Oatlands
School Development Plan

September 2025 – July 2026

Living our Values, Learning for Life

Contents

Living our Values, Learning for Life
Oatlands Curriculum Aims

o   Values are at the heart of all we do as a school. It underpins our curriculum, ethos, relationships and identity as a school community. Our values ethos gives our children an understanding of their developing responsibilities as citizens both within school and in the wider community.

o   Resilience and positive attitudes to learning are fostered through use of 'Characteristics of Effective learning' and 'Growth Mindset' strategies.

o   Children are taught key knowledge and skills across a broad and balanced curriculum. The curriculum meets the needs of all learners and creates challenge through a clear progression of skills and knowledge that build on prior learning.

o   Children learn in a safe and secure environment in which exciting, memorable and immersive learning experiences are planned for both within and beyond the classroom.

o   There are opportunities for children to embed their skills and deepen their knowledge and understanding independently.

o   There is frequent and systematic revisiting of key skills and knowledge providing children with a firm foundation for future learning.

o   Children are part of a learning community that ensures parents and carers are involved in the Oatlands experience.

Number on roll: 270

Pupils eligible to Pupil Premium

Pupil Premium Deprivation 2025 - 26 £22,725

Pupil Premium Post-LAC 2025-26 £5,260

Total Pupil Premium £27,985

Pupil Premium Children currently on roll (October 2025 census)
Reception: TBC
Year 1: 5
Year 2: 4
Post LAC
Reception: 1
Year 1: 1
Year 2: 0

SEN: September 2025

Children on SEN register (including those with EHCP):

Reception: TBC

Year 1 Total: 5 (1 EHCP, 3 SEN Support, 1 Monitoring)

Year 2 Total: 8 (2 EHCP, 5 SEN Support, 1 Monitoring)

EAL:

2025 – XX children (XX%) **2024** – 72 children (26.87%) **2023** – 82 children (30.4%) **2022** – 56 children (21.21%), **2021** - 65 Children (24%), **2020** - 56 (21%), **2019** - 60 (22%), **2018** - 58 (21%), **2017** – 46 (17%), **2016** - 34 (13%)

The total budget for FY 2025-26 has been set at £2,219,982

This figure includes:

- Delegated funds   £1,402,353 *(funds delegated by the LA + MFG/Ceiling – agreed de-delegation & central services levy)*

- Other Government Grants (NI Grant)   £ 26,030 *(actual rcd £26,029)*
- Carry forward of   £ 411,798
- Est income from facilities/services   £ 5,000
- UIFSM   £ 114,166 *(actual rcd £121,333)*
- SEN – ISPSB   £ 22,647 *(actual rcd £26,585)*
- Pupil Premium   £ 27,985 *(actual rcd £27,985)*
- Sports Premium   £ 7,417 *(actual rcd £7,417)*
- Oscar income   £ 175,000
- Donations   £ 12,000 *(although we should hopefully receive more)*

- Other income (bank interest, caretaker rent)   £ 15,586
- Unknown income amounts (staff cover scheme)   *We will receive money for maternity leave for SM as well as sickness cover for KB*

Some of the Oscar carry forward has been used to balance the 2025-26 budget, and this will continue to be the case unless we receive more funding to cover the ever increasing costs of staff and utilities etc.

Further potential sources of funding

- Capital Project money

- Elmbridge School partnership bids

- Oatlands School PTA

- Oatlands School Fund

- Local business sources and sponsorship

- Token and Voucher collections

- School Book fairs/book clubs

- Charities

Allocation of Funds

As in previous years, Curriculum Leaders prepared 'bids' for their subject area. Money is allocated for physical resources, IT resources, CPD, and other professional support, such as a speech therapist. Leaders will prepare action plans to support the implementation of initiatives. These will be reviewed at regular intervals.

