ST FAITHS' PRIMARY SCHOOL

Nebula
where stars are born

St Faiths' 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 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.
	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.
	Objective: Strengthen Partnership with Families to Improve Engagement, Communication and Outcomes for Pupils By July 2027 we will have improved: • Attendance of target children and families (those with historical attendance below 95% and those new to 95% or below figures in term 1. • Awareness of and engagement with reading to pupils in KS2 • Ensure vulnerable pupils are given a higher level of access to broad experiences across the school curriculum, both academic and pastoral/external and as many enrichment activities as they can access • Functional skills improved for target pupils

Objective: Improve Outcomes

To improve pupil outcomes so that, over the next three years, St Faiths' Primary 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 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 St Faiths' 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 attainment predictions for Year 6 (2027 cohort) are: **77% in Reading, 69% in Writing, 77% in Maths and 69% combined**. We are optimistic that, through targeted teaching, intervention and careful tracking, we can close some of the current gaps and improve outcomes by the end of 2027.

The 2028 cohort includes five pupils who have joined the school within the last three years. Their families have specifically chosen our school because of its small-school environment, strong understanding of SEND and nurturing ethos. This reflects the positive reputation we have developed for meeting the needs of individual children but means data will need to be carefully monitored, with individual needs carefully met and personal progress reviewed. Improvement outlined sees percentage gains of at least 20% in all 3 areas, as well as in RWM Combined. 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.

The longer-term trajectory is mostly positive, with the 2027 and 2028 cohorts both meeting national expectations in RWM. We know that the data for current Year 4 (2029 cohort) will need to be monitored and considered carefully. In the context of the predicted data, the current Year 4 cohort has an increased proportion of pupils with SEND and other vulnerabilities and this may, therefore, have an impact on our end-of-key-stage cohort percentages for 2029.

From the wider school point of view, our current Year 4 cohort is particularly far from Norfolk/National expectations. The cohort of 9 children presents as follows:

- SEND Register = 6/9 children
- EHCPs = 2/9 children
- Targeted Pupil Premium = 4/9 children
- Summer Born = 3/9 children
- Number of children who joined beyond Reception = 3/9 children
- Number of children on an intervention 2025-2026 = 7/9 children

It is important to note that it is not the same children across each category, meaning just 2 children from the year group of 9 do not have at least 1 vulnerability flag.
By contrast, our current Year 3 cohort has the potential to bridge gaps and promote a strong learning culture to ensure by the end of Year 6 they also achieve better than Norfolk and National expectations.

Cohort Context – Current Year 6

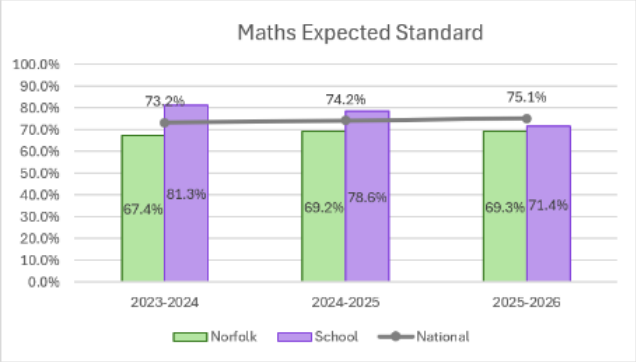
Of the 13 children in our current Year 6 cohort, we have:

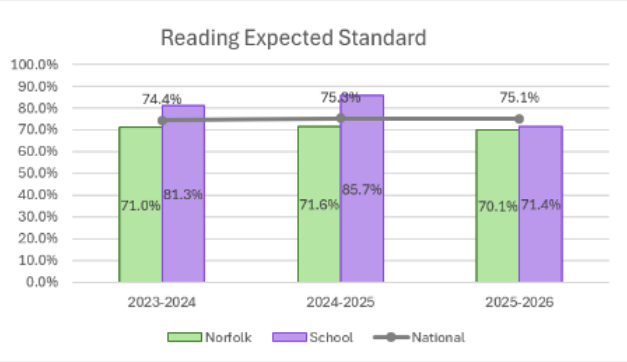
- SEND Register = 4/13 children
- EHCPs = 1/13 children
- Targeted Pupil Premium = 2/13 children
- Forces Pupil Premium = 1/13 children
- Vulnerable children register = 9/13 children
- Summer Born = 7/13 children
- Number of children who joined beyond Reception = 4/13 children
- Number of children who have left from this year group = 5 children
- Number of children on an intervention 2025-2026 = 8/13 children

