



# EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

## SCHOOL IMPROVEMENT PRIORITIES AND TERMLY OPERATIONAL PLAN

AUTUMN TERM TOP	
WRITTEN	18/08/25
1 <sup>ST</sup> REVIEW	
2 <sup>ND</sup> REVIEW	
FINAL REVIEW	

SPRING TERM TOP	
WRITTEN	
1 <sup>ST</sup> REVIEW	
2 <sup>ND</sup> REVIEW	
FINAL REVIEW	

SUMMER TERM TOP	
WRITTEN	
1 <sup>ST</sup> REVIEW	
2 <sup>ND</sup> REVIEW	
FINAL REVIEW	

'Making the most of every minute to be independent and ambitious and challenging ourselves to be the very best we can be!'

Our aim is for our children to enjoy being challenged. We want them to relish thinking hard. Their positive attitudes to learning are to be underpinned by the desire to 'give it a go and never give up'.

**OVERVIEW OF EYNESBURY CHURCH OF ENGLAND PRIMARY  
SCHOOL IMPROVEMENT PRIORITIES 2025 - 2026**

**OFSTED AREA FOR IMPROVEMENT JULY 2024**

AFI	AUTUMN 2025	SPRING 2026	SUMMER 2026
Pupils are not always taught new concepts as soon as they are ready. As a result, some pupils do not build their knowledge as well as they could. The school needs to ensure that learning is adapted when necessary so all pupils progress as well as possible through the curriculum.			

**FGB PRIORITIES FOR IMPROVEMENT 2025 - 2028:**

**In November 2024, the FGB reviewed the seven main strategic priority areas identified in May 2022. The headlines were identified as:**

1. Continue to develop the breadth of learning and enrichment opportunities available to all pupils at Eynesbury
2. Demonstrate inclusivity, encouraging pupils with the belief that anything is possible, for anyone.
3. Ensuring Eynesbury is an employee of choice, promoting the continuing professional development and wellbeing of all staff.
4. Celebrate the achievements of the school clearly and confidently to further the engagement of all stakeholders.
5. Position Eynesbury at the heart of its community, further integrating the school with its neighbours.
6. Verify the impact of the school's strategic plan.
7. For the school to meet the criteria to be judged an Outstanding school by Ofsted.

Ofsted Area	Whole School Action	Success Criteria	RAG			Impact to date
			Au	Sp	Sum	
Effectiveness of Safeguarding	<b>Embed all actions taken to ensure the effectiveness of safeguarding and personal development is maintained and remains a high priority.</b>	<b>All Safeguard processes of the school continue to be rigorous in all aspects.</b> The SCR is accurately maintained. Pupils continue to have regular and carefully-planned opportunities to learn about how to keep themselves safe. They can explain accurately and confidently how to keep themselves healthy and safe. All members of staff and the FGB have access to high quality training and support they need to fulfil their role in ensuring that safeguarding is effective.				<b>Autumn term 2025: Spring term 2025: Summer term 2026:</b>
		<b>Wellbeing and workload at all levels is a considered priority for the school</b> Continue to maintain the ethos of working together through shared practice and managing workload.				<b>Autumn term 2025: Spring term 2025: Summer term 2026:</b>

<p style="text-align: center;"><b>Quality of Education</b> (Teaching, Learning and Assessment, Wider Curriculum)</p>	<p><b>Ensuring high standards of attainment and progress of every child from their starting points</b></p>	<p>All staff have <b>consistently high expectations</b> of what pupils can achieve in order to raise standards particularly in terms of <b>greater depth provision. High quality work</b> is produced across the curriculum.</p>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>
		<p><b>Challenge for greater depth across the curriculum</b> to ensure depth of learning and pupils being able to reflect, and talk about their learning in depth that challenges their thinking</p>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>
		<p><b>Outcomes in all year groups are high</b> through the continued delivery of high-quality teaching and learning and high expectations of all</p>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>
		<p><b>All statutory data returns are above local and national – focus on GDS:</b></p> <ul style="list-style-type: none"> <li>❖ GLD/Phonics outcomes above local and national expectations</li> <li>❖ KS1 and KS2 outcomes above local and national expectations in terms of ARE and GDS</li> <li>❖ MTC outcomes above local and national expectations – a particular focus on maths</li> </ul>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>
	<p><b>All pupils benefit from an inclusive learning provision that has a positive impact on overall academic and holistic progress.</b></p>	<p><b>Accurate assessment</b> across the school informs next steps at all levels.</p>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>
		<p>All groups of pupils make good progress from their starting points with a focus on adaptation to meet the needs of all learners. Adaptation meets the needs of all learners including <b>deepening the learning for greater depth pupils.</b></p>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>
		<p>Challenge at all levels has a strong, positive impact on academic progress and holistic progress.</p>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>
	<p><b>Creating breadth of opportunity</b></p>	<p><b>The strong, ambitious curriculum continues</b> to be the blueprint to ensuring all learning is entrenched with a moral and ethical vision and purpose. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that teaching builds on previous learning. Skills and knowledge are repeated and rehearsed - a progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity.</p>				<p><b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b></p>