EYFS GLD

2022			2023			2024			2025		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
75%	73%	65.2%	80%	TBC	TBC	80%	74%	68%	76.7%	TBC	TBC

Year 1 phonics screening

2022			2023			2024			2025		
Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Surrey	National
75.3%	78.4%	75.5%	74%	78%	78.9%	87%	83.8%	80%	91%	TBC	TBC

Key stage 1 SATs - Reading

	2022			2023			2024	2025
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Oatlands
EXP+	81%	72.6%	66.9%	77%	72.9%	68.3%	73%	74%
GDS	41%	24.6%	18%	30%	TBC	TBC	31%	43%

Key stage 1 SATs - Writing

	2022			2023			2024	2025
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Oatlands
EXP+	77%	62.7%	57.6%	66%	64.6%	60.1%	61%	54%
GDS	12%	10.5%	8%	9%	TBC	TBC	9%	11%

Key stage 1 SATs - Maths

|	2022			2023			2024	2025
	Oatlands	Surrey	National	Oatlands	Surrey	National	Oatlands	Oatlands
EXP+	83%	72.9%	67.7%	82%	74.1%	70.4%	79%	71%
GDS	26%	19.2%	15.1%	12%	TBC	TBC	20%	17%

* Note SATs became non-statutory from July 2024 and therefore no National/Surrey comparative data from this point

8

Key stage 1 SATs - Science

	2022	**2023**	**2024**	**2025**
	Oatlands	Oatlands	Oatlands	Oatlands
EXP+	81%	93%	94%	88%

Strategic School Development Cycle
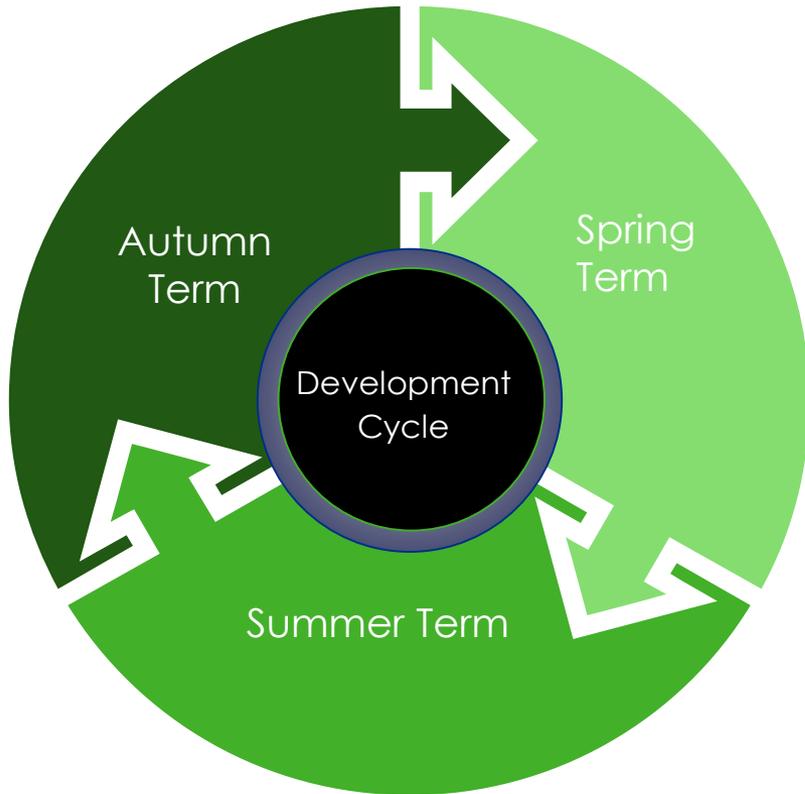
Summer Term

- School Development day – whole school community evaluate SDP
- RAG school development plan
- Review and update SEF against Ofsted criteria
- Analysis of statutory and school's own assessment data

Autumn Term

- Share new SDP with all staff and Governors
- Set monitoring schedule linked to key priorities
- RAG school development plan against milestones
- Review school's achievement data
- Review and update KSNA against Ofsted criteria

Spring Term

- Continue cycle of monitoring
- RAG school development plan against milestones
- Review school's achievement data
- Review and update KSNA against Ofsted criteria
- Set budget

School Development 2024/25

- Priority 1 - To ensure that the delivery of the reading curriculum meets the needs of all pupils.

