



Eynsham Community Primary School School Development Plan Academic Year 2025-26

Draft plan of SDP 2025-26 for SLT / Governors	(July 25)	no
Final draft version of SDP 2025-26 for Staff	(Sept 25)	
Final version of SDP 2025-26 for all stakeholders (including publication of summary on website)		(Sept 25)
1 st mid-year RAG-rated review of SDP 2025-26 for SLT/Governors		(Dec 25)
2 nd mid-year RAG-rated review of SDP 2025-26 for SLT/Governors		(March 26)
Final RAG-rated review of 2025-26 for SLT/Governors		(July 26)

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SELF-EVALUATION: VISION AND SUMMARY

Eynsham Community Primary School is a two-form entry primary school serving the village of Eynsham and surrounds. We are proud of our standing as a Community school, putting ourselves at the centre of the village community and encouraging the children to see themselves as part of the world community. Our school strives for excellence in academic and pastoral provision. At Eynsham we believe that every child should be valued, cared for and enabled to achieve their full potential in all areas.

In September 2019, OfSTED assessed the school as being 'Good' in all areas. In May 2025, OfSTED carried out an ungraded inspection and outcome 2 was awarded.

Our self-evaluation against the Ofsted criteria at the start of the academic year 2024/25 is that the school is currently:

Quality of Education		Grade 1
Behaviour		Grade 1
Personal Development		Grade 1
Leadership and Management	-	Grade 1
Early Years Provision: Quality & Standards	-	Grade 1

Priority Areas: 2025/26	OfSTED Area	Link Gov member
Priority Area 1: Improve writing outcomes for all pupils by implementing the EPA mastering writing so that there is an increase with SEND pupils achieving ARE and ensuring more children are reaching the 40% Greater Depth target.	Quality of Teaching and Learning	Peter Leonard and Victoria Clark
Priority Area 2: Develop the teaching of spelling across Key Stage 2 to increase the proportion of pupils achieving 75% in their spelling tests.	Quality of Teaching and Learning	Victoria Clark and Peter Leonard
Priority 3: To ensure a high quality of both universal and specific provision for SEND pupils in order for pupils to make better than expected progress and be more independent with their learning.	Inclusion	Marion Everest
Priority Area 4: Reduce pupil anxiety and foster independence, personal challenge, and enquiry skills so that outcomes continue to improve for all and attendance increases for vulnerable pupils.	Behaviour and Attitudes/Personal Development	Victoria Clark
Priority 5: Embed the 'Thinking, Doing, Talking Science' pedagogical approach across all year groups to enhance science teaching and learning by July 2026.	Behaviour and Attitudes/Personal Development	

Subject/Area of Responsibility	Lead	Subject/Area of Responsibility	Lead
Assessment	Josh Clack	Geography	Megan Duan
SENCo	Hayley Davis	History	Hannah Cook
Early Years Operational SENCo	Mel Bowler		
Curriculum	Nic Edwards/Josh Clack	Languages	Tom Wilson
Pupil Premium	Tom Williams	Computing	Alice Maton
Early Years including Early Reading and Phonics	Nicola Whitehouse	Music	Sarah Rayfield
English	Tom Williams	Art	Katie Ledden Fletcher/Lily Warrington
Mathematics	Josh Clack	RE	Louise Paterson
Science	Nick Wyatt	Design Technology	Katie Ledden Fletcher/Lily Warrington
PSHE (Jigsaw)	Tash Howell/Melissa Heason	Community Links	Hannah Cook
PE	Lily Freeman		

Priority Area 1: To Improve writing outcomes for all pupils by implementing the EPA mastering writing so that there is an increase with SEND pupils achieving ARE and ensuring more children are reaching the 40% Greater Depth target.			
Ofsted Area:			
Expected outcomes and Success Criteria:			
<ul style="list-style-type: none"> • More children achieving Greater Depth in their writing so that the school reaches the EPA 40% target by the end of Key Stage 2 • There will be an increase in SEND pupils achieving ARE in writing by July 26 • Teachers will increase their subject knowledge of the steps in writing, so that children demonstrate the key features needed to be working at ARE or GD at each assessment point. 			
Lead: Tom Williams and Josh Clack		Gov Link:	
Action	Monitoring	Timescale	Resource requirements
<ul style="list-style-type: none"> • Provide CPD on the mastery writing framework which details what children should be doing in their writing at each assessment point. • Provide CPD on Colourful semantics, demonstrating how this enhances mastery writing and can challenge all learners. • Develop medium term planning so that teachers are able to use the framework within a weekly plan, sequence of lessons and focusing on their modelling of key features. 	<ul style="list-style-type: none"> • Monitoring timetables to allow teachers to observe best practice. • CPD timetable to provide coverage of CPD to develop GD. • Data to be analysed at the end of each Assessment Point. • Staff to RAG rate small steps at the end/beginning of the academic year. • Book looks and 'drop ins' occur every half term. 	AP1, AP2, AP3 Every half term	CPD meetings Pupil Progress Meetings Monitoring Timetable Release time for staff to observe best practice.
<ul style="list-style-type: none"> • English Lead to facilitate training to promote small steps and sequencing of lessons. • Targeted observations that highlight how staff are able to uplevel GD writers. • Book monitoring across the EPA that focuses solely on writing. This will explore what greater depth looks like, what next steps are being set for children and how writers are challenged in lessons. • Staff to moderate books to ensure expectations continue to increase with work productivity and presentation. 	<ul style="list-style-type: none"> • Internal book look that focuses on GD to be timetabled. • Monitoring timetables to allow teachers to observe best practice. • English Lead to analyse writing data at the end of each assessment point. • English lead to monitor English books each half term. • SENCO to look at SEND writing books each half term 	June 26	CPD meetings Monitoring Timetable Release time for staff and English Lead to observe best practice.
<ul style="list-style-type: none"> • English Lead to work with Early Years lead to ensure that mastery writing begins in the early years setting. 	<ul style="list-style-type: none"> • English Lead to organise subject release time to work with EYFS staff. 	Ongoing	<ul style="list-style-type: none"> • Release time for staff. • Monitoring of teaching and books. • Monitoring timetable.