	through high quality teaching and learning	<b>CPD builds and secures teachers' subject leaders' knowledge to sustain Quality First Teaching</b> to ensure high standards in progression in learning for all pupils and gaps in learning are diminished impacting on an outstanding quality of education.				Autumn term 2025: Spring term 2025: Summer term 2026:
		<b>Enable memorable wider curriculum and cultural capital opportunities</b> , ensuring breadth of learning and enrichment opportunities are made available to all pupils at Eynesbury				Autumn term 2025: Spring term 2025: Summer term 2026:
		Continue to <b>develop staff expertise in the arts and Forest Schools</b> . Effective strategies are used to promote the teaching and learning of the Arts curriculum.				Autumn term 2025: Spring term 2025: Summer term 2026:
Behaviour and Attitudes	Embed all actions taken to ensure the effectiveness of personal development is maintained and remains a high priority.	Attendance at school remains a priority and is effectively tracked and monitored.				Autumn term 2025: Spring term 2025: Summer term 2026:
		Behaviour is good across the school, the behaviour policy is consistently applied.				Autumn term 2025: Spring term 2025: Summer term 2026:
		Attitudes to learning have a strong, positive impact on progress and the quality of education.				Autumn term 2025: Spring term 2025: Summer term 2026:
Personal Development	Ensure breadth of opportunity for all learners.	Pupils are able reflect on their learning to impact on future learning.				Autumn term 2025: Spring term 2025: Summer term 2026:
	Maintain the high levels of PD and share with other schools.	Maintain and further develop learning opportunities and experiences beyond the classroom through an enhanced extra-curricular provision: <ul style="list-style-type: none"> <li>❖ further development of the already broad and balanced, wide curriculum offer</li> <li>❖ development of Cultural Capital and enrichment opportunities</li> <li>❖ create memorable experiences for children through wider curriculum enrichment opportunities</li> </ul>				Autumn term 2025: Spring term 2025: Summer term 2026:
Effectiveness of EYFS	Further develop leadership and	Distributed leadership in EYFS with continued CPD for pre-school management.				Autumn term 2025: Spring term 2025: Summer term 2026:

	<b>management of Pre-School.</b>	Implement baseline assessment as a starting point for progress measures.				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
	<b>Ensure all pupils are tracked closely with a focus on those achieving above expected levels of development to support their learning journey into KS1.</b>	Continue to monitor provision in EYFS through rigorous SSE				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
		EYFS leader to continue to work alongside DHT in tracking of pupil progress at regular intervals.				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
<b>Leadership and Management</b>	<b>Ensure leadership and management at all levels is effective.</b>	All leaders have clear roles and responsibilities and carry these out effectively: ❖ Rigorous SSE of all subjects ❖ Nominate a greater depth champion ❖ Induction of new staff ❖ Accreditation of NPQH x 2, NPQSL x 1, NPQLT x 1 ❖ Further development of the GB – Governor recruitment				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
	<b>Ensure knowledgeable, confident, relevant leadership.</b>	The school's self-evaluation is rigorous and accurate and monitoring processes are robust, and effective. These inform the school strategic planning.				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
		The SIP is a strategic document which clearly drives forward school improvement. It has clear lines of responsibility for individual leaders.				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
		The school SEF accurately describes the school's position and correctly identifies the strengths and areas of weakness.				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
		SLT to gain a national perspective of 'challenge and greater depth provision' seeking in and out of county recently inspected outstanding' schools to visit, and to further develop Ofsted AFI (July 2024) at Eynesbury.				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
		The FGB has a clear understanding of the strategic direction of the school and its role in supporting this.				<b>Autumn term 2025:</b> <b>Spring term 2025:</b> <b>Summer term 2026:</b>
		Sharing of good practise with other schools where Eynesbury is considered the lead school				<b>Autumn term 2025:</b> <b>Spring term 2025:</b>

