



EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

SELF EVALUATION FORM SCHOOL IMPROVEMENT PRIORITIES TERMLY OPERATIONAL PLAN

AUTUMN TERM TOP	
WRITTEN	18/08/25
1 ST REVIEW	25/10/25
2 ND REVIEW	12/12/25
FINAL REVIEW	31/12/25

SPRING TERM TOP	
WRITTEN	05/01/26
1 ST REVIEW	14/02/26
2 ND REVIEW	20/03/26
FINAL REVIEW	06/04/26

SUMMER TERM TOP	
WRITTEN	07/04/26
1 ST REVIEW	
2 ND 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	Embed all actions taken to ensure the effectiveness of safeguarding and personal development is maintained and remains a high priority.	All Safeguard processes of the school continue to be rigorous in all aspects. 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.				Autumn term 2025: Embedded practices, reviewed with regular CPD for all staff Spring term 2026: As above Summer term 2026:
		Wellbeing and workload at all levels is a considered priority for the school Continue to maintain the ethos of working together through shared practice and managing workload.				Autumn term 2025: EAP in place, MHFA support with meetings booked if needed, designated L and M time given, wfh options for PPA time, staff meetings given at pinch points Spring term 2026: As above Summer term 2026:

<p style="text-align: center;">Quality of Education (Teaching, Learning and Assessment, Wider Curriculum)</p>	<p>Ensuring high standards of attainment and progress of every child from their starting points</p>	<p>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.</p>			<p>Generally consistent across the school. Pocket of inconsistency with support in place to tackle provision and outcomes Spring term 2026: Ongoing and as above Summer term 2026:</p>
		<p>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</p>			<p>Autumn term 2025: Ongoing area for development, CPD opps in place, children CPD. Reflective learning practices in place across foundation subjects. GDS focus in PPMs with data outcomes mapped against target setting for the end of the academic year. Spring term 2026: Ongoing and as above Summer term 2026:</p>
		<p>Outcomes in all year groups are high through the continued delivery of high-quality teaching and learning and high expectations of all</p>			<p>Autumn term 2025: PPMs with data outcomes mapped against target setting for the end of the academic year. Comprehensive information held by assessment leader. Spring term 2026: Ongoing and as above Summer term 2026:</p>
	<p>All pupils benefit from an inclusive learning provision that has a positive impact on overall academic and holistic progress.</p>	<p>All statutory data returns are above local and national – focus on GDS:</p> <ul style="list-style-type: none"> ❖ GLD/Phonics outcomes above local and national expectations ❖ KS1 and KS2 outcomes above local and national expectations in terms of ARE and GDS ❖ MTC outcomes above local and national expectations – a particular focus on maths 			<p>Autumn term 2025: Progress towards targets is ongoing, standardised tests in place across the school with RWM combined a focus due to the dip in July 2025. Comprehensive information held by assessment leader. Spring term 2026: Ongoing and as above Summer term 2026:</p>
		<p>Accurate assessment across the school informs next steps at all levels.</p>			<p>Autumn term 2025: As above, rigorous PPM in place with more ownership of staff looking at the data. Impact to be monitored going forwards. Spring term 2026: Ongoing and as above Summer term 2026:</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 deepening the learning for greater depth pupils.</p>			<p>Autumn term 2025: As above Spring term 2026: Ongoing and as above Summer term 2026:</p>
	<p>Creating breadth of opportunity through high quality</p>	<p>Challenge at all levels has a strong, positive impact on academic progress and holistic progress.</p>			<p>Autumn term 2025: As above. Impact to be monitored by staff in July. Spring term 2026: Ongoing and as above Summer term 2026:</p>

	teaching and learning	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.				Autumn term 2025: In place and monitored by curriculum leader. Discussion centred around EYFS to KS1 transition and stepping up expectations due to lack of correlation. Next step for curriculum leader. Spring term 2026: As above Summer term 2026:
		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.				Autumn term 2025: In place and monitored by SLT. Impact on outcomes to be monitored by SLT in July with next steps for all staff. Strong ECT mentoring in place. Spring term 2026: As above Summer term 2026:
		Enable memorable wider curriculum and cultural capital opportunities, ensuring breadth of learning and enrichment opportunities are made available to all pupils at Eynesbury.				Autumn term 2025: In place and regular reviews. Strength of the school. Opps planned in and aligned with the long-term curriculum plans. curriculum. Spring term 2026: As above 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: Autumn term attendance = 95.5%. Tracking and interventions in place. Spring term 2026: As above Summer term 2026:
		Behaviour is good across the school; the behaviour policy is consistently applied.				Autumn term 2025: Policy reviewed. Increase in logs of behaviour on My Concern. 1 x yr group has been a cause for concern with interventions and strategies in place for individual children. Reduced timetables in place, exclusions used. Next steps: child friendly behaviour policy. Spring term 2026: As above – improvements in 'tricky' year group – support in place and SEND specialist team involved. Summer term 2026:
		Attitudes to learning have a strong, positive impact on progress and the quality of education.				Autumn term 2025: Strong across the majority of school. 1 x yr group has been a cause for concern. Learning behaviour work is embedded across the school and continues to be a focus to remind the children and embed practices. Spring term 2026: As above Summer term 2026:
Personal Development	Ensure breadth of opportunity for all learners. Maintain the high levels of	Pupils are able reflect on their learning to impact on future learning.				Autumn term 2025: Ongoing area for development, CPD opps in place, children CPD. Reflective learning practices in place across foundation subjects. GDS focus in PPMs with data outcomes mapped against target setting for the end of the academic year. Spring term 2026: Ongoing and as above

	PD and share with other schools.				Summer term 2026:	
	Maintain and further develop learning opportunities and experiences beyond the classroom through an enhanced extra-curricular provision: <ul style="list-style-type: none"> ❖ further development of the already broad and balanced, wide curriculum offer ❖ development of Cultural Capital and enrichment opportunities ❖ create memorable experiences for children through wider curriculum enrichment opportunities 				Autumn term 2025: Embedded within the school curriculum. Planned opportunities linked to curriculum long term plans with some enrichment as additional provision. Spring term 2026: As above Summer term 2026:	
Effectiveness of EYFS	Further develop leadership and management of Pre-School.	Implement baseline assessment as a starting point for progress measures.				Autumn term 2025: Completed with data sent to the LA. Starting points were 27% on track to meet GLD which progressed to 45% by the end of Autumn term. Spring term 2026: Summer term 2026:
	Ensure all pupils are tracked closely with a focus on those achieving above expected levels of development to support their learning journey into KS1.	Continue to monitor provision in EYFS through rigorous SSE				Autumn term 2025: Ongoing by the EYFS leader. Gold package from LA purchased for external verification. Spring term 2026: As above Summer term 2026:
		EYFS leader to continue to work alongside AHT in tracking of pupil progress at regular intervals.				Autumn term 2025: PPMs with data outcomes mapped against target setting for the end of the academic year. Comprehensive information held by assessment leader. Spring term 2026: As above Summer term 2026:
Leadership and Management	Ensure leadership and management at all levels is effective.	All leaders have clear roles and responsibilities and carry these out effectively: <ul style="list-style-type: none"> ❖ 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 x SBM ❖ Further development of the GB – Governor recruitment 				Autumn term 2025: In place and regularly reviewed. Spring term 2026: As above Summer term 2026:
	Ensure knowledgeable, confident,	The school's self-evaluation is rigorous and accurate and monitoring processes are robust, and effective. These inform the school strategic planning.				Autumn term 2025: In place and regularly reviewed. Spring term 2026: As above Summer term 2026:

	relevant leadership.	The SIP is a strategic document which clearly drives forward school improvement. It has clear lines of responsibility for individual leaders.				Autumn term 2025: In place and regularly reviewed. Spring term 2026: As above Summer term 2026:
		The school SEF accurately describes the school's position and correctly identifies the strengths and areas of weakness.				Autumn term 2025: In place and regularly reviewed. New format to be derived due to the new inspection framework. Spring term 2026: As above Summer term 2026:
		The FGB has a clear understanding of the strategic direction of the school and its role in supporting this.				Autumn term 2025: Strategic plan has been reviewed by the FGB with priorities for action reviewed. Aligned with the school improvement plan. Spring term 2026: As above Summer term 2026:
		Sharing of good practise with other schools where Eynesbury is considered the lead school				Autumn term 2025: HT mentoring of an LA school, continued dialogue with x 1 LA school to support HT. Intern visit for LA. Spring term 2026: As above Summer term 2026:
		Eynesbury is the school of choice				Autumn term 2025: Numbers for YR 2026 x 30 offers look promising. Despite drop in numbers, places have been taken up during the term across the school. Pre-school numbers are a cause for concern – new intake in January 2026 will increase the numbers. Spring term 2026: As above Summer term 2026:
Christian Distinctiveness	The distinctiveness and nature of Eynesbury Church of England Primary School enable all pupils and adults to flourish.	SIAMS action point 1. 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.				In place and strongly embedded.
		SIAMS action point 2. Ensure that all governors can articulate the Christian vision. Equip them to facilitate the rapid improvement of the school by formalising monitoring and evaluation				In place and strongly embedded.
		SIAMS action point 3. Enable pupils to plan and lead collective worship regularly.				Class collective worship taking place half termly. CW leaders lead services in Church. All staff leading CW regularly.
		SIAMS action point 4. Formalise how pupil voice is included in the planned monitoring of the impact of worship by leaders and governors.				Pupil voice as part of Eynesbury Big Pupil Voice – children able to articulate thoughts, opinions etc. More work needs to be completed in respect of Christian Distinctiveness and what it means to be part of a church school.

	<p>SIAMS action point 5. 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</p>				<p>In place and strongly embedded. Pupils enjoy RE, their books show strong reflective practises and high quality and teaching and learning. Pupils are able to talk about their learning and to reflect on worldviews. Spring term – introduce PADLET for impact and revisit each Friday</p>
	<p>Development of spirituality across the school – key questions:</p> <ul style="list-style-type: none"> ➤ 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? 				<p>Discussed in Autumn term as part of our EDRA visits – action point for Spring and Summer term 2026 to implement. Policy in place and shared with FGB. Spring term – baseline derived by EDRA visit, INSET with Diocese, Spirituality learning planned for teacher delivery next term following baseline gathering.</p>

TERMLY OPERATIONAL PLAN - AUTUMN TERM 2025

PRIORITY ONE: LEAD FOR THE FGB – BEV JONES SUPPORTED BY A HARRISON Effectiveness of Safeguarding	Key Priority: Embed all actions taken to ensure the effectiveness of safeguarding and personal development is maintained and remains a high priority.	
<ul style="list-style-type: none"> ➤ All Safeguard processes of the school continue to be rigorous in all aspects. ➤ 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. ➤ Wellbeing and workload at all levels is a considered priority for the school ➤ Continue to maintain the ethos of working together through shared practice and managing workload. 		
Key Actions:	Date:	✓ *
1. Designated teacher for Children in Care 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 (Autumn 2025)	3. 23/10/25	3. ✓
Monitoring and implementation arrangements:		
<ol style="list-style-type: none"> 1. Feedback to FGB and training record evaluated 2. Feedback to all staff, Safeguard Governor and FGB 3. Feedback to all staff, Safeguard Governor and FGB 		
Evaluation of impact:		
<ol style="list-style-type: none"> 1. Completed and in place. No CiC currently in school. 2. Completed and in place. Regular updates throughout the term with areas considered carefully in respect of the local context. 3. Completed and in place. All practices are rigorous and inline with safer recruitment. 		

Routine actions:

1. SIA and advisors to ensure Safeguarding remains a priority during their planned visits.
2. FGB undertake monitoring visits and include Safeguarding in all visits.
3. Safeguard meeting with Safeguard Govs and SCR check to identify further key areas for improvement and report back to the FGB.
4. FGB meetings continues to include Safeguarding as a standard agenda item and are detailed in the HT reports.
5. Meetings at all levels to have safeguard agenda on the agenda.
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!'
7. Policies reviewed and updated, approved and published by FGB.
8. Notes of Visits and Minutes show the work of the FGB is closely aligned to the Safeguarding Priorities in the SDP.
9. PCSO Daniel Grant to meet with staff at regular intervals for updates and to become a known face to the children.
10. Reference to Safeguarding is made in Collective Worship/newsletters/Twitter/website.

**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

Key Actions:

	Date:	✓ * *
1. SLT to continue to carry out workplan to identify areas of strength and further areas for development.	1. Weekly actions	1. ✓
2. Greater depth champion 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 greater depth provision is strong.	3. Ongoing	3. ✓
4. Moderation of work across the school looking at greater depth provision: foundation subjects focus.	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. NOVs 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. In place and ongoing work schedule looking at standards and effectiveness. Work schedule tied into SIA visits.
2. As above
3. Outcomes are positive across the school with 1 x class to have support as a result of the visits by LA advisors.
4. Not completed due to RWM taking priority.
5. As above
6. In place. Assessment lead is effective in role, coaching and mentoring the staff. Pupil progress meetings in January to look at progress towards standards and targets.
7. Partly met
8. In place and met.

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:
<ol style="list-style-type: none"> 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:
<ol style="list-style-type: none"> 1. As part of Safeguard training day. Simplified policy shared with staff. Review of Safeguarding and Child on Child Abuse policy with the children. Behaviour across school is positive – see monitoring NoVs – concerns in Year 4 being tackled by SLT and outside agencies. 2. Ongoing as part of daily CW and general class expectations. 3. All activities completed. DHT to review the week with the children and take forward any new learning. Displays across school to reflect pupil engagement. 4. Fixed term suspensions rose in Autumn term. Plans and strategies in place with external support sought. FGB made aware of ongoing concerns and all fixed term suspensions reported to the LA. 5. Ongoing as part of daily CW and general class expectations. 6. Ongoing as part of SSE practises, PSHE lessons and general class discussions.
Routine actions:
<ol style="list-style-type: none"> 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.	
<ul style="list-style-type: none"> ➤ 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. 		
Key Actions:	Date:	✓ *
<ol style="list-style-type: none"> 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. 2. Opportunities for enrichment: pupil participation in sports/creative arts clubs, house day, cinema and theatre visits, anti-bullying week 3. Development of pupil voice opportunities to enable children to discuss positively their learning experiences and opportunities. Linked to B and A. 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. 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. 6. Celebrating progress sessions for parents to come into school and 'book look' 	<ol style="list-style-type: none"> 1. Autumn 25 2. Ongoing 3. Ongoing 4. Ongoing 5. Ongoing 6. Half termly 	<ol style="list-style-type: none"> 1. ✓ 2. ✓ 3. ✓ 4. ✓ 5. ✓ 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. Ongoing work to ensure practises are embedded across the school. GDS champion is monitoring the work.
2. Completed and in place.
3. Completed and in place.
4. Completed and in place.
5. High numbers in the club daily.
6. Completed Autumn A – excellent turnout and feedback from parents. Repeated in Autumn B.