<ul style="list-style-type: none"> English Lead to ensure foundation teachers are using scaffolds appropriately to promote independent writing All children in the foundation stage have a writing book which is moderated by the English Lead. Provide training to all early year's staff on the teaching of writing 	<ul style="list-style-type: none"> English Lead to observe and provide feedback for EYFS staff. 		
<ul style="list-style-type: none"> English lead to work with EPA strategic English Lead on updating the current handbook to ensure that the mastery English framework is sequenced correctly for all year groups. 	<ul style="list-style-type: none"> Handbook to be updated by July 26. English Lead to organise termly meetings with English Strategic Lead 	Ongoing	<ul style="list-style-type: none"> Release time for English Lead. CPD for English lead. Strategic Lead timetable.

December 25 Impact:

Priority Area 2: To develop the teaching of spelling from Year 2 - Year 6 to increase the proportion of pupils achieving 75% in their spelling tests.

Ofsted Area:

Expected outcomes and Success Criteria:

- All assessment systems are clear and used accurately both within lessons and at each Assessment point.
- All teachers assess pupils knowledge consistently and accurately in all lessons to enable to address any misconceptions.
- Assessment systems support teachers to identify what Greater Depth looks like in non-core subjects
- Subject Leads are able to make secure judgements about standards and attainment in their curriculum area.

Lead: Tom Williams

Governor Link: Peter Leonard

Action	Monitoring	Timescale	Resource requirements
Review and audit current spelling curriculum and resources from year 2.	All staff provide English lead with Pixl spreadsheets for spelling. Staff to share current spelling resources to the Shared Drive. English Lead to analyse data trends from Year 6 SATs spelling assessment.	October 25	Release time. Pixl spreadsheets to be shared with English lead.
Implement Spelling Shed programme across from year 2 -6 and ensure each year group is adequately resourced.	To provide clear expectations for which spelling rules should be taught and revisited from years 2-6. Spelling to be clearly timetabled each week and monitored.	Ongoing	Children and staff logins to be created.CPD for all staff including teaching assistants.
Provide targeted CPD for teachers on effective spelling instruction, including phonics and morphology approaches	English Lead and EPA strategic lead to provide training on effective spelling.	Ongoing	Staff meetings on effective spelling. TA meeting Release time.
Regularly assess and track spelling progress termly, using formative and summative assessments Set up an excel spreadsheet which shows spelling scores for all year groups and mean averages	English Lead to identify bottom 20% for spelling. Regular monitoring of excel do Termly monitoring	Ongoing	PIXL data. Excel spreadsheet. Release time
Use targeted interventions for pupils identified with spelling gaps, including SEND pupils	Pupil progress meetings used to highlight children who need interventions. Interventions to be monitored termly.	Ongoing	Release time. Spelling shed.

December 25 Impact:

Priority 3: To ensure a high quality of both universal and specific provision for SEND pupils in order for pupils to make better than expected progress and be more independent with their learning.			
OfSTED Area:			
Expected outcomes and Success Criteria:			
<ul style="list-style-type: none"> • All classrooms demonstrate the non-negotiable's for an inclusive setting, • Teachers demonstrate and implement a range of adaptive teaching strategies 			
Lead: Hayley Davis and Mel Bowler		Gov Link: Marion Everest	
Action	Monitoring	Timescale	Resource requirements
To ensure all teachers have a clear understanding of what constitutes an inclusive classroom. This will include visual timetables, use of Widget and adaptive teaching strategies. To develop the use of assistive technology where appropriate to support children in being more independent.	Learning walks to look at inclusive classrooms	By the end of Autumn term 2025.	SEND Circles mtg in October to share non-negotiables for an inclusive classroom.
To develop systems and processes for new starters to ensure all staff including early years are able to confidently identify any need and plan bespoke provision if necessary. To upskill staff, particularly those in early years of programmes of support for non-verbal pupils and pupils with limited speech.	Half termly monitoring of provision	Ongoing	Sharing of assessment systems in EPA SEND circles meetings EPA speech and language training in Nov 25
To provide training on bespoke interventions / provision which is used for high needs pupils who may be accessing the curriculum out of class. This will include maths programme, phonics, communication and interaction programmes, SCERTs, PECS, Clicker, voice recognition tools. SENDCo to ensure that all members of staff working with children on bespoke curriculums are using an assessment system which provides necessary information about the child's progress and attainments.	SENCOs to monitor progress using provision tracker Phase Leads and SENCO to monitor the provision and assessment monthly	Half termly	SENCo to have training on a range of bespoke interventions. EPA maths lead to provide training on the mastery early number problem.
SENDCo to develop a culture of shared responsibility for all children so any adult can step in with any child when needed.	Learning walks each half term	Half termly	CPD training for TAS