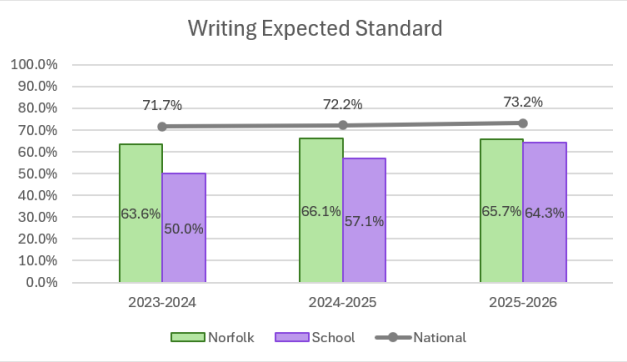
Historical Context

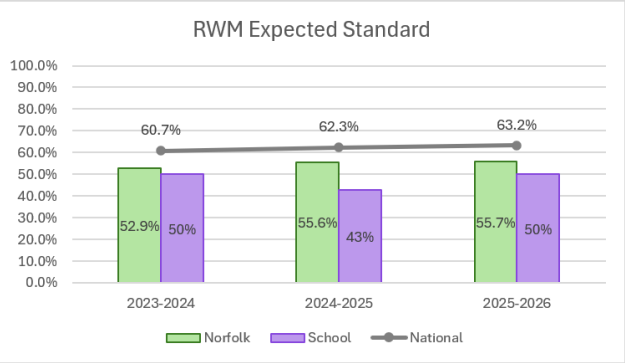
Historically, while data against national expectations is lower, the reality equates to just 1 child in each year group over the past 3 years. From an individual subject viewpoint, each year, for the past 3 years, we have seen significant gains from end of year 5 to end of year 6 data. E.g.:

- Maths +20%
- Reading +15-20%
- Writing +20%









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 at the end of the Autumn Term 2025, meaning it needs time to embed.

In terms of staffing, in the last 4 years there has been some turnover of staff – both teaching and support staff:

- Reception/Year 1 = New Teacher Autumn 2026
- Year 2/Year 3 = Longstanding teacher who moved to Y2/3 after returning from maternity 3 years ago
- Year 4/Year 5 = Teacher in 4th year; with us from ECT
- Year 4/Year 5 teacher has reduced to 4 days a week following a flexible working request starting in Autumn 2026. He maintains responsibility for teaching all English and Maths lessons to provide continuity.

We have also seen changes in support staff, with skilled and experienced teaching assistants leaving to pursue careers out of education. We have employed new members of staff to be as consistent as possible in staffing classes to ensure positive relationships are built and children are well-supported. This year, we have also recruited a new apprentice TA to the team.

Student mobility has been present in most year groups in school. In each school year from Year 2 to Year 6, we have had children join our school at the beginning of the school year or within the school year. The mobility of pupils in Key Stage has had a significant impact on attainment and progress. Many children join the school at different points in their educational journey, which can sometimes mean there are gaps in their learning and understanding due to the use of different schemes, programmes and resources. As a result, establishing an accurate baseline has taken time.

In addition, a notable proportion of pupils join the school because families have felt that previous settings have struggled to meet their needs. This reflects the school's strong local reputation for successfully supporting children with additional needs and providing inclusive, nurturing provision. While this positive reputation is a strength, it also means that the school frequently welcomes pupils who require significant academic, social, emotional or behavioural support, which has influenced whole-school attainment and progress outcomes, despite the considerable progress these children often make from their individual starting points.

<u>Year 2</u>

- 1 child joined at the start of Year 1.

<u>Year 3</u>

- 1 child joined at the start of Spring Year 1; parents moved child to us because they felt he was bullied at the previous school and his needs were not being met. Having lots of trouble at home, probable SEMH needs.