Actions
- Targets set
- Phonics keep up in year 2
- Whole class reading
- Continued CPD for all staff

Impact
91% of pupils met the phonics threshold
Year 1 - 72% (80%) of pupils met the exp standard and 27% (28%) gds.
Year 2 - 74% (76%) of pupils met the exp standard and 43% (46%) gds

- Priority 2 - To ensure that the writing skills of pupils are strengthened

Actions
- Targets set
- Curriculum reviewed and updated
- Lindsay Pickton writing review

Impact
Year 1 - 67% (80%) of pupils met the exp standard and 6% (20%) gds.
Year 2 - 54% (71%) of pupils met the exp standard and 11% (13%) gds

- Priority 3 - To improve language skills in EYFS through intrduction of Rhyme time.

Actions
- Targets set
- Curriculum updated

Impact
89% of Reception pupils met the expected standard for CLL (84%)

- Priority 4 - To ensure the behaviour policy is fully embedded

Actions
- Review of policy
- Restorative practice CPD
- Monitoring consistency

Impact
Observations indicated that the behaviour policy is being followed. The majority of behaviour across the school is good.

Since the inspection the school has:

- The first AFI was focused on writing. The school has reviewed the writing curriculum and the topics and units they use. They have incorporated elements of the LW approach to the teaching of writing i.e. dictation within Reception and Year 1. The school also worked with Lindsay Pickton (writing advisor) and have implemented the advice given. The impact of this work has been that pupils are able to access all the writing units. Leaders have identified the next steps as pupils moving from the scaffolds in Year 1 to more independent writing in Year 2. This will be a focus in the SDP for the next academic year. The school has valued the support from STIPS in terms of advising on support for SEND pupils i.e. the use of colourful semantics.

- The school reviewed its Behaviour Policy in 2022 which changed their approach to building strong relationships with pupils and catching pupils 'doing the right thing.' This approach is now embedded across the school and is linked to the school values. Adults model expected behaviour and there is a consistency of language used across the school. Parents are informed on the schools approach through regular communication. Regular reminders and 'refreshers' for pupils reinforce their understanding of the schools expectations around behaviour.

- This focus on behaviour has been a key element of work between Oatlands, Manby Lodge and Cleves (the school which the majority of Oatlands pupils will join in year 3). This has supported pupils in feeling confident in understanding behaviour expectations as they move onto KS2. Classroom visits by the Headteacher demonstrate that the policy is used effectively in practice.

Safeguarding

Leaders report that:

- An annual safeguarding overview is in place (seen on the day), ensuring all key areas are systematically addressed throughout the year. This also provides a framework to support governor visits and monitoring. As a result, governors are well-informed and confident in the school's safeguarding provision. In addition, leaders have prepared anonymised case studies for governors that demonstrate the positive impact of their safeguarding work.
- The DSL team consists of three staff: the Headteacher is the DSL, the DHT and the Nurture Lead/before and after school care manager (OSCAR). All three DSLs have completed update training. There are two named Safeguarding Governor in place.
- The Safeguarding and Child Protection Policy is in place. It reflects KCSIE 2024 and is published on the schools Safeguarding information page on the school website.
- Leaders report the school completes and returns the Surrey Safeguarding Audit each term.
- Safeguarding training is completed annually by all staff and governors. This is either using The Key training or is led directly by the Headteacher.
- Safeguarding concerns are recorded using CPOMS with all staff having completed training and being confident in its use. Leaders have ensured there is an accessible CPOMs laptop in the office area which can be accessed at any time.
- Leaders report there is a robust safeguarding culture at Oatlands. This is evidenced through the annual training, training completed by the Nurture Lead on DV and refreshers and reminders on key aspects of safeguarding as well as staff being vigilant and reporting concerns.
- Online Safety is taught through the computing curriculum. An E Safety workshop for parents is accessible via the school website, which leaders report has been well accessed by parents. ECP also complete sessions with pupils and training for staff on aspects of E Safety.
- Filtering and monitoring: a monitoring system is in place. Leaders and governors are currently reflecting on approaches to potential monitoring systems and will have further discussions around this.
- Leaders are proactive in approaching AI, with the school booking onto the SAfE AI Accreditation.
- Visitors arrival onsite is carefully monitored; there is a sign in system.