						<b>Summer term 2026:</b>
	Eynesbury is the school of choice					<b>Autumn term 2025: Spring term 2025: Summer term 2026:</b>
<b>Christian Distinctiveness</b>	<b>The distinctiveness and nature of Eynesbury Church of England Primary School enable all pupils and adults to flourish.</b>	<b>SIAMS action point 1.</b> Leaders to share the refreshed vision with the wider school community, embedding this into the life of the school so all decisions and evaluations are rooted in the Christian foundations the school is built upon.				<b>In place and strongly embedded.</b>
		<b>SIAMS action point 2.</b> Ensure that all governors can articulate the Christian vision. Equip them to facilitate the rapid improvement of the school by formalising monitoring and evaluation				<b>In place and strongly embedded.</b>
		<b>SIAMS action point 3.</b> Enable pupils to plan and lead collective worship regularly.				<b>Class collective worship taking place half termly. CW leaders lead services in Church. All staff leading CW regularly.</b>
		<b>SIAMS action point 4.</b> Formalise how pupil voice is included in the planned monitoring of the impact of worship by leaders and governors.				
		<b>SIAMS action point 5.</b> In RE curriculum planning, ensure the depth of enquiry of all world faiths and views matches that of the Christianity taught, so that there is consistency of quality across the whole RE curriculum				
		Development of spirituality across the school – key questions: <ul style="list-style-type: none"> <li>➤ How does the school’s Christian vision provide opportunities to meet the spiritual needs of learners?</li> <li>➤ How does an awareness of spirituality permeate school life?</li> <li>➤ What is the impact of this for the learner (and staff and the wider community)?</li> <li>➤ How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?</li> </ul>				

## TERMLY OPERATIONAL PLAN - AUTUMN TERM 2025

<b>PRIORITY ONE: LEAD FOR THE FGB – BEV JONES</b> <b>SUPPORTED BY A HARRISON</b> <b>Effectiveness of Safeguarding</b>	<b>Key Priority:</b> <b>Embed all actions taken to ensure the effectiveness of safeguarding and personal development is maintained and remains a high priority.</b>	
<ul style="list-style-type: none"> <li>➤ All Safeguard processes of the school continue to be rigorous in all aspects.</li> <li>➤ The SCR is accurately maintained.</li> <li>➤ Pupils continue to have regular and carefully-planned opportunities to learn about how to keep themselves safe. They can explain accurately and confidently how to keep themselves healthy and safe.</li> <li>➤ All members of staff and the FGB have access to high quality training and support they need to fulfil their role in ensuring that safeguarding is effective.</li> <li>➤ Wellbeing and workload at all levels is a considered priority for the school</li> <li>➤ Continue to maintain the ethos of working together through shared practice and managing workload.</li> </ul>		
<b>Key Actions:</b>	<b>Date:</b>	✓ *
1. Designated teacher for Looked After Children training – A Brown	1. 19/09/25	1.
2. All members of the staff have the training and support they need to fulfil their role in ensuring that safeguarding is effective. - Safeguarding training facilitated by DSLs . Safeguard induction processes in place for new staff	2. 01/09/25 and by end of Autumn A	2.
3. Safer Recruitment refresher training – A Brown, C Truman ( Autumn 2025)	3. By end of Autumn A	3.
<b>Monitoring and implementation arrangements:</b>		
<ol style="list-style-type: none"> <li>1. Feedback to FGB and training record evaluated</li> <li>2. Feedback to all staff, Safeguard Governor and FGB</li> <li>3. Feedback to all staff, Safeguard Governor and FGB</li> </ol>		
<b>Evaluation of impact:</b>		
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
<b>Routine actions:</b>		
<ol style="list-style-type: none"> <li>1. SIA and advisors to ensure Safeguarding remains a priority during their planned visits.</li> <li>2. FGB undertake monitoring visits and include Safeguarding in all visits.</li> <li>3. Safeguard meeting with Safeguard Gobs and SCR check to identify further key areas for improvement and report back to the FGB.</li> <li>4. FGB meetings continues to include Safeguarding as a standard agenda item and are detailed in the HT reports.</li> <li>5. Meetings at all levels to have safeguard agenda on the agenda.</li> <li>6. Wednesdays Winning Ways to Keeping Ourselves Safe staff meetings as an agenda item led by DSL/DDSL. Staff are clear about expectations, their roles and the reasons behind why 'we do what we do!'</li> <li>7. Policies reviewed and updated, approved and published by FGB.</li> <li>8. Notes of Visits and Minutes show the work of the FGB is closely aligned to the Safeguarding Priorities in the SDP.</li> <li>9. PCSO Daniel Grant to meet with staff at regular intervals for updates and to become a known face to the children.</li> <li>10. Reference to Safeguarding is made in Collective Worship/newsletters/Twitter/website.</li> </ol>		

