increased opportunities to contribute to school life.	HoS	Spring 2	Volunteers recruited and in place by spring 2. Volunteer lead to monitor impact on pupils especially with reading. End of year surveys of pupils, staff and parents reflect positive impact.
Complete Parentkind accreditation	At the end of the academic year, Hainford Primary School will have achieved at least 'Silver' accreditation.	HoS	Summer 2	Silver accreditation achieved

1:1 session with the Virtual School Advisor, **Meeting has been arranged for Monday 19th October**

Driver 4 – Initiative 4.3 Coordinating parent volunteers and 4.5 Accessible volunteering

Following accreditation feedback, the focus has been on:

- **Accessible parental volunteering opportunities.**
- **Better coordination of parental volunteers.**

Objective: Development of the Distinctive Characteristics of a Church School				
To ensure that pupils are able to talk confidently about the school's Christian vision and values. **To ensure that pupils are able to talk confidently about spirituality** **To further embed the Norfolk Agreed Syllabus with a focus on all stakeholders understanding the three lenses (theology, philosophy and human/social sciences).** **To revise, implement and monitor the LTP for RE across the Harnser Schools to best suit the changing organisation of the mixed aged classes and new staff joining the schools.** **To ensure Hainford achieves a successful SIAMS Inspection this year.**				
Action	**Success criteria / intended impact**	**Lead**	**Timescale**	**Evidence / monitoring**
Continue to weave the school's values into the school day, including pupils identifying when they see evidence of their application amongst peers. Through Collective Worship, share and explore the story of The Lost Sheep in order that children understand how our school values are rooted in Christian teaching. Make specific links between Christian teaching and the school's vision. Enable the pupils to have a voice in reflecting upon and leading Collective Worship in age-appropriate ways.	Pupils will be able to talk about the school's vision and values, giving examples of how they link to Christian beliefs and what everyday examples look like within the school environment.	HoS/ RE Lead	Autumn 1	Ethos Committee minutes Governor monitoring Displays Pupils able to articulate the school's vision and values
Further strengthen staff and pupil's understanding of Spirituality through use of Windows, Mirrors and Doors display, Vision and Values afternoons and Collective Worship.	Pupils and staff can discuss what spirituality is and link with their own lives. The term spirituality is used by all stakeholders with greater confidence.	HoS	Ongoing	DSSO monitoring support Governor monitoring reporting back to the Ethos Committee.
All teaching continue to follow the Norfolk Agreed Syllabus 2019 and recently updated LTPS. RE taught in-line with the updated RE statement of Entitlement (2026) Deepen pupils' understanding of Christianity as a worldwide faith.	Staff will be able to teach the RE syllabus with confidence, through each of the multi-disciplines (Theology, Philosophy, Social Science); using the 'Three Lenses'. Updated MTPs provide greater opportunities to experience and explore Christianity	HoS/RE Lead	Autumn 1	Curriculum maps, skills progression and assessment in place RE Lead attended Christianity as a Worldwide Faith. Monitoring

To develop pupils' understanding of Christianity as a major world religion, including its beliefs, values, traditions, global diversity, and influence on communities around the world.	- Pupils can identify Christianity as one of the world's major religions. - Pupils demonstrate knowledge of key Christian beliefs, symbols, festivals and practices. - Pupils recognise that Christianity is practised in many different countries and cultures. - Increased pupil confidence when discussing Christianity and comparing it with other world religions studied within the curriculum. - Evidence from pupil voice shows improved understanding and respect for religious diversity.	HoS RE Lead	Autumn 1	- Review and strengthen RE curriculum coverage of Christianity across all year groups. - Provide opportunities for pupils to explore Christian beliefs, worship and traditions through engaging learning experiences. - Arrange visits to local churches and invite Christian visitors to share their experiences and beliefs. - Use diverse resources that reflect global Christian communities and traditions. - Celebrate key Christian festivals through assemblies and curriculum activities.
Hainford receives a successful SIAMs grading	Successful SIAMs	RE Lead, HoS, Exec Deputies	Ongoing	Pupil voice RE monitoring records Collective Worship Records RE evidence if needed