Routine actions:

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

<p>PRIORITY FIVE: LEAD FOR THE FGB – BEV JONES and STEVE McCALLION LEADERSHIP AND MANAGEMENT</p>	<p>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</p>
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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:

Key Actions:	Date:	✓ *
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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 & 11/11/25	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. DHT 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. In place and on school website. Actions being supported through SIP.
2. Completed and documents held in personnel files.
3. Ongoing actions supported by the EYFS leader.
4. Ongoing actions supported by teams in the Local Authority. NPQSEN also in progress.
5. Completed and NOVS received in school. Actions being managed by staff teams.
6. Visits planned to schools in respect of maths attainment and progress (arithmetic). GDS is proving more tricky to source another school.
7. New Governors appointment process going through. Induction to be planned in by the Chairs.

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	1. ✓
2. Ongoing	2. ✓
3. Ongoing	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. In place and ongoing work to ensure embedded practises are in place. Consistency across the school.
2. Support from external agencies is slow due to the SEND system and services.
3. Staff awareness is strong and early identification is sound. Support from external agencies is slow due to the SEND system and services.

Routine actions:
1. SSE practices

PRIORITY SEVEN: LEAD FOR THE FGB – ALL GOVERNORS IN THEIR RESPECTIVE ROLES PARENTAL ENGAGEMENT	Key Priority: Ensure systems and processes are in place that enable parents to become engaged and constructive partners.
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Success Criteria:
<ul style="list-style-type: none"> ➤ 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. ➤ Clear systems and processes are in place for communication between the school and parents. ➤ There is a new parental code of conduct that has been shared and understood by parents. ➤ Extra opportunities are in place for parents to celebrate the success of the school

Key Actions:	Date:	✓ *
1. New code of conduct shared with all parents/carers	1. 03/09/25	1. ✓
2. Celebrating progress sessions planned into the school calendar enabling the children to share their books with family members	2. Half termly	2. ✓
3. Parent handbook to be issued detailing communication practices from Sept 2025	3. 19/08/25	3. ✓
4. APDR meetings to be held in the hall to support staff's wellbeing	4. Half termly	4. ✓

Monitoring implementation arrangements:
<ol style="list-style-type: none"> 1. HT feedback to FGB/SIA/LA/Diocese/HTAR panel 2. As above 3. As above 4. As above

Evaluation of impact:
<ol style="list-style-type: none"> 1. Completed and forms returned. 2. Feedback from Autumn A session was good and well received. Lots of parents attended the afternoon session. 3. Completed August 2025. 4. Completed in December 2025

Routine actions:
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.

PRIORITY EIGHT: LEAD FOR THE FGB – FOUNDATION GOVERNORS CHRISTIAN DISTINCTIVENESS	Key Priority SIAMs inspection outcomes January 2020: The distinctiveness and nature of Eynesbury Church of England Primary School enable all pupils and adults to flourish.
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Success Criteria:
<ul style="list-style-type: none"> ➤ 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 ➤ Ensure that all governors can articulate the Christian vision. Equip them to facilitate the rapid improvement of the school by formalising monitoring and evaluation ➤ Enable pupils to plan and lead collective worship regularly ➤ Formalise how pupil voice is included in the planned monitoring of the impact of worship by leaders and governors ➤ 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 Actions:	Date:	✓ *
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1. Induction of new RE lead. Both to check Kapow SOW's percentage of Christianity teaching meets requirements (50%)	1. Sept 2025	1. ✓
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.	2. By end Dec 2025	2. ✓
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. In place and confirmed.
2. In place and confirmed. Course completed on 28/11/25.
3. Following discussions with the EDRA this work will be the focus of the meeting in Feb 2026. Spirituality policy in place, next steps: spirituality area, teaching and learning activities.
4. Not completed.
5. In place and confirmed. Visit on 26/11/2025 – NOV to be distributed.
6. In place and confirmed.
7. In place and confirmed.
8. In place and confirmed.
9. In place and confirmed.
10. Not completed.

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

**EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL
SELF EVALUATION FORM
2025 to 2026**

CELEBRATION OF OUR STRENGTHS

- Safeguard practises – rigorous and embedded with regular staff and pupil development - strong culture of safeguarding that supports effective arrangements to:
 - Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation
 - Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help
 - Manage safe recruitment and allegations about adults who may be a risk to pupils
- Real aspiration and ambition for all pupils and an assertive drive to secure the best for them both in learning and their wider development needs
- Our children demonstrate that they are proud of their achievements and of their school. They are able to describe what good learning looks like and can talk about their learning.
- Children who are happy, safe and are determined to get their best even better – ‘know more, remember more, do more’
- Personal development is a strength of the school - Staff respond swiftly to emotional and mental health needs and provide high-quality pastoral support. Engagement with relevant agencies as appropriate to support the needs of our pupils is at the core of high-quality pastoral support
- Mental-wellbeing is given a high priority. Children are supported to understand their own emotions and to develop strategies to manage strong feelings.
- Children are recognised and valued for their strengths and achievements
- Promotion of equality of opportunity and diversity. Pupils are taught to appreciate what makes them unique as an individual and to celebrate their individuality.
- Pupils understand and respect each other and engage in conversations when people have different views and beliefs.
- We provide our pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.
- Our leaders, staff and pupils create a positive environment in which bullying isn’t tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren’t allowed to spread.
- PD has a positive impact on pupils' attitudes; pupils get on well together and incidents of racist and bullying behaviour are very rare.
- Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, our staff take intelligent, fair and highly effective action to support them to succeed in their education.
- There is demonstrable improvement in the behaviour and attendance of our pupils who have particular needs.
- Our pupils have high attendance, come to school on time and are punctual to lessons. When this isn’t the case, we take appropriate, swift and effective action. See attendance data.
- Fixed-term and internal exclusions are used appropriately. We reintegrate excluded pupils on their return and manage their behaviour effectively with support where needed. Fixed term exclusions, Autumn term 2025 – 10 days x 2 pupils
- Pupils enjoy school evidenced by parent surveys and attendance data. (96.3% of parents agree or strongly agree that their child is happy at this school – Parentview July 2024 95%
- Autumn term 2025 whole school attendance – 96.0% (94.8% national data) whole school and 92.6% for all disadvantaged - further breakdown on inclusion overview
- Our school has a strong ‘Values’ led approach which is included in all aspects of school life. British Values are woven into the curriculum and are not seen as ‘stand alone.’
- Pupils’ demonstrate positive behaviour and conduct. There is a calm and purposeful learning atmosphere across the school. Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines.
- Secure and knowledgeable Leadership team, including the FGB, with a key focus on improving the curriculum, teaching and learning.
- Leadership development in place at all levels – ethos of ‘growing great leaders’
- Leaders are driven to ensure staff members are held to account for the good progress of learners, leading to positive outcomes
- Leaders engage with staff and are aware and take account of the main pressures on them.
- Leaders are realistic and constructive in the way we manage staff, including their workload