**PRIORITY TWO: LEAD FOR THE FGB – BEV JONES,  
QUALITY OF EDUCATION**

**Key Priorities:**  
**Ensuring high standards of attainment and progress of every child from their starting points**  
**Development of greater depth provision across the curriculum.**  
**Creating breadth of opportunity through high quality teaching and learning**

**Standards and attainment:**

- All staff have consistently high expectations of what pupils can achieve in order to raise standards particularly in terms of greater depth provision. High quality work is produced across the curriculum.
- CPD builds and secures teachers' subject leaders' knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished impacting on an outstanding quality of education.
- Challenge for greater depth across the curriculum to ensure depth of learning and pupils being able to reflect, and talk about their learning in depth that challenges their thinking
- Outcomes in all year groups are high through the continued delivery of high-quality teaching and learning and high expectations of all
- Statutory data returns show an upward trajectory on the KS2 data returns July 2025
- Accurate assessment across the school informs next steps at all levels

**Creating breadth of opportunity through high quality teaching and learning and enrichment**

- The strong, ambitious curriculum continues to be the blueprint to ensuring all learning is entrenched with a moral and ethical vision and purpose. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that teaching builds on previous learning. Skills and knowledge are repeated and rehearsed - a progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity.
- Enable memorable wider curriculum and cultural capital opportunities, ensuring breadth of learning and enrichment opportunities are made available to all pupils at Eynesbury
- Continue to develop staff expertise in the arts and Forest School curriculum

<b>Key Actions:</b>	<b>Date:</b>	✓ *
1. SLT to continue to carry out workplan to identify areas of strength and further areas for development.	1. Weekly actions	1.
2. <b>Greater depth champion</b> to monitor provision and identify next steps	2. Ongoing	2.
3. Primary, Maths and English advisers to support school to ensure adaptation is appropriate and <b>greater depth provision</b> is strong.	3. Ongoing	3.
4. Moderation of work across the school looking at <b>greater depth provision: foundation subjects focus.</b>	4. Ongoing	4.
5. Subject leaders to share provision with Governors – DHT to support re: timetabling of subjects including Forest School plan Autumn 2025	5. Across the term x 2	5.
6. Assessment lead handover by DHT to AHT. New assessment lead to ensure all assessments across the school are secure, targets are monitored and progress is flourishing across the school at all levels from starting points. Review format of pupil progress meetings to ensure accountability at all levels.	6. Across the term	6.
7. Forest School leads to develop a plan to implement/enhance provision across lower school	7. Ongoing	7.
8. Enrichment activities are in place – house days, residentials, cinema and theatre visits	8. Key dates	8.