<u>Year 4</u>

- 1 child joined midway through Reception. He is on the SEND register, with a diagnosis of ADHD. The family have been supported multiple times by a FSP relating to child's behaviour at home.
- 1 child joined Summer 2 of Year 1. This child has significant SEMH and further additional needs. He has an EHCP and has struggled with the formality of mainstream school, resulting in some FTEs. His first full year with us saw attendance drop to 79.47%. Last year, his attendance grew to 92.11% (Case Study available)
- 1 child joined at the start of Year 3. She attended a larger infant school and her family wanted her in a primary school with siblings for KS2, following the experience of her older sister at their catchment school.

- We also lost 2 children from this year group, who left at the end of Reception year. 1 of those children had significant SEND and behaviour needs, which had a big impact on the cohort, and the year above, as he required a lot of adult support. He moved to a larger school with an SRB in-situ.

Year 5

- 1 child joined Spring of Year 3. He was at a larger primary school and his family felt a smaller primary school would suit his needs. This child now has an EHCP but has significant SEMH needs, along with ADHD and ASD with a PDA profile. There have been multiple suspensions for this child, who can be violent towards his peers and aggressive towards the adults. We have noticed a lot of positive changes in his behaviour, but his presence has had an impact on children in his year group, and the year groups either side.
- 1 child joined us at the start of Year 4. Her family moved her to our school having heard of the positive impact on wellbeing and the nurturing nature of our school. The family have had some support from a FSP relating to father, who doesn't live with the child and whom the child no longer sees.
- 1 child joined us in the Summer term of Year 4. The family live locally and decided to move her to our school because they felt her previous setting weren't encouraging their child to be the best she can be. This child is receiving nurture/pastoral support as her older brother – 14 – is terminally ill.
- 1 child moved to the local area, coming from a 3-form junior school. He joined us in the Spring term of Year 4. It took a long time for the child to settle with us, as experiences and expectations of children in the previous setting were vastly different to our school. The family circumstance also changed, with the family now on the Pupil Premium Targeted list.
- 1 child has joined us at the start of this academic year, having previously attended a private school. She finds the formality of school difficult and, at her previous setting, was a school refuser. We are working with mum to ensure the transition and experience the child has of school is positive. She is on our SEND register for her SEMH needs and we have put in a pastoral referral, too.
- These children equate to 38% of this year group.
- From this year group, we have also lost 6 children, who were with us from Reception. Of those children, 4 were on the SEND register and required a lot of adult support and intervention in their Reception and Year 1 years with us.

Year 6

- 1 child joined our school in October of Reception year, having moved here from out of county.
- 1 child joined us in the Spring term of Year 2, having fled DV from out of county. The family have had significant intervention as mum also has additional needs. This child also has an EHCP and it's looking likely that he will have a specialist provision space for his secondary education.
- 1 child is a forces child, who was with us for Reception year, before moving to live on an RAF base abroad. She returned to us at the start of Year 3.
- 1 child joined us in the Spring of Year 3, from another local school. Parents felt her additional needs (SEND – has dyslexia) were not being met at her previous setting.
- This year group has seen 5 children leave at various points during their primary education. This includes 1 child who left at the end of Year 1, who was an EAL student; he also had some behaviour difficulties exacerbated by language barriers.

Actions taken include:

- Additional support staff employed to support EHCP children.
- Timetable changes to ensure English and Maths are taught consistently to Y4/5.
- Whole Class Reading is split to teach as follows:
    - Year 2 and some children in Year 3 taught by teacher
    - Year 3 and Year 4 taught by teacher
    - Year 5 and Year 6 taught by teacher
    - Phonics Pathway group of 4 children from Y4/5 taught separately during this time by TA
    - Phonics Pathway group of 2 children from Y6 taught separately during this time by TA

Current evidence of impact can be seen with our Year 6 cohorts, as mentioned above.

For the Phonics Pathway children, their reading age is getting closer to being in line with, or better than, their chronological age:

- Child LB (Y6) 6.11 → 8.04
- Child T (Y5) 4.08 → 6.05
- Child LD (Y6) 9.07 → 12.09
- Child L (Y5) 4.07 → 6.02
- Child E (Y5) 5.03 → 6.05
- Child H (Y4) 7.01 → 7.04