- Highly effective engagement with staff at all levels to ensure the continued drive for school improvement
- Wellbeing and workload at all levels is a priority for the school
- Collaborative professional learning ethos continues to drive school improvement and support staff performance.
- Strong, passionate headteacher, leadership team and an enthusiastic staff committed to providing positive outcomes for all and with a commitment to drive school improvement
- FGB ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education
- Rigorous school self-evaluation to ensure priorities are tackled - priorities for development are firmly rooted in strong self-evaluation and the subsequent actions result in improvement
- Leaders actively engage through a range of medium with pupils and others in their community, including, when relevant, parents, employers and local services
- Shared embedded vision held by all stakeholders
- Strong vision and values in place - culture and ethos of inclusion that permeates all aspects of school life 'Love to learn, Learn to Love'
- Strong ambitious curriculum which is regularly reviewed to support the needs of the cohort/pupils - intent and implementation are embedded and impact is being seen
- Reading is the bedrock of the curriculum
- The impact of our curriculum is measured holistically eg: in books, displays, behaviour and attitudes, through pupil voice, drop ins, Governor monitoring notes, cultural capital opportunities
- Our staff reflect on curriculum provision allowing for future adaptations and developments.
- Memorable wider curriculum and cultural capital opportunities are well planned and linked to the curriculum
- There is evidence of high expectations and high-quality work in books across the school with consistency in approach.
- Provision is secure across the majority of Years 1 - 6
- Assessment opportunities are being used flexibly and creatively to give children the chance to use their new knowledge and skills
- Pupils with SEND achieve well – APDR targets are tracked rigourously
- Our Disadvantaged Pupils and those with SEN and/or disabilities benefit from high expectations, needs that are accurately identified, assessed and met academically and pastorally
- Provision for Disadvantaged Pupils and those with SEN and/or disabilities is at least good. Progress from their starting points is good and improving.
- Our Early Years practitioners set consistently high expectations, have clearly identified routines and motivate pupils to behave well and develop a keen interest in learning. Enquiry based learning ensures our children develop their characteristics of effective learning. Children feel safe to 'have a go' and quickly develop self-help skills, such as putting on their coats and shoes, selecting appropriate equipment and tidying up after themselves. They have the opportunity to follow their own lines of enquiry alongside a well-planned, progressive curriculum that links to KS1.
- EY practitioners use observations of where children are at in their learning to plan 'next steps' or activities.
- EY staff make sure that the learning environment is safe, supportive and nurturing, the impact is children's behaviour is strong.
- PSED is well taught ensuring children are ready for each phase in their learning journey.
- Our historical data shows that our children consistently achieve a good level of development from year to year and the percentage is in line or above with the national average. Therefore, children generally leave Reception with the reading, writing and mathematical skills and knowledge they need to be ready for the Year 1 curriculum.
- Statutory data returns outcomes in EYFS/ Year 1 ARE are in-line with or above but below in the MTC and below in KS2 Maths and Writing :
 - **EYFS:** GLD = 85% this is higher than last year. National GLD for 2024 was 67.7%
 - **Year 1:** Phonics Screening Check = 85% National for 2024 was 80.3%, which we remain above.
 - Year 4 MTC: = Avg score 17.3 National for 2024 19.8 an area for improvement
 - Year 6 SATs: Reading 81% maths 69%, Writing 57%, SPAG 73%, RWM 50%

VALIDATING PRIORITIES

OFSTED FRAMEWORK NOVEMBER 2025 - SAFEGUARDING

- ❖ **Embed all actions taken to ensure the effectiveness of safeguarding**

NEXT STEPS

- External validation ensures Safeguarding remains a priority for school at all levels.

	<ul style="list-style-type: none"> ➤ Continue to create an environment in school and online in which pupils and staff feel safe, supported, cared for and respected. ➤ Any concerns or worries are dealt with quickly, consistently and effectively.
<p>OFSTED FRAMEWORK NOVEMBER 2025 – INCLUSION</p> <ul style="list-style-type: none"> ❖ Inclusion is at the heart of everything we do. ❖ All pupils benefit from an inclusive provision that has a positive impact on overall their academic and holistic progress 	<ul style="list-style-type: none"> ➤ Opportunities for all. Disadvantage is no barrier to learning. ➤ All pupils, including those with barriers to their learning are carefully tracked in respect of achievement and wellbeing to ensure they make at least good progress from their starting points. ➤ Data analysis underpins strategic decisions.
<p>OFSTED FRAMEWORK NOVEMBER 2025 – ACHIEVEMENT/CURRICULUM AND TEACHING</p> <ul style="list-style-type: none"> ❖ 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 impacting on outcomes in RWM combined at ARE and GDS across the school ❖ Outcomes in maths and writing improve across the school impacting on end of KS2 data returns ❖ Pupils are supported by all staff in their learning reflections to ensure they are reasoning and thinking at a greater depth, they delve deeply into concepts, knowledge and understanding, with staff developing use of questioning and challenging children to have a go 	<ul style="list-style-type: none"> ➤ Achievement data is reflected in above-average outcomes in national tests and in school data, including for disadvantaged pupils. ➤ Any gaps are quickly narrowing through high quality teaching and rapid intervention. ➤ Data tracking and pupil progress meetings show an improvement in RWM combined and writing at ARE and GDS. ➤ High quality teaching and learning leads to all pupils, including the groups above, are consistently well prepared for the next stage in their learning journey. ➤ Ensure our curriculum and teaching is adapted and evolves, based on evidence and insight about how well pupils have learned what was intended.
<p>OFSTED FRAMEWORK NOVEMBER 2025 – ATTENDANCE AND BEHAVIOUR</p> <ul style="list-style-type: none"> ❖ Ensure behaviour across the school is positive and respectful ❖ Attitudes to learning continue to have a strong, positive impact on progress and the quality of education ❖ Ensure our children enjoy being challenged and to relish thinking hard ❖ 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 ❖ Maintain the high levels of Personal Development 	<ul style="list-style-type: none"> ➤ Continue to promote a culture of behaviour and attitudes to learning that is highly conducive to enabling all pupils of all ages flourish. ➤ Ensure all staff consistently and fairly apply the behaviour policy Continue to respond to the school's and pupils' changing circumstances and needs swiftly and skilfully. ➤ Pupils across the school show high levels of respect for others and rarely need to be reminded about positive behaviour. ➤ Tailored and responsive reasonable adjustments and adaptations/interventions support pupils who need help to improve their behaviour have a demonstrable impact. ➤ Attendance is effectively tracked, monitored and reported
<p>OFSTED FRAMEWORK NOVEMBER 2025 – PERSONAL DEVELOPMENT AND WELLBEING</p> <ul style="list-style-type: none"> ❖ Personal development opportunities are maintained and remains a high priority ❖ The impact of PD is clear on the outcomes and experiences of all pupils 	<ul style="list-style-type: none"> ➤ The strong, ambitious curriculum continues to be the blueprint to ensuring all learning is entrenched with a moral and ethical vision and purpose ➤ The 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 opportunities inside and outside of school and consider the impact on their current and future learning to support them for life beyond the school. ➤ Maintain further learning opportunities and experiences beyond the classroom through an enhanced extra-curricular provision.