**Monitoring implementation arrangements:**

1. Feedback in HT reports and to SIA.
2. Teaching and Learning Monitoring feedback.
3. NOV's shared with CoG, FGB member to attend feedback where possible.
4. DHT feedback to Teaching and Learning Monitoring Group
5. Teaching and Learning Monitoring Group feedback to FGB
6. DHT feedback to Teaching and Learning Monitoring Group
7. Feedback in HT reports and FS leads to feedback to Teaching and Learning Monitoring group
8. Cultural capital opps shared with FGB. Further HT feedback to FGB in HT report

**Evaluation of impact:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Routine actions:**

1. Independence and challenging ourselves to be the very best we can be is promoted by all staff and encouraged to enable all children to develop skills/knowledge and learning behaviours.
2. Disadvantaged lead to review strategy and report to SLT/Staff and FGB in respect of data outcomes 2024/2025. Continue to monitor provision.
3. Non-negotiables are in place and all staff share a common understanding of what the expectations are in the school
4. Use initial observations and data findings to support aspirational target setting of pupils
5. Drop ins conducted by leaders at all levels.
6. The school curriculum is in place and coherently planned and sequenced.
7. The school curriculum is adapted to meets the needs of pupils with SEND and at all levels.
8. The teaching of phonics and reading is prioritised and carefully sequenced.
9. Pupils have positive attitudes to their education. They are committed to their learning and take pride in their achievements.
10. Pupils work across the curriculum is of at least good quality and clearly demonstrates secure progress from varying starting points.

**PRIORITY THREE: LEAD FOR THE FGB – FATHER PAUL HUTCHINSON BEHAVIOURS AND ATTITUDES**

**Key Priorities:**  
 Embed all actions taken to ensure our children enjoy being challenged. to relish thinking hard.  
 Their positive attitudes to learning are to be underpinned by the desire to give it a go and never give up.

- Attendance at school remains a priority and is effectively tracked and monitored
- Behaviour is at least good across the school, the behaviour policy is consistently applied.
- Attitudes to learning have a strong, positive impact on progress and the quality of education. Children enjoy being challenged. They relish thinking hard.
- Pupils' positive attitudes to learning are underpinned by the desire to 'give it a go and never give up'.

Key Actions:	Date:	✓ *
1. Revisit therapeutic thinking approach with all staff and pupils	1. 01/09& 03/09/25	1.
2. Kindness Matters work for all year groups to support positive behaviours/healthy friendships at break and lunchtimes.	2. Ongoing	2.
3. All pupils to take part in Anti-Bullying week activities	3. Wk beg 17/11/25	3.
4. Fixed term suspensions are monitored and reflected on with strategies in place for individual children at risk. IRMPs in place if appropriate.	4. Ongoing	4.
5. Further development of growth mindset = challenge. Impacting on outstanding behaviour and attitudes - exceptionality	5. Ongoing	5.
6. Development of pupil voice opportunities to enable children to discuss positively their learning experiences and opportunities.	6. Ongoing	6.

**Monitoring implementation arrangements:**

1. HT feedback to FGB/SIA/LA/Diocese
2. HT feedback to FGB
3. Teaching and Learning Monitoring group feedback to FGB
4. HT feedback to FGB/SIA/LA/Diocese
5. Teaching and Learning Monitoring group feedback to FGB
6. Teaching and Learning Monitoring group feedback to FGB

**Evaluation of impact:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Routine actions:**

1. Policy and procedures in place and in line with national/LA expectations. Attendance is tracked precisely by the Attendance Officer. Parent meetings in place with parent contracts where necessary. Penalty Notices are considered where appropriate. HT to compare school data against national data at key points and share with FGB.
2. Behaviour logs entered onto My Concern by teachers and support staff with evidence of positive behaviour. Logs are monitored regularly by DSL/DDSLs.
3. MSAs report any behaviour issues to the appropriate staff member as per the policy and monitored by SLT
4. HT reports to FGB continue to detail behaviour data and comparisons as the year progresses. FGB minutes show questions raised by members.
5. Development of challenge opportunities shared in Teaching and Learning Monitoring groups.

**PRIORITY FOUR: LEAD FOR THE FGB – BRADLEY PAZZARD**  
**PERSONAL DEVELOPMENT**

**Key Priorities:**  
**Embed all actions taken to ensure our children enjoy being challenged, to relish thinking hard.**  
**Their positive attitudes to learning are to be underpinned by the desire to give it a go and never give up.**  
**Ensure breadth of opportunity for all learners.**  
**Maintain the high levels of PD and share with other schools.**