Improve Outcomes: EYFS			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Establish accurate baseline information for the current Reception cohort.	Baseline identifies individual starting points and priority areas.	EYFS Lead	Autumn 1
Analyse historical EYFS outcomes and identify areas of relative weakness.	Specific areas for improvement identified, rather than a generic focus on GLD.	HoS / EYFS Lead	Autumn 1
Identify pupils unlikely to achieve GLD and establish individual/Group strategies.	Vulnerable pupils are identified early and monitored closely.	EYFS Lead / 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 Team	Ongoing
Strengthen links between EYFS assessment and subsequent KS1 curriculum planning.	Transition information is used effectively by Year 1 teachers.	EYFS/KS1 Leads	Summer
Review progress towards the 2027 prediction at agreed assessment points.	Prediction is updated using increasingly secure evidence.	HoS	Half-termly/termly

Improve Outcomes: Phonics			
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

Improve Outcomes: KS2 Reading			
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	Autumn 1
Identify key reading knowledge/skill gaps and adapt teaching accordingly.	Planning and teaching demonstrate a clear response to identified gaps.	Reading Lead	Ongoing
Ensure daily reading and guided reading provision develops fluency, vocabulary, comprehension and inference.	Monitoring demonstrates strong reading provision across year groups.	Reading Lead	Ongoing
Track vulnerable pupils and pupils with SEND particularly closely.	Gaps are identified early and appropriate adaptations/intervention are implemented.	SENCO / Reading Lead	Half-termly
Evaluate impact of actions through work scrutiny, assessment and pupil voice.	Evidence demonstrates improved attainment and/or progress.	HoS	Termly

Improve Outcomes: KS2 Writing			
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

Improve Outcomes: KS2 Mathematics			
Action	**Success Criteria / Evidence**	**Lead**	**Timescale**
Analyse attainment by year Group and identify gaps in mathematical knowledge and fluency.	Cohort-specific mathematical priorities identified.	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	Ongoing
Identify pupils at risk of not meeting the expected standard and provide targeted support.	Identified pupils make measurable progress.	Teachers / Maths Lead	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	Ongoing
Moderate assessment and monitor consistency of teaching across year groups.	Teacher assessment is accurate and teaching quality is consistent.	Maths Lead / HoS	Termly

Improve Outcomes: KS2 RWM Combined			
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 / Data Lead	Autumn 1
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

St Faiths' Primary School will provide assurance through:

Data	Implementation	Impact
• 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.	• School improvement monitoring. • Lesson visits. • Work scrutiny. • Pupil progress meetings. • Moderation. • Curriculum reviews. • Phonics/reading/maths monitoring. • Intervention evaluation.	• 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

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 St Faiths' Primary School						
Outcome	**2026 Actual**	**2027 Prediction**	**2028 Trajectory**	**2029 Trajectory**	**National Expectation**	**Commentary**
EYFS GLD	55% (1 child = 11%) Current Year 1	87% (1 child = 13%) Current Rec.	---	---	68.3% (75% by 2028)	Difficult to ascertain at this stage of the year, however all children attended preschool, they have come to school with positive routines embedded, can hold a pencil and have good behaviours for learning.
Phonics	73% (1 child = 9%) Y2 retakes 25% Current Year 2	66% (1 child = 11%) Y2 retakes 33% Current Year 1	87% Current Rec.	---	81% (90% by 2029)	Trajectory based on the above.
KS2 Reading	71% (1 child = 7%) Current Year 7	85% (1 child = 8%) Current Year 6	77% (1 child = 8%) Current Year 5	78% (1 child = 11%) Current Year 4	75% EXS+ 31% GD	1 child can be the difference between comfortably meeting or exceeding Norfolk/national expectation or being significantly away from it. We expect to meet or exceed national in Reading across the next 3 years.
KS2 Writing	50% Current Year 7	69% Current Year 6	69% Current Year 5	44% Current Year 4	73% EXS+ 13% GD	Nebula Federation-wide objective to improve writing (see Writing Objective below). Autumn 2025 – New in-key-stage writing criteria grids to bolster teaching across KS1 and KS2. Writing remains the area which requires most improvement.
KS2 Maths	71% Current Year 7	77% Current Year 6	77% Current Year 5	78% Current Year 4	75% EXS+ 27% GD	Trajectory is steady and in-line with national. This is also reflective of historic data.
KS2 RWM combined	50% Current Year 7	69% Current Year 6	69% Current Year 5	44% Current Year 4	63% EXS+ 9% GD	Combined percentages rely on the improvement to writing outcomes.