- Subject Leadership is strong with regular release time providing opportunities for monitoring and supporting teachers. The expertise of subject leaders has been supported through opportunities for professional learning and leaders report they are proactive in championing their subject. The mix of more experienced and ECT teachers has provided the opportunity for buddying up to share knowledge.
- The curriculum is effectively sequenced with learning within subjects linked across the year groups. Progression is mapped out across to the end of KS2 as part of the work with Cleves which maximises the use of learning time as pupils move between the key stages. Leaders report curriculum progression is a strength for all subjects. The school will be revisiting assessment in the foundation subjects.
- Leaders report there is a commitment to supporting the weakest learners to catch up quickly and the schools focus on quality first teaching enables this. Headteacher classroom visits demonstrates this is in place. The school has built a culture, where monitoring activities such as lesson drop ins, observations and book looks are viewed positively with staff open to receive feedback.
- During the visit, Reception pupils were actively engaged in learning, both inside and out. It was evident that adults were engaging in meaningful dialogue with pupils and pupils were showing sustained concentration in their learning. Pupils were engaged in a range of activities across the different areas of the EYFS curriculum. We did discuss that we saw mainly girls writing but as this was a snapshot visit this may be something to reflect on. Book looks in Reception classrooms showed clear progress since the start of the academic year.
- The school has focused on improving language skills in the EYFS through a 'Rhyme Time' initiative, which is also part of their work with Manby Lodge. The planning for this is in place.
- Transition into Reception is supported through the EYFS leads visiting feeder nurseries, and discussions with parents - this will be further supported by the reintroduction of home visits for the incoming cohort. There is a short, staggered start which aids the teaching team in settling pupils. Leaders report there is a rigorous and relentless approach to supporting pupils.
- Leaders have also utilised the links with Cleves to support pupils transition into year 3, checking
- in with the school to ensure that Oatlands pupils are well prepared for the move to KS2.

- The SLT have been involved in monitoring the impact of the actions linked to the schoolscurrent key priorities. Actions include:
    - The introduction of whole class reading in Year 2 (seen during the classroom visits).
    - Completion of CPD for staff on the teaching of reading.
    - Introduction of Rapid Catch up in Year 2.
    - Collaboration with an external advisor for developing writing.
    - KS1 moderation training.
- Reading has been a key focus for the school and is viewed as a strength. The school reports that the impact of this is evident in pupils progress this year. The Headteacher shared the Year 1 and 2 reading data for the autumn term, a higher number of pupils reached the schools expected milestone in both Year 1 and 2 (and greater depth in Year 1). Progress for PP pupils in reading remains a focus area for the school. Leaders have identified clear next steps for reading focused on high-quality teaching and impactful interventions.
- Little Wandle is embedded as the phonics scheme; all staff have completed training. Pupil progress is carefully tracked and analysed, which enables teachers to take action when gaps are identified. We discussed the adjustments made to support progress in phonics for the current cohort – the impact of this is that higher proportion of EYFS pupils were on track by the summer term.
- Writing is taught using a Talk for Writing approach, the work the school has completed with Lindsay Pickton has identified actions such as how writing targets are shared with the pupils, introducing micro-handwriting sessions and introducing the frequency of free choice writing as a source of assessment for learning. This is important because it will allow pupils to demonstrate their independent writing across a range and provide teachers with rich assessment data.
- Vocabulary is explicitly taught with the tiers of vocabulary incorporated within lessons. A point for reflection from this visit was to look at the consistency of how the classroom environment is used to support this.
- Maths: overall the school uses White Rose Maths and the teaching team have benefitted from CPD focused on early maths, with parents also supported in understanding the schools approach through workshops. The Maths subject leader has visited a lead school for maths mastery and the school is trialling Power Maths.
- Leaders cite support for SEND pupils as a strength of the school with adaptive teaching in place and the schools OAP within classrooms. We discussed the use of colourful semantics as an example of this. The school has built their knowledge around nurture provision and understand the impact on learning which well planned emotional support can have for their pupils.