- Strong, ambitious curriculum continues to **enable Eynesbury children to become confident, resilient and independent learners with a positive growth mindset.**
- Pupils are **able to reflect on their learning and consider the impact on their current and future learning.**
- **Attitudes to learning have a strong, positive impact on progress, children enjoy being challenged. and they relish thinking hard.**
- Their **positive attitudes to learning are to be underpinned by the desire to give it a go and never give up.**
- Maintain further learning opportunities and experiences beyond the classroom through **an enhanced extra-curricular provision.**

<b>Key Actions:</b>	<b>Date:</b>	<b>✓ *</b>
<b>1. Pupils are supported by all staff in their learning reflections to ensure they are reasoning and thinking at a greater depth, being able to delve deeply into concepts, knowledge and understanding. with staff developing use of questioning and challenging children to have a go.</b>	1. Autumn 25	1.
2. Opportunities for enrichment: pupil participation in sports/creative arts clubs, house day, cinema and theatre visits, anti-bullying week	2. Ongoing	2.
3. Development of pupil voice opportunities to enable children to discuss positively their learning experiences and opportunities. Linked to B and A.	3. Ongoing	3.
4. Maintain pupil voice through house days, class activities, questionnaires, Student Council, Collective Worship leaders, JLT to ensure children are confident to speak their needs and the important issues that affect them and their learning.	4. Ongoing	4.
5. Sustain wrap-around provision and continue to promote early help family support through the SENDCo in reaching out to our hard to reach families.	5. Ongoing	5.
6. Celebrating progress sessions for parents to come into school and 'book look'	6. Half termly	6.

**Monitoring implementation arrangements:**

1. HT feedback to FGB/SIA/LA/Diocese
2. Teaching and Learning Monitoring group feedback to FGB
3. SLT monitoring visits, SIA visits and FGB monitoring visits. Staff accountability monitored in pupil progress meetings
4. Teaching and Learning Monitoring group feedback to FGB
5. Teaching and Learning Monitoring group feedback to FGB

**Evaluation of impact:**

- 1.
- 2.
- 3.

4.

5.

**Routine actions:**

1. SSE practices by all subject leaders including Eynesbury Big Pupil Voice.
2. Weekly celebrations of pupils academic and social development.

**PRIORITY FIVE: LEAD FOR THE FGB – BEV JONES and STEVE McCALLION LEADERSHIP AND MANAGEMENT**

**Key Priority:**  
**Ensure leadership and management at all levels is effective**  
**Knowledgeable, confident, relevant leadership**  
**Making Eynesbury the school of choice in the heart of our community**

**Success Criteria:**

- Distributed leadership in EYFS with continued CPD for pre-school management
- All leaders have clear roles and responsibilities and carry these out effectively:
- The school's self-evaluation is rigorous and accurate and monitoring processes are robust, and effective. These inform the school strategic planning.
- The SIP is a strategic document which clearly drives forward school improvement. It has clear lines of responsibility for individual leaders.
- The school SEF accurately describes the school's position and correctly identifies the strengths and areas of weakness.
- SLT to gain a national perspective of 'challenge and greater depth provision' seeking in and out of county recently inspected outstanding' schools to visit, and to further develop Ofsted AFI (July 2024) at Eynesbury.
- The FGB has a clear understanding of the strategic direction of the school and its role in supporting this.
- Sharing of good practise with other schools where Eynesbury is considered the lead school
- Eynesbury is the school of choice:

<b>Key Actions:</b>	<b>Date:</b>	<b>✓ *</b>
1. Sustainability and climate action plan in place and ratified by FGB	1. 24/09/25	1.
2. Induction of all new staff is rigorous and effective as is established staff in new roles and their accountability	2. By end of Autumn A	2.
3. Continued development of Pre-School management supported by EYFS leader.	3. Review end of Aut A	3.
4. Lead professional for SEND is supported in new role and has access to high quality support from external sources, and is accessing NPQSEN	4. Ongoing	4.
5. SIA Keeping in Touch meeting to review performance and progress last year, check targets and challenge the school in its thinking	5. 21/10/25	5.
6. SLT to continue to gather an outward view in respect of challenge and greater depth provision.	6. Ongoing	6.
7. Recruitment of 1 additional Governors	7. Ongoing	7.