<p>OFSTED FRAMEWORK NOVEMBER 2025 – EARLY YEARS</p> <ul style="list-style-type: none"> ❖ Ensure leadership and management at all levels is effective in the EYFS ❖ Knowledgeable, confident, relevant leadership ❖ Making Eynesbury the school of choice in the heart of our community through high quality provision ❖ High quality teaching and learning opportunities at Eynesbury give our children a successful start to their education and the best chance of later success ❖ The children’s achievement will be reflected in above-average proportions reaching a good level of development 	<ul style="list-style-type: none"> ➤ Opportunities for all. Disadvantage is no barrier to learning. ➤ Maintain high levels of learning and knowledge and continue to ensure it is sequenced logically and progressively in the EYFS phase ➤ Embed high-quality interactions throughout the day, and for staff to seek out children who engage less readily with staff or other children ➤ Data tracking and pupil progress meetings show pupils are achieving a good level of development. ➤ Any gaps are quickly narrowing through high quality teaching and rapid intervention. ➤ High quality teaching and learning leads to all pupils, including the groups above, are consistently well prepared for the next stage in their learning journey. ➤ Strong transition to KS1 is implemented to ensure all pupils are well prepared for the next stage in their learning journey.
<p>OFSTED FRAMEWORK NOVEMBER 2025 – LEADERSHIP AND GOVERNANCE</p> <ul style="list-style-type: none"> ❖ 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 ❖ Ensure systems and processes are in place that enable parents to become engaged and constructive partners engaging and participating in a thoughtful and positive way that supports our pupils’ education ❖ Governors are effective in their roles 	<ul style="list-style-type: none"> ➤ Continue to forge constructive relationships beyond the school, so that we can successfully engage and work in partnership with parents and the local community through engagement at events and open-door opportunities ➤ Opportunities for all stakeholders are established to share perspectives and insights and collaborate throughout any change process. ➤ School self-evaluation continues to be rigorous; the detailed and insightful analysis of school performance is used to evaluate the impact of developmental strategies. ➤ Leaders at all levels make a consistently positive contribution to the school’s priorities and through their leadership, they develop staff expertise as the key driver of improvement. ➤ Governors ensure that the vision, ethos and strategic direction of the school are clearly defined and are effective in driving the school forwards. Governors continue to support and challenge leaders appropriately, giving due regard to leaders’ and staff well-being and workload.

TERMLY OPERATIONAL PLAN - SPRING TERM 2026

<p>EFFECTIVENESS OF SAFEGUARDING LEAD FOR THE FGB – BEV JONES</p>		<p>KEY PRIORITY: Embed all actions taken to ensure the effectiveness of safeguarding and personal development is maintained and remains a high priority.</p>	
<ul style="list-style-type: none"> ➤ All Safeguard processes of the school continue to be rigorous in all aspects. ➤ 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. ➤ Wellbeing and workload at all levels is a considered priority for the school ➤ Continue to maintain the ethos of working together through shared practice and managing workload. 			
<p>Key Actions:</p>		<p>Date:</p>	<p>✓ *</p>
<p>1. Lead DSL refresher training – A Brown</p> <p>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 any new staff.</p>	<p>1. 04/02/26</p> <p>2. Ongoing</p>	<p>1. ✓</p> <p>2. ✓</p>	

Monitoring and implementation arrangements:
<ol style="list-style-type: none"> 1. Feedback to FGB and training record evaluated 2. Feedback to all staff, Safeguard Governor and FGB
Evaluation of impact:
<ol style="list-style-type: none"> 1. Completed, actions in place, cascaded to staff. 2. INSET calendar completed. New information shared. Remains highest priority.
Routine actions:
<ol style="list-style-type: none"> 1. SIA and advisors to ensure Safeguarding remains a priority during their planned visits. 2. FGB undertake monitoring visits and include Safeguarding in all visits. 3. FGB meetings continues to include Safeguarding as a standard agenda item and are detailed in the HT reports. 4. Meetings at all levels to have safeguard agenda on the agenda. 5. Wednesdays Winning Ways to Keeping Ourselves Safe 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!' 6. Notes of Visits and Minutes show the work of the FGB is closely aligned to the Safeguarding Priorities in the SIP. 7. PCSO Daniel Grant to meet with staff at regular intervals for updates and to become a known face to the children. 8. Parental engagement with safeguard practises made through Eynesbury Echo/ letters home/website.

INCLUSION	KEY PRIORITY:	
LEAD FOR THE FGB – ALL GOVERNORS IN THEIR RESPECTIVE ROLES	All pupils benefit from an inclusive learning provision that has a positive impact on overall academic and holistic progress.	
Success Criteria:		
<ul style="list-style-type: none"> ➤ 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:	Date:	✓ *
<ol style="list-style-type: none"> 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 in line 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. children known to social care, 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. 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 1. ✓ 2. ✓ 3. ✓
Monitoring implementation arrangements:		
<ol style="list-style-type: none"> 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:		
<ol style="list-style-type: none"> 1. Shared daily in CW, remains a focus during discussions with children. Focus of CW and PD lessons. Pupil behaviour improvement. Issues tackled swiftly. 2. SEND remains a national issue. Impact is lack of funding and resources which in turn impact on staff workload and wellbeing. School supports pupils, parents and staff with the limited resources available. 3. Assessment lead is rigorous, PPMs were led well and staff accountable for standards and achievement. Assessment lead drilled the staff for data and reviewing of targets. Meetings were positive. Targets look achievable! Statutory assessments are on track. 		
Routine actions:		
<ol style="list-style-type: none"> 1. All leaders, through SSE practices highlight inclusion across the curriculum 		

QUALITY OF EDUCATION
LEAD FOR THE FGB – BEV JONES

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

Key Actions:	Date:	✓ * ✓
1. SLT to continue to carry out workplan to identify areas of strength and further areas for development.	1. Weekly actions	1. ✓
2. Greater depth champion 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 greater depth provision is strong.	3. Ongoing	3. ✓
4. Teaching of writing is at least strong across the school – CPD/English action plan/ English advisor visits	4. Ongoing	4. ✓
5. Teaching of arithmetic is at least strong across the school – CPD/Maths action plan/ Maths advisor visits/ Arithmetic long term plan and teaching resources in place – monitored by Maths lead	5. Ongoing	5. ✓
6. Moderation of work across the school looking at greater depth provision: foundation subjects focus.	6. 21/01/26	6. *
7. 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. Pupil progress meetings to ensure accountability at all levels – focus on progress towards RWM at ARE and GDS	7. 05/01/26	7. ✓
8. Enrichment activities are in place – house days, residentials, reading week, Flag Fen, History of the Page	8. Key dates	8. ✓