Year-Group Specific Analysis			
Elm Class			
Reception Current Attainment	Baseline Assessment undertaken	Reception 2027 Prediction	GLD: 87% (1 child = 13%)
Year 1 Current Attainment	Reading: 56% Writing: 56% Maths: 78% GLD: 56% (1 child = 11%)	Year 1 2027 Prediction	Reading: 66% Writing: 66% Maths: 78% Combined: 66%

Both	**Reception**	**Year 1**
Key Strengths	Many siblings; families known to school and supportive of the school All children have attended a pre-school setting New teacher in class for 2026-2027; strong EYFS experience and good start to the school year Class of 17 children with strong TA support	
Key Gaps/Barriers	Barriers – 2 children with significant SEND and behaviour needs 1 child didn't attend pre-school, meaning his starting point was even further behind his peers 2 children with significant behaviour/additional needs have had, and continue to have, an impact on TA support and classroom management	
Priority Actions	Phonics SSP redrafted to support cohort based on Phonics Tracker evidence Support from Nebula Phonics lead Apply for EHCPs for 2 children	
Vulnerable/SEND Cohort	2/17 children on the SEND register; both will have EHCPs applied for Autumn term 4 children PP Targeted or Expanded	
Evidence of Impact	Strong results for PSC Phonics Tracker indicates gaps have closed across assessment points this year	

Chestnut Class			
Year 2 Current Attainment	Reading: 37% Writing: 73% Maths: 82% Combined: 37% (1 child = 9%)	Year 2 2027 Prediction	Reading: 82% Writing: 73% Maths: 82% Combined: 73%
Year 3 Current Attainment	Reading: 75% Writing: 50% Maths: 50% Combined: 42% (1 child = 8%)	Year 3 2027 Prediction	Reading: 75% Writing: 64% Maths: 83% Combined: 64%

Both	**Year 2**	**Year 3**
Key Strengths	Strong teacher with good knowledge and understanding of the additional needs in the classroom Teacher has year groups for 2 years; knows pupils well and can build relationships	
Key Gaps/Barriers	1 child with EHCP has significant challenging behaviour; this regularly interrupts teaching and learning 1 child joined at the start of Y1 1 child joined Jan 2025 (Spring Year 1) having been bullied at previous school; low attainer	
Priority Actions	Ensure writing criteria are mapped to learning; this should include writing-skills-specific lessons. Non-negotiables must be an evident priority. Build in opportunities for the children to experience time-limited activities, especially relating to reading and Maths. Support from Exec Data Lead re: Maths. Establish relationships with children to ensure they are ready to learn.	
Vulnerable/SEND Cohort	3 children on the SEND register, including 1 EHCP 4 children received pastoral/SCT support in the last academic year 1 child PP/Targeted/Expanded 6 children on the SEND register, including 2 EHCPs 5 children PP/Targeted/Expanded 4 children received pastoral/SCT support in the last academic year	
Evidence of Impact	Pupil Progress meetings QLAs to inform future teaching Evidence from summative assessments Book looks (especially for writing criteria)	

Oak Class			
Year 4 Current Attainment	Reading: 44% Writing: 25% Maths: 66% Combined: 33% (1 child = 11%)	Year 4 2027 Prediction	Reading: 66% Writing: 56% Maths: 78% Combined: 56%
Year 5 Current Attainment	Reading: 58% Writing: 33% Maths: 50% Combined: 33% (1 child = 8%)	Year 5 2027 Prediction	Reading: 62% Writing: 62% Maths: 62% Combined: 54%

Both	**Year 4**	**Year 5**
Key Strengths	Class teacher responsible for all English and Maths lessons Teacher has year groups for 2 years; knows pupils well and can build relationships	
Key Gaps/Barriers	Class teacher only 4 days a week Some significant behaviour challenges in the classroom (from 3 children) 1 child joined Spring Term Reception Year; 1 child joined Summer Term Year 1 (significant behaviour needs); 1 child joined Autumn Term Year 2 1 child joined Autumn Term Year 4; 1 child joined Spring Year 3 (significant behaviour needs); 1 child joined Summer Year 3; 1 child joined Spring Year 4; 1 child joined Autumn Year 5 (school refuser)	
Priority Actions	Ensure writing criteria are mapped to learning; this should include writing-skills-specific lessons. Non-negotiables must be an evident priority. Support from Exec Data Lead re: Maths. Establish relationships with children to ensure they are ready to learn. Stamina in summative assessments; build in Fluent in 5 using a range of skills for Maths and Grammar	
Vulnerable/SEND Cohort	6 children on SEND register, including 2 EHCPs. Those EHCP children have some significant behaviour difficulties. 5 children PP/Targeted/Expanded 4 children received pastoral/SCT support in the last academic year 6 children on the SEND register, including 1 EHCP. This EHCP child has significant behaviour difficulties. 7 children PP/Targeted/Expanded 7 children received pastoral/SCT support in the last academic year 1 child attendance is poor; currently under SWA	