**Monitoring implementation arrangements:**

1. HT feedback to FGB – 24/09/25
2. HT feedback to FGB – 24/09/25 and regular updates
3. EYFS leader feedback to SLT. HT and SBM feedback to FGB and Resources Monitoring group
4. DNT feedback to SEN Governor and FGB in turn
5. HT feedback to FGB. NoV received by CoG
6. SLT feedback to T and L monitoring group
7. CoG feedback to FGB and LA

**Evaluation of impact:**

- 1.
- 2.
- 3.
- 4.
- 5.

- 6.
- 7.

**Routine actions:**

1. The School Improvement Plan is completed and accurately captures the school's strategic priorities. Priorities are shared with all stakeholders.
2. The school's SEF is updated and evaluates accurately the school's position in relation to the inspection framework
3. Clear actions are in place to support leaders' roles and responsibilities are shared and implemented at all levels
4. Ongoing: All leaders' evaluations of the quality of education are accurate through rigorous SSE
5. LA support from Maths, English, EYFS, SIA
6. EYFS, Numeracy and Literacy subject leaders to attend briefings as part of the Primary Offer
7. FGB meetings to support and challenge the schools' thinking

**PRIORITY SIX: LEAD FOR THE FGB – ALL GOVERNORS IN THEIR RESPECTIVE ROLES INCLUSIVITY**

**Key Priority:**  
**All pupils benefit from an inclusive learning provision that has a positive impact on overall academic and holistic progress.**

**Success Criteria:**

- All groups of pupils make good progress from their starting points with a focus on adaptation to meet the needs of all learners
- Challenge at all levels has a strong, positive impact on academic progress and holistic progress

**Key Actions:**

1. Kindness Matters work for all year groups to support positive behaviours/healthy friendships at break and lunchtimes.
2. Ensure arrangements for SEND are sound and work with external agencies to best support the children. Embed the robust systems of early identification through Safeguard, punctuality and attendance monitoring to sustain attendance being inline with national.
3. Through systematic approaches of monitoring, assessment, review and professional dialogue such as PPMs; identified individuals are targeted and supported accordingly (e.g. lowest 20%, PPG, more able disadvantaged). Appropriate interventions are placed for children identified for additional phonics/ reading/ writing/GPS/maths support as needed. High quality TA support to ensure gaps are diminished for all identified children across the school.

**Date:**

1. Ongoing
2. Ongoing
3. Ongoing

✓ \*

- 1.
- 2.
- 3.

**Monitoring implementation arrangements:**

1. HT feedback to FGB/SIA/LA/Diocese
2. HT feedback to FGB
3. DHT feedback to Teaching and Learning Monitoring group with full feedback to FGB.

**Evaluation of impact:**

- 1.
- 2.
- 3.

**Routine actions:**

1. SSE practices

<b>PRIORITY SEVEN: LEAD FOR THE FGB – ALL GOVERNORS IN THEIR RESPECTIVE ROLES</b>		<b>Key Priority:</b> Ensure systems and processes are in place that enable parents to become engaged and constructive partners.	
<b>PARENTAL ENGAGEMENT</b>			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>➤ Staff take responsibility and are confident in building positive relationships with parents and provide effective communication to support pupil progress in accordance with the teacher standards.</li> <li>➤ Clear systems and processes are in place for communication between the school and parents.</li> <li>➤ There is a new parental code of conduct that has been shared and understood by parents.</li> <li>➤ Extra opportunities are in place for parents to celebrate the success of the school</li> </ul>			
<b>Key Actions:</b>			<b>Date:</b>
<ol style="list-style-type: none"> <li>1. New code of conduct shared with all parents/carers</li> <li>2. Celebrating progress sessions planned into the school calendar enabling the children to share their books with family members</li> <li>3. Parent handbook to be issued detailing communication practices from Sept 2025</li> <li>4. APDR meetings to be held in the hall to support staff's wellbeing</li> </ol>			<ol style="list-style-type: none"> <li>1. 03/09/25</li> <li>2. Half termly</li> <li>3. 19/08/25</li> <li>4. Half termly</li> </ol>
			✓ *
<b>Monitoring implementation arrangements:</b>			
<ol style="list-style-type: none"> <li>1. HT feedback to FGB/SIA/LA/Diocese/HTAR panel</li> <li>2. As above</li> <li>3. As above</li> <li>4. As above</li> </ol>			
<b>Evaluation of impact:</b>			
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>			
<b>Routine actions:</b>			
<ol style="list-style-type: none"> <li>1. Open door policy, SLT visibility each morning, parent emails to go through the office with the number of emails monitored to ensure staff wellbeing. Actions taken in respect of persistent emailing.</li> </ol>			