SENDCo to lead regular training to ensure staff are upskilled and feel confident in meeting the needs of specific children.	SLT to monitor impact of training	Termly	
December 25 Impact:			

Priority 4: Reduce pupil anxiety and foster independence, personal challenge, and enquiry skills so that outcomes continue to improve for all and attendance increases for vulnerable pupils.

OfSTED Area: Behaviour and Personal Development

Expected outcomes and Success Criteria:

- The attendance of vulnerable pupils increases to be more inline with whole school attendance.
- Pupils play a positive role in school life and actively support the wellbeing of others.
- Pupils demonstrate greater resilience to their learning and play
- All children to voice that they feel safe, happy and valued.

Lead: Tom Williams and School Council members

Gov Link:

Action	Monitoring	Timescale	Resource requirements
Wellbeing lead to use the Welbeing Toolkit to create a baseline of children’s well being and emotional health to identify triggers and risks which cause anxiety/low resilience.	Pupil interviews	Autumn 25	
Continue to provide high quality CPD for Early Years Practitioners to ensure that adults have high expectations for all pupils during continuous provision and teacher led activities, both indoors and outdoors which develops children’s resilience and independence. Provide CPD for enquiry led activities which promote resilience and confidence	Learning walks each half term in Early Years Attendance of pupils	Ongoing	
To plan two enquiry-based projects (one humanities, one Science) across each phase during the academic year	Monitor participation rates and communication outputs termly Record of collaborative activities and feedback collected annually	Spring 26	
Well being Lead to work with the personal development lead to promote equality and diversity across the curriculum.	Monitor impact of leadership Pupil Voice		
To develop staffs’ understanding of the risk factors that can affect wellbeing and how to help pupils overcome adverse circumstances			
To continue to develop pupil leadership across the schools to foster a greater sense of belonging.	Monitor impact of leadership Pupil Voice		

<p>Provide a greater range of extra curriculum activities which promote pupil's well being including a school newspaper.</p> <p>Well being lead to facilitate school assemblies with the pupil leaders on well being</p>	<p>Monitoring of uptake of clubs and range.</p>		
<p>Well being Lead to ensure the school meets the criteria for the Well being award by the end of the academic year.</p>	<p>Monitoring of progress through regular meetings with Well Being Lead.</p>		
<p>December 25 Impact</p>			

Priority 5: Embed the 'Thinking, Doing, Talking Science' pedagogical approach across all year groups to enhance science teaching and learning by July 2026.

OfSTED Area: Quality of Teaching and Learning

Expected outcomes and Success Criteria:

- **Development of scientific vocabulary reasoning skills across all year groups.**
- **Enhanced pupil-led scientific enquiry relating to real-world contexts across all year groups**
- **Strengthen science teaching through effective assessment and professional development to support responsive teaching**
- **Raise the profile of science across the school, resulting in PSQM accreditation**

Lead: Nick Wyatt	Gov Link:		
Action	Monitoring	Timescale	Resource requirements
<p>Provide training and coaching for all science teachers on the 'Thinking, Doing, Talking Science' approach</p> <p>Develop and deliver CPD sessions focused on strategies for explicit vocabulary teaching and encouraging pupil dialogue and reasoning in science.</p> <p>Plan and implement lesson activities that promote pupil explanation, reasoning, and justification verbally and in writing using new vocabulary.</p> <p>Create opportunities for pupils to regularly revisit and use scientific vocabulary through collaborative learning and talk tasks.</p> <p>Monitor and evaluate the impact through book scrutiny, pupil voice, and lesson observations.</p>	<p>Termly review of vocabulary lists and staff feedback; update as needed</p> <p>Post-CPD surveys and follow-up discussions; observations of vocabulary use in lessons</p> <p>Termly book scrutinies and lesson observations focusing on vocabulary and reasoning.</p> <p>Pupil voice interviews and learning walks each term to assess engagement and confidence</p> <p>Action plans updated accordingly</p>	<p>Termly</p> <p>Sept/Oct 25</p> <p>From Sept 25</p>	<p>Curriculum maps/KCVs, science vocabulary lists, staff meeting time</p> <p>CPD materials, funding for external trainers, staff meeting time</p> <p>Lesson plans, science resources, visual aids</p> <p>Monitoring schedule, observation proformas</p>
<p>Audit current science lessons to identify opportunities for pupil-led enquiry and real-world context links.</p>	<p>review audit findings with staff; follow-up to monitor integration in planning</p>		