Evidence of Impact	Pupil Progress meetings QLAs to inform future teaching Evidence from summative assessments Book looks (especially for writing criteria)

Willow Class: Year 6			
Current Attainment	Reading: 64% Writing: 43% Maths: 50% Combined: 29% (1 child = 8%)	2027 Prediction	Reading: 85% Writing: 69% Maths: 77% Combined: 69%
Key Strengths	Class of 13 children; taught by Head of School and supported ½ the week by QTS-qualified Teaching Assistant		
Key Gaps/Barriers	Stamina in assessments to be improved Some significant gaps in Maths knowledge		
Priority Actions	+30 mins a week 'Core Maths' lesson focusing initially on arithmetic skills, before reasoning and stamina +30 mins a week 'Core Writing' differentiated lesson focusing on punctuation (Aut) and then tailoring to need (Spr and Sum) Increase stamina in assessment situations, when changing between required skills		
Vulnerable/SEND Cohort	4 children on the SEND register, including 1 EHCP 3 children PP Targeted/Expanded/Forces 1 child left at the end of Reception and rejoined start of Year 3; 1 child joined October of Year 1; 1 child joined from out of county Spring Year 2; 1 child joined January Year 4 4 children received pastoral/SCT support in the last academic year		
Evidence of Impact	Half-termly increase in assessment raw scores and scaled scores for each child QLAs to inform future teaching Book Looks Pupil Progress meetings and forms More children achieving WT and EXS in Spring Term (especially in Writing) SATs results better than Norfolk and National in Reading and Maths; within 10% in Writing		

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**	**Evidence / Monitoring**
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 HoS	Autumn Term 1 and throughout the year. Writing assessed at the end of each term.	Planning; Book Looks; Lesson obs; Harnser and Nebula Moderations; Pupil Progress
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.	HoS Class Teachers	Autumn Term 1 and throughout the year.	Drafts and final pieces show clear improvements; Book Looks; Final outcomes demonstrate clear progress; Nebula Moderation
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.	English Lead Executive Deputy for EYFS Executive Deputy for School Improvement	EYFS March 27 KS1 Nov 26 KS2 Nov 26	Learning walks; Book Looks; Assessment Data; Pupil Progress; Moderation
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.	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. **See appendices for suggested ideas that could be implemented in school for EYFS, KS1 and KS2.*	English Lead Class Teachers	Autumn Term 2 implementation Reviewed throughout the year to assess success.	Pupil Voice; Learning Walks; Book Looks; Curriculum Overview; Newsletters; Celebration Assemblies; Writer of the Half Term Awards; Pupil Progress; Assessment Data

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 HoS	Spring Term 2027	Nebula Writing Project participation; Learning Walks; Nebula Celebration; Book Looks; Project Portfolios; School Culture of Writing

Commentary

The National Literacy Trust's 2025 survey, involving 114,970 children and young people aged 5–18, found that writing enjoyment was at its lowest level since 2010. Only 26.6% of 8–18-year-olds reported enjoying writing in their free time, while only 10.4% wrote something daily outside of their formal learning. Importantly, it stated, that children who enjoyed writing were much more likely to choose to write regularly.

The 2025 research on writing in school shows that children identified having a choice over what they wrote, e.g. form or style and the opportunities to express their own opinions as being particularly motivating. At the same time, children raised concerns about grammar, spelling and making errors as the biggest barrier to preventing them from wanting to write; the fear that they will get it wrong.