15

- School values at Oatlands are embedded within school life, they are evident in classrooms and on display in the school hall. A monthly focus value supports pupils understanding their meaning, with this further supported within whole school assemblies.

- Priorities are identified through self-evaluation and there is a strategic school development cycle in place with a whole school review at the end of the summer term to identify impact and next steps. Leaders report that the SLT provides strong leadership for the school in achieving its identified priorities, monitoring the progress towards and impact of actions. Governor visits also mirror this, with a programme of monitoring in place which includes opportunities for pupil voice. During the visit we discussed a recent governor visit focused on behaviour and attitudes (visit report seen on the day).

- There is a breadth of knowledge across the FGB including finance and HR. Governors access online training and complete a yearly skills audit.

- Leaders value the input of external advice and work with a SAfE School Improvement Advisor.

- There is a low turnover of staff which ensures that the impact of professional development is retained.

- The school has three ECTs, leaders value the knowledge they bring to the team for example digital expertise such as the use of Canva.

- Clear communication is in place between the increased number of part time teaching staff, which ensures that there is continuity and consistency in teaching across the week. Leaders report that lesson drop ins and observations demonstrate this is the case.

- Attendance is tracked and overall attendance figures are higher than both national and Surrey figures. Persistent absence is lower than national and Surrey figures.

- The schools before and after school care is at maximum capacity and the school has worked to ensure that the clubs available provide extra space for parents where they have not got a place. The income from this is a welcome addition to the schools budget.

- The rise in SEND needs has provided a challenge for the school. In response the needs of pupils, the school set up their own 'mini unit' four years ago. Leaders report that the impact of this provision on the pupils attending has been very strong. For example, some pupils now in class full time. The school welcomed the support and advice of Freemantles school to support this.

- Behaviour has been a focus for the school (see comments in the Progress Against Inspection Focus section).

- HTRD is in place, supported with a panel of governors and an external advisor (Richard Blackmore SAfE). Headteacher well-being is a focus within this.

- Attendance is rigorously monitored, with messages to parents reinforced at opportunities such as parents evening. Leaders report that clear communication to parents around attendance expectations, policy and procedures being followed as well as building strong relationships with families support the school in achieving its high level of attendance.

Recommendations

- Continue to build on the work around writing, particularly on opportunities for independent writing.

- As part of the work the school will do with the AI Accreditation consider what leaders view as acceptable use i.e. for which aspects of teaching and learning can it be used at Oatlands which leaders are happy with.

Priority 1 - Reading (page 1)

Objective	Autumn term - actions	Spring term - actions	Summer term - actions
To embed an inclusive reading culture where adaptive teaching and rigorous phonics instruction enable every pupil, including those with SEND, to acquire fluency and deep comprehension.	Little Wandle CPD for staff joining new year groups -PC to audit training needs and timetable CPD. Reading training for TAs re flooding WB 8.9.25 Review and maintain the reading curriculum updated in 2024/25 - Year 2 whole class reading CPD after half term. Staff meeting - 13.11.25 for year 2 teachers Populate milestones for the year following baseline assessments - 3.11.25 (Inset) SLT to review targets on 6.11.25 Use partnership working to strengthen the focus on our reading priority - Head Teachers to review and add to partnership action plan	Monitoring of curriculum delivery year 2 whole class reading Follow up on outcomes of the Autumn term assessments and plan interventions based on these. Implement any CPD arising from Autumn term monitoring. Assess progress of year 1/2 children for phonics screening and review interventions.	Follow up on outcomes of the Spring term assessments. Implement any CPD arising from Spring term monitoring. Evaluation of achievement data. Feedback to Governors. KSNA visit to focus on reading and writing.