Monitoring implementation arrangements:

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

Evaluation of impact:

1. Areas are actioned and reported back to T and L committee. SLT manage curveballs which add to workload and deviation from plan on occasions.
2. Ongoing area for development – Thunks have been implemented to encourage debate and discussion/oracy skills. Reflections are now part of LO slips and children make reference to them during book looks etc. GD in foundation subjects is not secure, - noted on INSIGHT – is that teacher subject knowledge/ schemes of work/ pupil ability? Curriculum reviewed annually by SLT in July.
3. See NOVs from advisors – shared with COG and then FGB.
4. Regular book looks and data show an improvement across the school. Non-negotiables in place, rigorous PPMs, targeted children – impact on data.
5. As above. Data from end of year assessments and pupil attainment to be reviewed and further actions gleaned. Staff knowledge is good and teaching is improving although some pockets still to be improved.
6. Ongoing for next term.
7. In place and rigorous.
8. In place.

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.

LEADERSHIP AND GOVERNANCE

LEAD FOR THE FGB – BEV JONES and STEVE McCALLION

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:

- Continue to forge constructive relationships beyond the school, so that we can successfully engage and work in partnership with parents and the local community through engagement at events and open-door opportunities
- 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

Key Actions:	Date:	✓ *
1. Continued development of Pre-School management supported by EYFS leader.	1. Ongoing	1. ✓
2. Lead professional for SEND is supported in new role and has access to high quality support from external sources, and is accessing NPQSEN	2. By end of Summer 2026	2. ✓

Monitoring implementation arrangements:
<ol style="list-style-type: none"> EYFS leader feedback/ HT feedback to FGB HT feedback to FGB
Evaluation of impact:
<ol style="list-style-type: none"> Pre-school manager is being well led by EYFS leader/ Admin and SBM but will need to gain independence going forwards. SEND remains a national issue. Impact is lack of funding and resources which in turn impact on staff workload and wellbeing. School supports pupils, parents and staff with the limited resources available.
Routine actions:
<ol style="list-style-type: none"> The School Improvement Plan is completed and accurately captures the school's strategic priorities. Priorities are shared with all stakeholders. The school's SEF is current and accurately evaluates the school's position in relation to the inspection framework Clear actions are in place to support leaders' roles and responsibilities are shared and implemented at all levels Ongoing: All leaders' evaluations of the quality of education are accurate through rigorous SSE LA support from Maths, English, EYFS, SIA EYFS, Numeracy and Literacy subject leaders to attend briefings as part of the Primary Offer FGB meetings to support and challenge the schools' thinking

PARENTAL ENGAGEMENT - LEAD FOR THE FGB – ALL GOVERNORS IN THEIR RESPECTIVE ROLES	Key Priority: Ensure systems and processes are in place that enable parents to become engaged and constructive partners.
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Success Criteria:
<ul style="list-style-type: none"> ➤ 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. ➤ Clear systems and processes are in place for communication between the school and parents. ➤ There is a new parental code of conduct that has been shared and understood by parents. ➤ Extra opportunities are in place for parents to celebrate the success of the school

Key Actions:	Date:	✓ *
<ol style="list-style-type: none"> Celebrating progress sessions planned into the school calendar enabling the children to share their books with family members APDR meetings to be held in the hall to support staff's wellbeing Maths morning for parents to engage with the teaching multiplication/division, parent consultations, MTC/ SATs presentations for parents, online safety, celebration of progress events 	<ol style="list-style-type: none"> 19/03/26 End of Spring B Ongoing 	<ol style="list-style-type: none"> ✓ ✓ ✓

Monitoring implementation arrangements:
<ol style="list-style-type: none"> HT feedback to FGB/SIA/LA/Diocese/HTAR panel As above As above

Evaluation of impact:
School held a variety of events for parents to attend which were very well received. The improvement in our 'openness' is continuing to go from strength to strength and the new events etc will be firmly rooted in the school diary. School to conduct a school survey at the end of the year to take further feedback from parents.

Routine actions:
<ol style="list-style-type: none"> 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.

PERSONAL DEVELOPMENT AND WELLBEING - LEAD FOR THE FGB – BRADLEY PAZZARD		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.	
<ul style="list-style-type: none"> ➤ 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. 			
Key Actions:		Date:	✓ *
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.		1. July 2026	1. ongoing
2. Opportunities for enrichment: pupil participation in sports/creative arts clubs, house day, residential, day visits		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. 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.		3. Ongoing	3. ✓
4. Sustain wrap-around provision and continue to promote early help family support through the SENDCo in reaching out to our hard-to-reach families.		4. Ongoing	4. ✓
5. Celebrating progress sessions for parents to come into school and 'book look'		5. Half termly	5. ✓
Monitoring implementation arrangements:			
6. HT feedback to FGB/SIA/LA/Diocese			
1. Teaching and Learning Monitoring group feedback to FGB			
2. SLT monitoring visits, SIA visits and FGB monitoring visits. Staff accountability monitored in pupil progress meetings.			
3. Teaching and Learning Monitoring group feedback to FGB			
4. Teaching and Learning Monitoring group feedback to FGB			
Evaluation of impact:			
1. Ongoing			
2. In place and rigorous – strength of the school			
3. Termly action to support subject co-ordinators SSE practices.			
4. Ongoing			
5. Ongoing			
Routine actions:			
3. SSE practices by all subject leaders including Eynesbury Big Pupil Voice.			
4. Weekly celebrations of pupils academic and social development.			

ATTENDANCE AND BEHAVIOUR LEAD FOR THE FGB – FATHER PAUL HUTCHINSON		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.	
<ul style="list-style-type: none"> ➤ 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. Kindness Matters work for all year groups to support positive behaviours/healthy friendships at break and lunchtimes	1. Ongoing	1. ✓
2. Pupil review of key policies : behaviour/child on child abuse and safeguarding led by school council	2. By end of Spring 2026	2. ✓
3. Fixed term suspensions are monitored and reflected on with strategies in place for individual children at risk. IRMPsand reduced timetables in place if appropriate.	3. Ongoing	3. ✓
4. Further development of growth mindset = challenge. Impacting on outstanding behaviour and attitudes - exceptionality	4. Ongoing	4. ongoing
5. Development of pupil voice opportunities to enable children to discuss positively their learning experiences and opportunities.	5. Ongoing	5. ✓

Monitoring implementation arrangements:

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

Evaluation of impact:

1. Re-iterated daily in Collective Worship and through day to day workings of the school, strong relationships in the school and restorative practices. Positive atmosphere and the children's behaviour etc is commented on in NOVs.
2. Completed and shared – pupil input on both.
3. 1 x fixed term suspension – noted by LA.
4. Ongoing work for all.
5. See above sections.

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.