This supports the philosophy behind developing a 'love of writing' culture, building in small, low threat moments that feel purposeful, achievable and genuinely theirs, without the worry that their writing will be incorrect. This does not replace the requirement for the planned, formal teaching of: handwriting, spelling, grammar, structure, sentence construction, vocabulary work and writing extended pieces. Instead, it supplements and complements the writing English curriculum much in the same way that picking up a book from the reading area, choosing to read at lunchtime outside or having a reading for pleasure reading book running alongside their levelled reading book, has developed a love for reading culture in the Nebula schools.

To support teachers with initial ideas to try in their classrooms, there are appendices documents for EYFS, KS1 and KS2. Within these documents are a toolkit of suggestions to try with the children. This is not a definitive list and not all activities should be trialled at the same time, rather a starting point for teachers to identify one or two activities to engage the children more regularly with writing opportunities.

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 may create or remove barriers to participation.	Staff make appropriate adaptations to support belonging and inclusion. Pupils report feeling safe, known and included.	HoS / SENCO	Summer 1	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				
By July 2027 we will have improved: • **Attendance of target children and families (those with historical attendance below 95% and those new to 95% or below figures in term 1.** • **Awareness of and engagement with reading to pupils in KS2** • **Ensure vulnerable pupils are given a higher level of access to broad experiences across the school curriculum, both academic and pastoral/external and as many enrichment activities as they can access** • **Functional skills improved for target pupils**				
Action	**Success criteria / Intended Impact**	**Lead**	**Timescale**	**Evidence / Monitoring**
Establish a clear baseline of family engagement	School has an accurate understanding of current levels of family engagement and points from which to start improvements. Increased participation of families who are historically harder to engage Clearly measurable targets in an action plan to ensure effectiveness	HoS	Autumn 1	Baseline data; SDQs; attendance/attainment data; behaviour data; pupil/staff voice; parent survey
Identify the school's family-engagement priority	Create action plan with clear priority and strategic expectations	HoS	Autumn 1	SIDP review; leadership discussions
Develop and implement a targeted improvement strategy	Family engagement will increase All teaching staff will work to support and monitor parental engagement for the children in their class	HoS	Autumn 2	Attendance records; parent surveys; pupil voice; staff surveys and feedback
Use Parentkind coaching to develop leadership practice to improve attendance for target families	Attendance for target families improves on last year and reaches target of at least 96% Parents see the value of improved attendance	HoS	Autumn 2	SIDP review; leadership discussions
Strengthen staff practice in improving outcomes for vulnerable pupils	All staff have increased awareness of the vulnerable pupils in their class and whole school. Links to Trauma training on identifying needs of vulnerable groups. Outcomes for vulnerable pupils improve socially and academically.	HoS	Spring 1	SIDP review; leadership discussions; staff surveys and feedback; vulnerable pupils tracker
Reading with children (especially in KS2) and completing homework together (inc times tables practice)	*Reading records demonstrate increased engagement between parents and pupils in reading different formats and texts across the week and increased knowledge about what you can read that isn't always a book – e.g. subtitles, recipes, comics, gaming instructions etc.*	HoS	Spring 2	Reading records; reading progress data; reading for pleasure survey

Working on functional skills with families (ie using a knife and fork, etc)	*The following skills are improved for all pupils:* *• Self-care: Managing personal hygiene, dressing independently, and tying shoes.* *• Organization: Keeping track of belongings, following a daily routine, and managing simple transitions.* *• Social interaction: Greeting friends, sharing materials, and resolving minor conflicts on the playground.* *• Basic digital use: Turning a device on, using a mouse or touchscreen, and interacting with simple educational programs safely*	HoS	Spring 1	Parental engagement; parent surveys; feedback from staff, pupils and parents
Evaluate impact with families	*Parent participation through school records* *Parent survey?*	HoS	Spring 2	Comparison with baseline data; parent survey
Complete Parentkind accreditation	At the end of the academic year, St Faiths' Primary School will have achieved at least 'Silver' accreditation.	HoS	Summer 2	Silver accreditation achieved

W/c September 21 Head of School will have 1:1 session with the Virtual School Advisor, please ensure you leave that session leave with their **one agreed Parentkind priority, baseline evidence and 2–4 actions**. That gives the coaching sessions a very clear purpose and makes the subsequent SIDP monitoring much easier.

Meeting provisionally booked for Tuesday 6th October – waiting for confirmation.