End of Year targets	Autumn term outcomes	Spring term outcomes	Summer term outcomes
Year 1 **All Pupils** **EXE**: 49/91 (54%) **GDS**: 14/91 (15%) **Pupil premium** **EXE**: 3/6 (50%) **GDS**: 1/6 (17%) **Year 2** **All Pupils** **EXE**: 72/90 (80%) **GDS**: 33/90 (37%) **Pupil premium** **EXE**: 3/5 (60%) **GDS**: 1/5 (20%)	**Year 1** **All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS: **Year 2** **All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS:	**Year 1** **All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS: **Year 2** **All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS:	**Year 1** **All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS: **Year 2** **All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS:
Monitoring methods	Governor focus: Agree milestones and observe 'flooding'. Head Teachers - Look at reading in year 3 Phil to monitor phonics - Year 1 and new staff observe flooding	**Governor focus: Review Autumn term data** Observe a phonics lesson	

Priority 2 - Writing (page 1)

Objective	Autumn term - actions	Spring term - actions	Summer term - actions
To raise writing standards by equipping all learners with the necessary tools and strategies to secure basic skills, ensuring that SEND pupils can independently structure, edit and refine their work relative to their starting point.	External provider (Lindsay Pickton) coming in to deliver CPD 17.9.25– Refresh training on Talk for writing to ensure knowledge is complete & sharing strategies to support children to gain independence when writing. Introduce handwriting expectations for all year groups - Year 1 to continue trialling short/frequent approach. baseline handwriting assessment. WB 8.9.25 Following work with Lindsay develop progression in writing document. Year 1 and 2 to adapt planning to focus on transcription (whilst maintaining enjoyment of writing) in planning meetings. Populate milestones for the year following baseline assessments on 3.11.25 (Inset) Use partnership working to strengthen the focus on our writing priority.	Monitoring of how well pupils are writing independently and consistently through work scrutiny and observations of children at work. Follow up on outcomes of the Autumn term assessments and moderate. Follow up on outcomes of the Autumn term assessments and plan interventions based on these. Finalise handwriting guidance to share with all staff. Re-assess handwriting and evaluate success of micro-sessions Implement consistent approach to setting writing targets - use of post-it notes Implement any CPD arising from Autumn term monitoring. Bespoke support for teachers requiring to understand the curriculum requirements in writing. Further training date with Partnership schools - Yr 1-3 booked with Lindsay Pickton. Embed new Writing procedures in Reception	Follow up on outcomes of the Spring term assessments. Implement any CPD arising from Spring term monitoring. Evaluation of achievement data. Feedback to Governors. KSNA visit to focus on reading and writing.

	Autumn term - Milestones	Spring term - Milestones	Summer term - Milestones
Year 1 **All Pupils** **EXE**: 64/91 (70%) **GDS**: 9/91 (10%) **Pupil premium** **EXE**: 4/6 (67%) **GDS**: 1/6 (17%) **Year 2** **All Pupils** **EXE**: 62/87 (71%) **GDS**: 12/90 (14%) **Pupil premium** **EXE**: 1/5 (20%) **GDS**: 0/5 (0%)	**All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS:	**All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS:	**All Pupils** WTS: EXE: GDS: **Pupil premium** WTS: EXE: GDS:
Monitoring methods	SLT Book scrutiny - 13.11.25 Year 1 lesson observations - 19.11.25 Year 2 lesson observations - 17.11.25 & 20.11.25 Year 1 and 2 moderation - 25.11.25 Reception - writing in the provision (EL and Gov)	**Reception** - writing in the provision (EL and Gov) XXXX **Year 1 and 2** observations of handwriting sessions XXXX **SLT monitoring of books** - Elaine's group XXXX **Monitor actions arising from Autumn term obs**: Consistency in content in books/folders, chronology, marking, neat lines through mistakes. New year 2 books - Impact on handwriting. Use of visualisers for modelling. Use of colourful semantics to support lower attainers facilitate indiv CPD arising	