CHRISTIAN DISTINCTIVENESS LEAD FOR THE FGB – FOUNDATION GOVERNORS

Key Priority SIAMs inspection outcomes January 2020:

The distinctiveness and nature of Eynesbury Church of England Primary School enable all pupils and adults to flourish.

Success Criteria:

- 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
- Ensure that all governors can articulate the Christian vision. Equip them to facilitate the rapid improvement of the school by formalising monitoring and evaluation
- Enable pupils to plan and lead collective worship regularly
- Formalise how pupil voice is included in the planned monitoring of the impact of worship by leaders and governors
- 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 Actions:

Date:

✓ *

1. RE lead to monitor the Kapow SOW's percentage of Christianity teaching meets requirements (50%)	1. By end Jul 2026	1.
2. HT to attend EDRA sessions	2. 27/01/26	2. ✓
3. HT and AHT to attend SIAMS training	3. 24/04/26	3.
4. 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?	4. Termly visits	4. ongoing
5. 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)	5. By end Jul 2026	5.
6. Continue to incorporate Christian Distinctiveness into cultural capital opportunities and make reference to in Cultural Capital book	6. Ongoing	6. Ongoing
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. Ongoing
8. Use both Eynesbury Church and St Mary's Church as educational resources – linked to LTP and CW calendar	8. Ongoing	8. Ongoing
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 Jul 2026	10.

Monitoring implementation arrangements:

1. HT feedback to SLT and FGB/Diocese
2. NOV to be shared with CoG.
3. HT feedback to staff/SLT and FGB
4. EDRA advice – feedback to FGB
5. SLT to contribute to the report and the Christian Distinctiveness Monitoring group.
6. SLT feedback to EDRA/HT report to FGB
7. SLT feedback to EDRA/HT report to FGB
8. SLT feedback to EDRA/HT report to FGB
9. HT feedback to FGB in HT report. EDRA/Foundation Governor feedback.
10. HT feedback to FGB in HT report. Foundation Governor feedback.

Evaluation of impact:

- 1.
2. See NoVs from EDRA
- 3.
4. Baseline gathered and planning for Summer term completed to enable all staff ownership and accountability of understanding and developing spirituality in our school.
- 5.
6. In place – visits to Methodist Church in Spring term have taken place.
- 7.
- 8.
- 9.

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

TERMLY OPERATIONAL PLAN - SUMMER TERM 2026

EFFECTIVENESS OF SAFEGUARDING LEAD FOR THE FGB – BEV JONES	KEY PRIORITY: Embed all actions taken to ensure the effectiveness of safeguarding and personal development is maintained and remains a high priority.	
<ul style="list-style-type: none"> ➤ All Safeguard processes of the school continue to be rigorous in all aspects. ➤ 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. ➤ Wellbeing and workload at all levels is a considered priority for the school ➤ Continue to maintain the ethos of working together through shared practice and managing workload. 		
Key Actions:	Date:	✓ *
1. DDSL training for AHT	1. Autumn 2026	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 any new staff.	2. Ongoing	2.
Monitoring and implementation arrangements:		
3. Feedback to FGB and training record evaluated		
4. Feedback to all staff, Safeguard Governor and FGB		
Evaluation of impact:		
1. Autumn term 2026 – wait for new Safeguard handbook		
2.		
Routine actions:		
1. SIA and advisors to ensure Safeguarding remains a priority during their planned visits.		
2. FGB undertake monitoring visits and include Safeguarding in all visits.		
3. FGB meetings continues to include Safeguarding as a standard agenda item and are detailed in the HT reports.		
4. Meetings at all levels to have safeguard agenda on the agenda.		
5. Wednesdays Winning Ways to Keeping Ourselves Safe 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!'		
6. Notes of Visits and Minutes show the work of the FGB is closely aligned to the Safeguarding Priorities in the SIP.		
7. PCSO Daniel Grant to meet with staff at regular intervals for updates and to become a known face to the children.		
8. Parental engagement with safeguard practises made through Eynesbury Echo/ letters home/website.		

INCLUSION LEAD FOR THE FGB – ALL GOVERNORS IN THEIR RESPECTIVE ROLES	KEY PRIORITY: All pupils benefit from an inclusive learning provision that has a positive impact on overall academic and holistic progress.	
Success Criteria:		
<ul style="list-style-type: none"> ➤ 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:	Date:	✓ *
1. Kindness Matters work for all year groups to support positive behaviours/healthy friendships at break and lunchtimes.	1. Ongoing	1.
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 in line with national.	2. Ongoing	2.
3. Through systematic approaches of monitoring, assessment, review and professional dialogue such as PPMs; identified individuals are targeted and supported accordingly (e.g. children known to social care, lowest 20%, PPG, more able disadvantaged). Appropriate interventions are placed for	3. Ongoing	3.

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.	4.	4.
4. Inclusion strategy is in place and available on the school website. Use of Inclusion Management Fund is determined and reported to stakeholders.	5.	5.
Monitoring implementation arrangements:		
<ol style="list-style-type: none"> HT feedback to FGB/SIA/LA/Diocese HT feedback to FGB DHT feedback to Teaching and Learning Monitoring group with full feedback to FGB. 		
Evaluation of impact:		
<ol style="list-style-type: none"> Budget setting meeting on 23/04/26 and staffing of school to be determined as a result. Pastoral support assistant? 		
Routine actions:		
1. All leaders, through SSE practices highlight inclusion across the curriculum		

QUALITY OF EDUCATION LEAD FOR THE FGB – BEV JONES	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:		
<ul style="list-style-type: none"> ➤ 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 		
Key Actions:		Date:
1. SLT to continue to carry out workplan to identify areas of strength and further areas for development.		1. Weekly actions
2. Greater depth champion to monitor provision and identify next steps		2. Ongoing
3. Primary, Maths and English advisers to support school to ensure adaptation is appropriate and greater depth provision is strong.		3. Ongoing
4. Teaching of writing is at least strong across the school – CPD/English action plan/ English advisor visits		4. Ongoing
5. Teaching of arithmetic is at least strong across the school – CPD/Maths action plan/ Maths advisor visits/ Arithmetic long term plan and teaching resources in place – monitored by Maths lead		5. Ongoing
6. Case sampling with SIA as per new Ofsted framework		6. 23/04/26
7. EYFS moderation meeting with the LA		7. 04/06/26
		✓ *

8. 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. Pupil progress meetings to ensure accountability at all levels – focus on progress towards RWM at ARE and GDS	8. Ongoing	8.
9. Enrichment activities are in place – house days, KS1 visit, History day, Leavers Celebrations	9. Key dates	9.

Monitoring implementation arrangements:

1. Feedback in HT reports and to SIA.
2. Teaching and Learning Monitoring feedback.
3. NOVs shared with CoG, FGB member to attend feedback where possible.
4. DHT feedback to Teaching and Learning Monitoring Group
5. DHT feedback to Teaching and Learning Monitoring Group
6. DHT feedback to Teaching and Learning Monitoring Group
7. Teaching and Learning Monitoring Group feedback to FGB
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. Non-negotiables are in place and all staff share a common understanding of what the expectations are in the school
3. Drop ins conducted by leaders at all levels.
4. The school curriculum is in place and coherently planned, sequenced and adapted to meets the needs of pupils with SEND and at all levels.
5. The teaching of phonics and reading is prioritised and carefully sequenced.
6. Pupils have positive attitudes to their education. They are committed to their learning and take pride in their achievements.
7. Pupils work across the curriculum is of at least good quality and clearly demonstrates secure progress from varying starting points.