<p>Develop and share a bank of enquiry-based activities and real-world science contexts tailored to different year groups.</p> <p>Train staff in facilitating pupil-led investigations and scaffolding scientific enquiry skills.</p> <p>Organise science events or displays to showcase pupil-led investigations and connect learning to the wider community.</p>	<p>Post-CPD evaluations and termly lesson observations focusing on enquiry approaches</p> <p>Termly scrutiny of pupil work and presentations; pupil voice on enquiry experiences</p>		
<p>Develop and implement a whole-school science assessment framework aligned with the 'Thinking, Doing, Talking Science' approach.</p>	<p>Termly review of assessment data and staff feedback on framework use</p> <p>Post-CPD surveys and termly staff reflection meetings</p>	<p>Termly</p>	<p>Assessment tools and time for collaboration.</p>
<p>Provide ongoing professional development focusing on responsive teaching, formative assessment, and use of scientific vocabulary.</p> <p>Promote the profile of science through whole-school events, newsletters, and partnership work with other schools.</p> <p>Support other local schools by sharing the 'Thinking, Doing, Talking Science' approach via networks or collaborative events.</p> <p>Complete the PSQM accreditation.</p>	<p>Monitor participation rates and communication outputs termly</p> <p>Record of collaborative activities and feedback collected annually</p> <p>Monitoring of PSQM progress through regular meetings.</p>	<p>June 26</p>	<p>PSQM documentation</p>

English Action Plan: Sept 2025-July 2026

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?

December 2025 Evaluation:

Maths Action Plan: Sept 2025-July 2026

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
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<p>To enhance the teaching and learning of Maths, focusing on inclusion and scaffolds for SEND learners.</p>	<ul style="list-style-type: none"> ● To implement a bespoke curriculum so that all learners are able to access the Maths Curriculum. ● JC to purchase <i>Development Matters</i> ● JC to train members of staff with the implementation of <i>Development Matters</i>. ● CPD for staff - focusing on the development of manipulatives and scaffolds. ● JC to monitor books and lessons, focusing specifically on SEND and inclusion. ● Teachers to share good practice within the Trust/school. 	<ul style="list-style-type: none"> ● All children to make progress across the curriculum. ● Children more than 2 years below to access a bespoke curriculum, helping them make progress. ● Staff to implement new strategies/scaffolds to support all children. ● Chn to use manipulatives across all key stages. 	<p>July 26</p>	<p>Release time Staff Meeting slot</p>	<p>JC NJ (Dev Matters)</p>
<p>To develop strategies to challenge all pupils, raising the attainment of GD learners.</p>	<ul style="list-style-type: none"> ● Teachers to receive CPD, focusing on challenging GD students e.g. task design, green to grows etc. ● JC to monitor lessons and books. ● Teachers to share good practice across the school. 	<ul style="list-style-type: none"> ● Teachers' lessons/feedback/task design will challenge all pupils. ● GD attainment to increase throughout the school. 	<p>July 26</p>	<p>Staff Meeting Time Release Time</p>	<p>JC</p>

<p>To develop the teaching of maths across a nursery setting, as well as EYFS.</p>	<ul style="list-style-type: none"> ● JC to work with EYFS phase lead to develop maths across a nursery setting. ● JC to observe teachers across EYFS. ● JC to support with the teaching of Mastering Number. ● JC to support with the learning environment across EYFS. ● JC to meet with Nursery lead to support the teaching of Maths/supporting with adult engagements and Mathematical conversations. 	<ul style="list-style-type: none"> ● Teachers and practitioners to increase subject knowledge. ● Learning environments to promote teaching of Maths. ● Children in EYFS and nursery to make progress. 	<p>July 26</p>	<p>Release time for staff Monitoring</p>	<p>JC MB</p>
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December 2025 Evaluation:

Subject Action Plan: Art

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To begin to work towards gaining the Artsmark.	<ul style="list-style-type: none"> - KLF/LW to sign up to Arts Mark - 	<ul style="list-style-type: none"> - To have signed up for the Artmark and began the first year of the 2 year project 	July 26	Release time for staff	KLF/LW
Sketchbooks to show progression within units across the school	<ul style="list-style-type: none"> - CPD on drawing skills - Book Looks - Staff meeting (SPring Term) - Create bank of ideas for Artist Study lessons. 	<ul style="list-style-type: none"> - Progression of drawing skills across the year - All staffs confidence in teaching drawing skills will have increased. - Progression of Artist Studies over the course of the year 	July 26	CPD time Release time	KLF/LW
Adapt curriculum content to include scaffolded and differentiated tasks to ensure inclusive lessons	<ul style="list-style-type: none"> - Teachers to identify barriers for SEND pupils - CPD on scaffolds and differentiation within art - KLF/LW to liaise with SENDCo on interventions - Books Looks - Lesson observations 	<ul style="list-style-type: none"> - differentiation evident within lessons - SEND children to develop resilience around failure in art - Where appropriate SEND children to access fine motor control interventions - scaffolded tasks available within for pupils where needed - Increased staff confidence in when to use scaffolds 	July 26	CPD time Release time	KLF/LW
Embed inclusive artist case studies and culturally relevant materials to engage PPG pupils	<ul style="list-style-type: none"> - Within lessons, a range of artists from different cultures to be explored - KLF/LW to monitor this through book looks - Pupil engagement and feedback to collected 	<ul style="list-style-type: none"> - Curriculum includes diverse artist examples which is evidenced in sketch books. 	July 26	Release time	KLF/LW

To ensure teachers are accurately assessing attainment levels in art.	<ul style="list-style-type: none"> - KLF/LW to ensure assessments in art continue - Book looks - Leaders to ensure teachers are effectively using assessment tools on Kapow. 	<ul style="list-style-type: none"> - Greater Depth Portfolios to be updated termly and monitored - Staff's confidence to increase on their judgements of where children are working. 	July 26	CPD time Release time	KLF/LW
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December 2025 Evaluation:

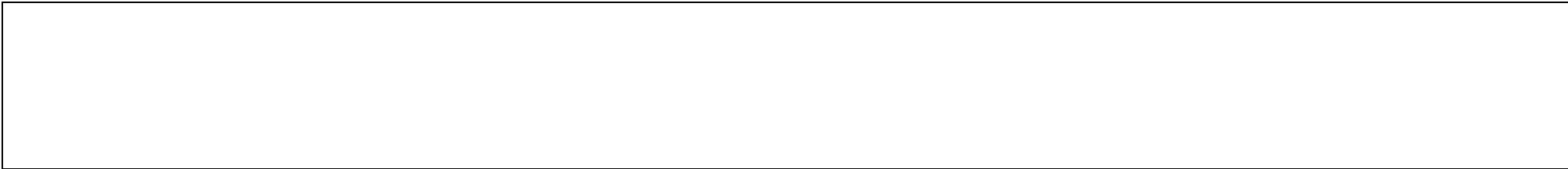
Subject Action Plan: Computing

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Enhance Inclusion in Computing Curriculum to Meet Diverse Pupil Need	<p>Computing lead to attend CPD for inclusion in computing.</p> <p>Computing lead to staff training on inclusive teaching strategies.</p> <p>Highlight differentiation and scaffolding across lesson plans.</p>	<p>More inclusive computing lessons.</p> <p>Teachers more confident in teaching lessons for diverse pupils needs.</p>	ongoing	<p>Release time</p> <p>Staff meeting</p>	AM
Develop and embed a robust monitoring system for computing.	<p>Learning walks to be used to monitor the teaching of computing across the school including online safety.</p> <p>Regular checks of google and termly checks of PSHE books for online safety.</p> <p>Pupil voice to be carried out to gather children's opinions on computing learning experiences.</p>	<p>Greater understanding of computing across the school and the work being produced by children.</p> <p>Pupil survey/conference to help inform future computing adaptations.</p>	ongoing	Release time	AM
Develop the greater depth portfolio to show clear differences between age related expectations and greater depth.	<p>Greater depth portfolio to be updated termly and include ARE and GD work with a clear explanation of the differences.</p>	<p>Clearer understanding of the differences between ARE and GD across the school.</p> <p>Teachers to feel more confident assessing GD and ARE in computing.</p>	Termly	Release time	AM

December 2025 Evaluation:

Subject Action Plan: Design Technology

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
DT books to show progression within units across the school	<ul style="list-style-type: none"> - Book Looks - Staff meeting (Spring Term) 	<ul style="list-style-type: none"> - Progression of skills across the year groups. 	July 26	Release time CPD time	KLF/LW
Adapt curriculum content to include scaffolded and differentiated tasks to ensure inclusive lessons	<ul style="list-style-type: none"> - Teachers to identify barriers for SEND pupils - CPD on scaffolds and differentiation within DT - Books Looks 	<ul style="list-style-type: none"> - differentiation evident within lessons - SEND children to develop resilience around failure in DT - Where appropriate SEND children to access fine motor control interventions - scaffolded tasks available within for pupils where needed - Increased staff confidence in when to use scaffolds 	July 26	CPD time Release time	KLF/LW
To ensure teachers are accurately assessing attainment levels in DT.	<ul style="list-style-type: none"> - KLF/LW to ensure assessments in DT continue - Book looks - Leaders to ensure teachers are effectively using assessment tools on Kapow. 	<ul style="list-style-type: none"> - Greater Depth Portfolios to be updated termly and monitored - Staff's confidence to increase on their judgements of where children are working. 	July 26	Release time	KLF/LW