Priority 3 - Assessment of Foundation Subjects (Page 1)

Objective	Autumn term - actions	Spring term - actions	Summer term - actions
Provide teachers with the tools to check on the academic position of pupils in foundation subjects so that there is a positive impact on future learning.	Firmly identify the criteria for assessing whether children are working at or above the expected standard in each year group using AI. Use AI to generate key criteria/quiz to assess children's knowledge for each area of the curriculum. Create online platform to capture the outcome of pupil's assessment. Ensure staff use outcomes to feed into pupil's current learning. Staff CPD - Retrieval practice Subject leaders to analyse data know the impact of teaching and learning in their subject and actions arising.	Firmly identify the criteria for assessing whether children are working at or above the expected standard in each year group using AI. Use AI to generate key criteria/quiz to assess children's knowledge for each area of the curriculum. Create online platform to capture the outcome of pupil's assessment. Ensure staff use outcomes to feed into pupil's current learning. Staff CPD - Retrieval practice	Create guidance for assessment based on evaluation of the year.

Priority 3 - Assessment of Foundation Subjects (Page 2)

	Autumn term - Milestones	Spring term - Milestones	Summer term - Milestones
	Firm understanding of the knowledge pupils should gain Assessments devised to check knowledge that pupils need to know Subject leaders to have a picture of the performance within their subject Teachers use information to reinforce the knowledge that is not secure. External adviser teacher Inset to support teachers to use of Google tools	**For the Spring term's curriculums:** Firm understanding of the knowledge pupils should gain Assessments devised to check knowledge that pupils need to know Subject leaders to have a picture of the performance within their subject Teachers use information to reinforce the knowledge that is not secure. Create an assessment calendar	**For the Summer term's curriculums:** Firm understanding of the knowledge pupils should gain Assessments devised to check knowledge that pupils need to know Subject leaders to have a picture of the performance within their subject Teachers use information to reinforce the knowledge that is not secure.

Monitoring methods	Autumn term – Monitoring	Spring term - Monitoring	Summer term - Monitoring
Pupil voice - What knowledge did you get from that piece of work?	SLT to have oversight of assessments monitor consistency	Subject leaders analysis of Autumn term assessment information and produce a summary for Governors.	Subject leaders analysis of Autumn term assessment information and produce a summary for Governors.

Other actions/initiatives for the academic year 2025/26 based on Self-Evaluation and outcomes of School Development Day

Actions/initiatives	Evaluation/updates
Curriculum	
Maths	
Subscription to Power Maths – supporting lessons using the Mastery Approach	
Taking part in the Maths Hub Mastery Programme through Surrey Maths Hub (Katy Wood and Helen Inwood)	
NSPCC Number Day 6.2.26	
Partnership school review of Maths being led by consultant Karen Elcome (4th, 5th, 6th Feb 2026)	
Behaviour	
Continue to embed restorative approach	
STIPs team carrying out a review of behaviour 6.11.25	
Move towards intrinsic reward	
Subscribe to Jen Foster 'Good morning school'	
AI	
We are taking part in the SAFE AI in Education Accreditation	

Schedule and focus for Governors Curriculum Monitoring Visits – To agree at sub committee meetings in line with policy review (To allocate at initial curriculum meeting)

Term	Subject area	Monitoring focus	Who	Completed date
Autumn 2025	Maths			
	English			
	Science			
	SEND			
	Safeguarding			
	Pupil Premium			
	EYFS			

Schedule and focus for Governors Curriculum Monitoring Visits – To agree at sub committee meetings in line with policy review

Term	Subject area	Monitoring focus	Who	Completed date
Spring 2026	Maths			
	English			
	Science			
	SEND			
	Safeguarding			
	Pupil Premium			
	EYFS			

Schedule and focus for Governors Curriculum Monitoring Visits – To agree at sub committee meetings in line with policy review

Term	Subject area	Monitoring focus	Who	Completed date
Summer 2026	Maths			
	English			
	Science			
	SEND			
	Safeguarding			
	Pupil Premium			
	EYFS			