<b>PRIORITY EIGHT: LEAD FOR THE FGB – FOUNDATION GOVERNORS</b>		<b>Key Priority SIAMs inspection outcomes January 2020:</b> The distinctiveness and nature of Eynesbury Church of England Primary School enable all pupils and adults to flourish.	
<b>CHRISTIAN DISTINCTIVENESS</b>			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>➤ Leaders to share the refreshed vision with the wider school community, embedding this into the life of the school so all decisions and evaluations are rooted in the Christian foundations the school is built upon</li> <li>➤ Ensure that all governors can articulate the Christian vision. Equip them to facilitate the rapid improvement of the school by formalising monitoring and evaluation</li> <li>➤ Enable pupils to plan and lead collective worship regularly</li> <li>➤ Formalise how pupil voice is included in the planned monitoring of the impact of worship by leaders and governors</li> <li>➤ In RE curriculum planning, ensure the depth of enquiry of all world faiths and views matches that of the Christianity taught, so that there is consistency of quality across the whole RE curriculum</li> <li>➤ Development of spirituality across the school.</li> </ul>			
<b>Key Actions:</b>			<b>Date:</b>
<ol style="list-style-type: none"> <li>1. Induction of new RE lead. Both to check Kapow SOW's percentage of Christianity teaching meets requirements (50%)</li> <li>2. Previous RE lead to complete InspiREd RE course led by Diocese. RE lead to access training through the LA in respect of SACRE, spirituality and curriculum development.</li> </ol>			<ol style="list-style-type: none"> <li>1. Sept 2025</li> <li>2. By end Dec 2025</li> </ol>
			✓ *

3. Review guidance on 'Spirituality' at Eynesbury. SLT and Christian Distinctiveness Monitoring Group with advice from EDRA to consider the following key questions: ➤ How does the school's Christian vision provide opportunities to meet the spiritual needs of learners? How does an awareness of spirituality permeate school life? What is the impact of this for the learner (and staff and the wider community)? How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?	3. By end 2026	3.
4. Revisit the Christian Distinctiveness document with actions to date and update actions - SLT focus to share with Christian Distinctiveness Monitoring Group (distributed leadership for SIAMS preparation)	4. Termly	4.
5. Christian Distinctiveness Monitoring Visit linked to vision and values, the church school, sign and symbols by SLT	5. Autumn term	5.
6. Continue to incorporate Christian Distinctiveness into cultural capital opportunities and make reference to in Cultural Capital book	6. Ongoing	6.
7. Continue to strengthen our links with the Church and for leaders from our local church to continue their involvement in our CW/RE curriculum. Ensure PSC is on display in both school and Church.	7. Ongoing	7.
8. Use both Eynesbury Church and St Mary's Church as educational resources – linked to LTP and CW calendar	8. Ongoing	8.
9. All teaching staff to become Collective Worship leaders and lead Worship. Whole class Collective Worship opportunities planned in. Measure the impact of Collective Worship	9. Ongoing	9.
10. Review the SEF with Father Paul and SLT, continue to check evidence base (distributed leadership for SIAMS preparation)	10. By end Aut term	10.

**Monitoring implementation arrangements:**

1. HT feedback to SLT and FGB/Diocese
2. HT feedback to SLT and FGB/Diocese
3. SLT to contribute to the report and the Christian Distinctiveness Monitoring group.
4. SLT feedback to EDRA
5. NOV to be shared with CoG. RE lead to report back to staff areas of strength and development.
6. Feedback to Teaching and Learning Monitoring group
7. HT feedback to FGB/Diocese in HT report. Foundation Governor feedback.
8. Curriculum lead to support development of opportunities.
9. HT feedback to FGB in HT report. Foundation Governor feedback.
10. HT feedback to FGB in HT report. Foundation Governor feedback.

**Evaluation of impact:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Routine actions:**

1. Daily Collective Worship with the Worship team leaders supporting
2. Timetabled RE lessons using Kapow SOW
3. Ethos, vision aims and values referred to in daily teachings/ school life and Collective Worship