Subject Action Plan: Geography

Priorit y Areas	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
	Improve teacher knowledge and skills in adapting geography for SEND.	<ul style="list-style-type: none">• Create a SEND portfolio on Google Drive to show adaptations and scaffolding ideas.• MD and HC complete termly book looks.• HC and MD to research SEND/PPG support opportunities in humanities.	<ul style="list-style-type: none">• Staff more confident with supporting SEND children in Humanities• More SEND and PPG children at ARE and GD in Geography• Evidence of adaptive teaching in books	July 26	<ul style="list-style-type: none">• Time for book looks and research	

	Improve whole school knowledge on climate change and the impact we have on our environment.	<ul style="list-style-type: none"> ● Complete class project linked to an aspect of climate change. ● Each class to have an Eco Warrior to monitor class recycling, energy saving etc. ● MD to invite guest speaks to speak to whole school about how to be more eco/friendly and the impact of climate change. 	<ul style="list-style-type: none"> ● Better awareness of how we can impact and help the environment 		<ul style="list-style-type: none"> ● Time for planning 	
	To increase recall of key knowledge across humanities by sharing strategies with teachers.	<ul style="list-style-type: none"> ● HC and MD run staff meeting on recall. ● MD and HC complete lesson drop ins to see recaps in action. ● Ensure recaps are in every lesson. ● Recapping current topics, previous topics and topics from previous years. 	<ul style="list-style-type: none"> ● More confident recall of knowledge across year groups ● 'Stickier' learning ● Confidence with fieldwork skills 	July 26	<ul style="list-style-type: none"> ● Time for book looks and analysis 	

December 2025 Impact:

Subject Action Plan: History

Priority Areas	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
1	To support staff knowledge and skills in adapting history for SEND	<ul style="list-style-type: none"> ● Create a SEND portfolio on the drive to share examples of adaptive teaching and scaffolding ● HC and MD complete termly book looks ● HC and MD to research other SEND/PPG support opportunities in Humanities and share 	<ul style="list-style-type: none"> ● Staff more confident with supporting SEND children in Humanities ● More SEND and PPG children at ARE and GD in history ● Evidence of adaptive teaching in books 	July 26	<ul style="list-style-type: none"> ● Time for book looks and research 	HC
2	Increase recall of key knowledge across Humanities by sharing strategies with teachers	<ul style="list-style-type: none"> ● HC and MD run staff meeting on recalling knowledge ● Drop-ins to see recaps in action ● Ensure recaps are in every Humanities lesson recapping current topic and previous topics/years 	<ul style="list-style-type: none"> ● More confident recall of knowledge across year groups ● 'Stickier' learning especially around golden threads 	July 26	<ul style="list-style-type: none"> ● Staff meeting ● Time for planning 	HC

3	Ensure teachers are confident and consistent in assessment of History	<ul style="list-style-type: none"> • Ensure green to grow marking is clear and consistent (and being used effectively) • HC and MD to review and analyse data from end of year assessments for any gaps • HC and MD complete monthly book looks 	<ul style="list-style-type: none"> • More opportunities for children to show their learning/understanding • Ability to tailor planning further based on identified gaps 	July 26	<ul style="list-style-type: none"> • Time for book looks and analysis 	HC

December 2025 Evaluation:

Subject Action Plan: Modern Foreign Languages

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To systematically monitor and evaluate pupil attainment and progress in Mandarin (Upper KS2) and Spanish (Lower KS2) ensuring that standards meet or exceed curriculum expectations.	<p>Conduct termly data collection and analysis of pupil attainment and progress in both languages</p> <p>Meet with Mandarin teacher each term to review progress</p> <p>Look at books each term to see progress being made against end of unit assessments.</p>	<p>Termly progress reports produced</p> <p>Identification of pupils not making expected progress.</p>	Termly monitoring	<p>Time from specialist language teacher from Bartholomew.</p> <p>Support with teachers looking at the assessment tools to make judgements.</p>	TW
To ensure all SEND pupils fully access the language curriculum through tailored teaching strategies and that all language teachers have enhanced knowledge and skills to support SEND learners effectively.	<p>Review current SEND provision in languages and identify barriers to access.</p> <p>Deliver CPD for all teachers on SEND strategies in language teaching.,</p>	All pupils making progress in MFL	Each AP in Autumn, Spring and Summer	<p>CPD opportunities to share resources</p> <p>SENCO and MFL lead to meet to look at resources which can be shared.</p>	TW

<p>To work with the Personal Development Lead (HC) to plan and deliver an international day celebrating Spanish language and culture enhancing pupil engagement and cultural understanding.</p>	<p>Day held in Spring where children learn about different countries that speak Spanish</p>	<p>Children immerse themselves in a different culture and experience traditional dances, cooking, songs and history about those cultures.</p>	<p>Spring 2026</p>	<p>Planning time to look at Workshops and appeals to the local community for people who may be able to assist.</p>	<p>TW/HC</p>
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<p>December 2025 Evaluation</p>
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Subject Action Plan: Music