LEADERSHIP AND GOVERNANCE

LEAD FOR THE FGB – BEV JONES and STEVE McCALLION

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:

- Continue to forge constructive relationships beyond the school, so that we can successfully engage and work in partnership with parents and the local community through engagement at events and open-door opportunities
- 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

<ul style="list-style-type: none"> ➤ 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 		
Key Actions:	Date:	✓ *
1. EYFS leader and Pre-school manager to determine a strategy to ensure financial viability of pre-school – present to SLT and FGB	1. By end of summer term 2026	1.
2. Lead professional for SEND is supported in new role and has access to high quality support from external sources, and is accessing NPQSEN	2. By end of Summer 2026	2.
Monitoring implementation arrangements:		
3. EYFS leader feedback/ HT feedback to FGB		
4. HT feedback to FGB		
Evaluation of impact:		
1.		
2.		
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 current and accurately evaluates 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		

PARENTAL ENGAGEMENT - LEAD FOR THE FGB – ALL GOVERNORS IN THEIR RESPECTIVE ROLES	Key Priority: Ensure systems and processes are in place that enable parents to become engaged and constructive partners.	
Success Criteria:		
<ul style="list-style-type: none"> ➤ 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. ➤ Clear systems and processes are in place for communication between the school and parents. ➤ There is a new parental code of conduct that has been shared and understood by parents. ➤ Extra opportunities are in place for parents to celebrate the success of the school 		
Key Actions:	Date:	✓ *
4. Celebrating progress sessions planned into the school calendar enabling the children to share their books with family members	1. 05/06/26	1.
5. APDR meetings to be held in the hall to support staff's wellbeing	2. End of Spring B	2.
6. Maths morning for parents to engage with the teaching multiplication/division, parent consultations, MTC/ SATs presentations for parents, online safety, celebration of progress events	3. 22/05/26	3.
Monitoring implementation arrangements:		
4. HT feedback to FGB/SIA/LA/Diocese/HTAR panel		
5. As above		
6. As above		
Evaluation of impact:		

Routine actions:
2. 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.

PERSONAL DEVELOPMENT AND WELLBEING - LEAD FOR THE FGB - ALL GOVERNORS	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.
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- 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.**

Key Actions:	Date:	✓ *
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.	1. July 2026	1.
2. Opportunities for enrichment: pupil participation in sports/creative arts clubs, house day, residential, day visits	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. 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.	3. Ongoing	3.
4. Sustain wrap-around provision and continue to promote early help family support through the SENDCo in reaching out to our hard-to-reach families.	4. Ongoing	4.
5. Celebrating progress sessions for parents to come into school and 'book look'	5. Half termly	5.

- 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.

ATTENDANCE AND BEHAVIOUR LEAD FOR THE FGB – FATHER PAUL HUTCHINSON		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.		
<ul style="list-style-type: none"> ➤ 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. Kindness Matters work for all year groups to support positive behaviours/healthy friendships at break and lunchtimes			1. Ongoing	1.
2. Fixed term suspensions are monitored and reflected on with strategies in place for individual children at risk. IRMPs and reduced timetables in place if appropriate.			2. Ongoing	2.
3. Further development of growth mindset = challenge. Impacting on outstanding behaviour and attitudes - exceptionalism			3. Ongoing	3.
4. Development of pupil voice opportunities to enable children to discuss positively their learning experiences and opportunities.			4. Ongoing	4.
Monitoring implementation arrangements:				
1. HT feedback to FGB/SIA/LA/Diocese				
2. Teaching and Learning Monitoring group feedback to FGB				
3. HT feedback to FGB/SIA/LA/Diocese				
4. Teaching and Learning Monitoring group feedback to FGB				
Evaluation of impact:				
1.				
2.				
3.				
4.				
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.				

CHRISTIAN DISTINCTIVENESS LEAD FOR THE FGB – FOUNDATION GOVERNORS		Key Priority SIAMs inspection outcomes January 2020: The distinctiveness and nature of Eynesbury Church of England Primary School enable all pupils and adults to flourish.	
Success Criteria:			
<ul style="list-style-type: none"> ➤ 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 ➤ Ensure that all governors can articulate the Christian vision. Equip them to facilitate the rapid improvement of the school by formalising monitoring and evaluation ➤ Enable pupils to plan and lead collective worship regularly ➤ Formalise how pupil voice is included in the planned monitoring of the impact of worship by leaders and governors ➤ 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 Actions:	Date:	✓ *
<ol style="list-style-type: none"> 1. RE lead to monitor the Kapow SOW's percentage of Christianity teaching meets requirements (50%) 2. HT to attend EDRA sessions 3. HT and AHT to attend SIAMS training 4. Review guidance on 'Spirituality' at Eynesbury. SLT and Christian Distinctiveness Monitoring Group with advice from EDRA to consider the following key questions: <ul style="list-style-type: none"> ➤ 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? 5. 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) 6. Continue to incorporate Christian Distinctiveness into cultural capital opportunities and make reference to in Cultural Capital book 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. 8. Use both Eynesbury Church and St Mary's Church as educational resources – linked to LTP and CW calendar 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 10. Review the SEF with Father Paul and SLT, continue to check evidence base (distributed leadership for SIAMS preparation) 	<ol style="list-style-type: none"> 1. By end Jul 2026 2. 27/01/26 3. 24/04/26 4. Termly visits 5. By end Jul 2026 6. Ongoing 7. Ongoing 8. Ongoing 9. Ongoing 10. By end Jul 2026 	<ol style="list-style-type: none"> 1. 2. ✓ 3. 4. ongoing 5. 6. Ongoing 7. Ongoing 8. Ongoing 9. 10.
Monitoring implementation arrangements:		
<ol style="list-style-type: none"> 1. HT feedback to SLT and FGB/Diocese 2. NOV to be shared with CoG. 3. HT feedback to staff/SLT and FGB 4. EDRA advice – feedback to FGB 5. SLT to contribute to the report and the Christian Distinctiveness Monitoring group. 6. SLT feedback to EDRA/HT report to FGB 7. SLT feedback to EDRA/HT report to FGB 8. SLT feedback to EDRA/HT report to FGB 9. HT feedback to FGB in HT report. EDRA/Foundation Governor feedback. 10. HT feedback to FGB in HT report. Foundation Governor feedback. 		
Evaluation of impact:		
<ol style="list-style-type: none"> 1. 2. See NoVs from EDRA 3. 4. Baseline gathered and planning for Summer term completed to enable all staff ownership and accountability of understanding and developing spirituality in our school. 5. 6. In place – visits to Methodist Church in Spring term have taken place. 7. 8. 9. 10. 		
Routine actions:		
<ol style="list-style-type: none"> 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