	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
	To ensure all teacher / HLTA's teaching music are confident and have secure understanding on how to teach music effectively	<ul style="list-style-type: none"> • CPD sessions offered to staff teaching music. • SLT member to observe teaching of music with music lead to identify area of development. • Liaise with music service to carry out a review of the teaching of music 	The music curriculum is taught effectively and pupils are making good progress in music.	Spring	Time to give training	S.R
	To ensure all SEND pupils fully access the music curriculum and are included in lessons.	<ul style="list-style-type: none"> • Review the current provision in music lessons for SEND pupils • Identify barriers within the music curriculum for pupils with SEND and ensure support is offered 	All children are making progress in building up musical skills, particularly within composition.	Spring	Time for music lead to observe practise and look at assessments	S.R
	Use assessment outcomes to review pupil progress and adapt curriculum and teaching approaches Identify areas of music that need a focus on e.g. use of technology or composition.	<ul style="list-style-type: none"> • Ensure assessment spreadsheet is being updated at regular intervals. 	Assessment will show where children are and the assessment will be effective.	July 26	Time for music lead to monitor	S.R

Subject Action Plan: PE

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Increase the confidence and engagement of PPG and SEN children across the school.	<p>Increase the opportunities for PPG and SEND in tournaments, clubs, PE and school games.</p> <p>E.g. Boccia tournament, goalball (curriculum)</p> <p>All children are given the opportunity to undertake leadership responsibilities outside of a PE lesson.</p> <p>Intervention sessions to help children build relationships and more leadership skills.</p> <p>LF to attend a PE conference on inclusion in PE and school sports.</p>	<p>More SEN and PPG children will be engaged and enjoy PE.</p> <p>Children represent Eynsham outside of school and feel a sense of achievement.</p> <p>Sense of achievement for all children.</p> <p>Increase self-esteem so they feel more confident to challenge themselves in the class.</p> <p>Children's emotional regulation will improve as well as their ability to work together in social and competitive situations.</p> <p>LF improve her subject knowledge.</p>	July 26	Release time	LF
CPD for all staff to upskill their knowledge and confidence in delivering the PE curriculum.	<p>LF to attend PE conferences.</p> <p>Cricket CPD for all staff in term 5.</p> <p>LF to invite external agents to deliver specific CPD.</p> <p>LF to monitor PE lessons and provide feedback.</p> <p>Best practice to be shared - teachers to watch other teachers deliver PE.</p>	<p>Staff will increase their confidence and will deliver more effective PE lessons.</p> <p>Children will be more engaged and have a greater enjoyment of PE lessons.</p> <p>I will have a greater awareness of how PE is taught and how to implement positive changes.</p>	July 26	<p>Release time</p> <p>Staff meeting slot</p>	<p>LF</p> <p>JC</p>

Introduction of water safety into the curriculum.	LF to introduce a phased implementation of water safety into the curriculum by summer term. Staff meeting to introduce curriculum. Feedback from staff on first lesson thoughts.	Children will have a greater understanding of how to be safe in water based activities.	July 26	Release time Staff meeting slot	LF
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December 25 Impact:

Subject Action Plan: PSHE

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Enhance Inclusion in PSHE Curriculum to Meet Diverse Pupil Needs	PSHE lead to attend webinars on inclusion hosted by Jigsaw. Ensure all teachers adapt PSHE lesson plans and resources to include differentiated activities and inclusive themes	All children to be engaged in PSHE lessons and recording evidence of their learning	Ongoing	Release time Book monitoring Staff meeting	NH/MH

Develop and Implement Robust Monitoring and Evaluation Systems for PSHE	<p>Schedule and conduct regular monitoring visits and evaluations</p> <p>Analyse monitoring data to identify strengths and areas for development</p> <p>Involve pupils in providing feedback on PSHE provision through surveys and focus groups</p>	<p>Greater understanding of PSHE across the school and the work being produced by children.</p> <p>Pupil survey/conference to be carried out throughout the year.</p>	Ongoing	<p>Release time</p> <p>Pupil survey</p> <p>Book looks</p> <p>Learning walks</p>	NH/MH
To use PSHE lessons to identify children for SEMH interventions.	<p>Bottom 20% for PSHE across the school.</p> <p>Focused interventions to be used to help build children's confidence and resilience.</p> <p>Improve staffs understanding of the importance of interventions into SEMH.</p>	Children to develop greater resilience and confidence through PSHE lessons and interventions	ongoing	<p>TA training into SEMH interventions.</p> <p>Release time</p>	NH/MH

December 25 Impact:

Subject Action Plan: Religious Education

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Evidence of adaptive teaching to be clear in books to demonstrate how all learners are supported and extended.	<ul style="list-style-type: none"> - CPD to remind staff of the application of adaptive teaching methods used in other areas of the curriculum - Revision of the application of green to grow challenges that are adapted and suitable to extend and challenge all learners appropriately - Book looks and learning walks 	<ul style="list-style-type: none"> - Adaptive teaching to be used and evident to ensure all learner can access the curriculum effectively and allow them to share their knowledge, understanding and facilitate the exploration of personal development. Appropriate green to grow challenges will be evident in every third piece of work to extend and challenge all. 	July 26	CPD time Release time	LP
To improve subject knowledge and confidence in teachers to ensure lessons are consistently taught to a high standard to ensure progress for all learners.	<ul style="list-style-type: none"> - CPD to discuss subject knowledge and how to locate / use suitable websites, as well as Jigsaw itself, to support teachers subject knowledge development. - Use of children's KCV's to support subject knowledge - Additional teacher KCV provided to give an overview of key religions. 	<ul style="list-style-type: none"> - Teachers will feel more confident delivering RE to their classes. They will have a detailed subject knowledge of the religions they are teaching and understanding how what they are teaching build upon children's prior learning and experiences. - Teachers will know where to look to develop their subject knowledge and how to respond to children if they are unsure how to answer a question posed. 	July 26	CPD time Release time	LP

To enhance pupils exposure to real life Religious Education through trips and experiences	<ul style="list-style-type: none"> - To select trips and experiences that will enhance the curriculum for children. - To map out trips and experiences to ensure that throughout a child's time at Eynsham, they have the opportunity to engage in an experience linked to each religion studied. 	<ul style="list-style-type: none"> - Trips and experiences to be clearly mapped out over the course of a year - Children to develop a greater cultural capital 	July 26	Release time	LP
To become a Flagship school for JIGSAW RE	<ul style="list-style-type: none"> - Re leader to apply for Flagship school 	<ul style="list-style-type: none"> - Eynsham will become a Flagship school for RE 	July 26	Release time	LP

● **December 25 Evaluation:**

Early Years Action Plan: Sept 2025-July 2026

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
To Implement and embed new Medium and Short term planning in Ducklings and Cygnets.	<p>Helen Tate (EYFS Advisor) visiting Autumn 2025 to review existing planning and advise a new planning system across both Nursery settings.</p> <p>MB to work with EN and KM to write new plans and implement in each new term: Autumn, Spring and Summer.</p>	<p>Planning that is focused and purposeful around core Nursery Rhymes and/or texts, the ELG, Development Matter statements and key skills form Wellcomm.</p> <p>Planning that is shared with all EYFS Practitioners and ensures involvement and ownership of all adults and key workers.</p>	<p>December 2025</p> <p>April 2026</p> <p>July 2026</p>	<p>Helen Tate (EYFS Advisor)</p> <p>EN and KM release time to plan with MB</p>	Mel Bowler

<p>To ensure that there are quality and Effective Interactions between adults and children across EYFS</p>	<p>ShREC Training for all Staff and quality interactions through Descriptive Commentary, effective questioning and WWW approach (Watch, Wait, Wonder)</p> <p>Early Years SEND Transition training - Overview of language development.</p> <p>Adult-Child Observations monitored by MB. KM and EN to carry out informal observations.</p> <p>Effective documenting of children’s progress in Nursery 1 to include: self register, photo evidence on walls (low level), Wow Boards of individual children’s learning (photos, work and speech bubbles) and use of floorbooks to record evidence over year (work taken from Wow board). Enhancing children's experiences with ‘real life’ contexts to include role play items from the home so children can have more talk time and broaden vocabulary.</p>	<p>Staff to use ShREC strategies when interacting with children and to be able to monitor children’s progress through purposeful observations and conversations that are child-led.</p> <p>M.B, K.M and E.N to attend training and implement strategies provided.</p> <p>Termly informal observations and feedback to MB from Nursery Leads from observations made.</p> <p>Children to be engaged in their learning and adults to facilitate. Recording of children’s experiences in both indoor and outdoor settings.</p>	<p>October 2025</p> <p>November 2025</p> <p>March 2026</p> <p>June 2026</p> <p>Ongoing throughout the year.</p>		<p>Mel Bowler</p> <p>Mel Bowler</p> <p>Em Neath Kiley Morgan as Nursery Leads</p>
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<p>To monitor and ensure robust systems are in place for Early Identification of SEND children across the early years setting.</p>	<p>All children to be screened (WelComm) to establish their level of spoken and receptive language skills on a regular basis. Interventions regularly taking place and reviewed - fine motor skills, phonics catch up, speech and language, communication and interaction.</p> <p>Monitoring of potential SEND children and referrals to be made to the appropriate specialists e.g. G.P referral letter, EYSENIT, SALT once needs have been identified.</p>	<p>M.B to ensure all children are screened annually and discussed with room leads. M.B to monitor progress being made during interventions to ensure progress is being made.</p> <p>M.B to hold regular meetings with E.N and K.M and carry out observations in each room to identify key children needing SEN support.</p>			<p>Mel Bowler</p> <p>Hayley Davis</p> <p>Emily Neath</p> <p>Kiley Morgan</p>
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December 2025 Evaluation:

