

Ashford Oaks Primary School



School Development Plan 2025-2026

‘Ready, Respectful, Safe’

Ratified by the Governing Body on:	19 November 2026
Review date: Annually	Annually
Signed: Rob Cooke  Chair of Governors	

Vision Statement:

‘Dare To Dream’

Our school is built around care and respect. We provide a quality education to enrich children's minds and give them more choice in life. We are an inclusive school and recognise that all children thrive when there is a quality first approach to education. We believe that the concept of 'challenge for all' is the best way for us to close the achievement gap and ensure that everyone makes good progress. We cater for all needs, whilst building strong relationships with families and the community. We build resilience and high expectations in our children.

- Our key values are care and respect. Every child, parent, governor and member of staff are aware of these and do their best to live by these values.
- A good education enriches your mind and gives you more choices in life. We actively seek and follow evidence based approaches to education. We work with KCC and members of the CATS schools to ensure our practice is the best it can be.
- Every child is an individual with individual needs, however, relationships are key to the success of us all. At Ashford Oaks we know our children and their families well and take every opportunity to build relationships.
- We are well placed in our community, with a wide range of opportunities to learn beyond the classroom. Our curriculum and habits aim to maximise opportunities to enrich our curriculum, whilst practising responsible stewardship of Ashford and the world around us.
- We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. Oracy plays a major role in achieving this.
- We place high priority on ensuring our children's physical and mental wellbeing are met.
- We understand that children will not be successful learners unless they are emotionally secure. Therefore, we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any opportunities which may arise.

Summary Overview 2025-2026



Aims:

The Quality of Education	• Deliver a Broad and Ambitious Curriculum that promotes Deep Knowledge and Understanding • Support High-Quality Teaching and Learning, ensuring high standards for all learners especially in reading, writing and maths • Prioritise the development of oracy across the curriculum • Work towards Sustainable Development Goal 4 • Pupils make good progress from starting points •
Behaviour & Attitudes	• Manage behaviour effectively to ensure a good and safe learning environment - enhance classroom and break-time management • Promote resilience and motivation and promote self-regulation • Ensure a positive contribution and foster respect and kindness • Improve attendance and punctuality – reinforce importance of being present and on time • Prioritise Pupil Wellbeing & Safety - ensure all pupils feel safe, strong systems to address bullying, discrimination, or harmful behaviours.
Personal Development	• Build Character, Values & Citizenship – Develop pupil resilience, wellbeing & responsibility, preparing for positive contribute to society. • Promote Spiritual, Moral, Social, and Cultural Development – Foster respect, empathy, and an understanding of diversity and community. • Celebrate and Broaden Interests and Talents – Offer opportunities for enrichment, creativity, and personal growth beyond the classroom. • Integrate Innovation and Technology – Equip pupils with digital and pedagogical skills for learning, problem-solving, and future success. • Support Healthy Lifestyles and Future Readiness – Encourage physical and mental wellbeing while preparing pupils for life beyond school.
Leadership & Management	• Provide a Clear and Ambitious Vision – Leaders at all levels articulate, model, and drive high expectations for pupils and staff. • Secure High Standards – Ensure leadership actions, improvement planning and data use are aligned to raise outcomes. • Develop and Support Staff – Prioritise sustained CPD, wellbeing, and manageable workload to improve practice and children’s outcomes. • Enhance monitoring, accountability & communication with governors, parents and the wider community. • Embed Accountability & Continuous Improvement – Use self-evaluation, evidence & stakeholder feedback to secure sustainable improvement.
Quality of Early Years Education	• Raise Outcomes – Achieve a high proportion of children reaching a Good Level of Development (GLD). • Deliver a Broad and Ambitious Curriculum – a well-sequenced curriculum that builds knowledge, skills, & understanding in all areas of learning. • Prioritise Communication, Language & Literacy – strong vocabulary/communication skills & early reading through phonics, storytelling & talk. • Nurture Personal, Social & Emotional Wellbeing – Promote confidence, independence, resilience, positive relationships, and healthy lifestyles. • Ensure Inclusive, High-Quality Practice – Create a safe, stimulating, and inclusive environment with skilled practitioners and effective interactions that enable all children, including those with SEND and disadvantaged pupils, to thrive.

The Quality of Education



		The Quality of Education					Ashford Oaks Primary School
Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation In addition to ongoing SLT oversight How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
1	Embed a clear curriculum with obvious progression of skills and knowledge which covers all areas of the national curriculum	Fully implement the Cornerstones Curriculum across all foundation subjects, ensuring alignment with the National Curriculum with a mapped subject-specific sequenced progression of knowledge and skills from EYFS to Year 6. Plan meaningful cross-curricular links through Cornerstones' thematic projects, while maintaining subject integrity. Train staff on how to use the Cornerstones resources and progression tools to support medium- and short-term planning. Use knowledge organisers and vocabulary lists and implement low-stakes quizzes, concept maps, and retrieval tasks to support long-term knowledge retention.	Ongoing	E19 £3300 D04 £600 E01 £334 Subject Release	Monitor curriculum coverage and progression through regular subject leader reviews, book looks, and pupil voice. Evaluate the effectiveness of curriculum implementation through lesson observations, assessment data, and end-of-unit outcomes.	Term by term: full coverage of curriculum	• <i>What are benchmarks?</i> • <i>Have they been achieved?</i> • <i>Will time be allocated in September to ensure a clear monitoring programme?</i> • <i>What does assessment look like for foundation subjects?</i>

		Engage pupils in deep, purposeful learning by building in opportunities for investigation, discussion, creativity, and reflection.					
2	Improve writing outcomes	Use Pathway to Write as the core writing programme across all year groups for consistency and quality. Teach writing through high-quality texts to develop vocabulary, grammar, and purposeful composition. Embed grammar and punctuation within the writing journey, following Pathway's progression. Focus on Gateway Keys each term to build and revisit key writing skills. Explicitly teach tiered vocabulary and support with word banks and displays. Provide scaffolding and guided support as adaptations. Take part in regular moderation to ensure assessment accuracy and consistency. Monitor writing through lesson observations, book looks, and learning walks.	Ongoing	HX4 £550 HX4 £567 [x3 themed units]	Use Pathway to Write assessment tools to track progress and inform planning Seasonal PPM to track progress, inform interventions and report to FGB Termly monitoring visits from PP and QoT Governor and SIA	•	• <i>Data benchmarks</i> • <i>What failsafes are in place to catch children to engage Pathways to Write.</i> • <i>Are left handed children supported?</i> • <i>Observe books for improvement.</i> • <i>What are gateway keys?</i>
3	Improve spelling outcomes	Introduce Pathways to Spell as the core spelling programme from Year 2 upwards. Deliver CPD on programme with staff	Ongoing	HL3 £395	Assess spelling regularly and use data to inform support and intervention. Seasonal PPM to track progress, inform	•	• <i>What happens for children who struggle to learn to spell using this method?</i> • <i>How does Little Wandle match with Pathways to Spelling?</i>

		Teach spelling explicitly and regularly, following the progression in the scheme. Link spelling to reading and writing tasks to reinforce learning. Use morphology and etymology to deepen understanding of word structure. Provide daily practice of taught spelling patterns and rules. Display and use key vocabulary and spelling patterns in classrooms. Model effective strategies (e.g. syllables, mnemonics, segmenting) during teaching.		HL3 £2500 Author & Drama Geezers	interventions and report to FGB Termly monitoring visits from PP and QoT Governor and SIA		
4	Introduce and embed a school wide approach to handwriting	Introduce a consistent handwriting scheme from Y1–Y6; continue Drawing Club in EYFS. Provide staff training and CPD on effective handwriting instruction. Create a progression map showing expectations from EYFS to Year 6. Schedule daily or regular handwriting sessions in all year groups. Explicitly teach handwriting, focusing on grip, posture, formation, joins, and spacing.	Ongoing	HX4 £2500 Author & Drama Geezers	Monitor handwriting books/work samples regularly to ensure consistency and progression across the school. Termly monitoring visits from PP and QoT Governor and SIA	•	• <i>Comparison to exemplars</i> • <i>Which scheme?</i> • <i>Think about Reception cohort. Will they have the skills necessary?</i> • <i>Fine motor skills/clever hands</i> • <i>What age do we stop trying with handwriting?</i>

		Reinforce handwriting skills across the curriculum, promoting neat presentation. Offer intervention and support for pupils with fine motor or handwriting difficulties. Share expectations with parents and suggest ways to support at home. Celebrate handwriting with awards, displays, or weekly recognition.					
5	Improve opportunities for oracy in order to narrow word gap	Re-establish a whole-school oracy focus based on Voice 21 to embed high-quality talk across the curriculum. using purposeful talk tasks and structured discussion. Celebrate, practice, teach and role model speaking through class assemblies, performances, and storytelling Weekly whole school oracy assemblies to be attended by teaching staff Model and teach spoken sentence structures and rich vocabulary daily. Plan regular opportunities for speaking and listening, including debates, role play, and presentations. Use ‘I do, we do, you do’ to model speaking before writing.	Ongoing	HL3 £912 Linkey Thinks Word Wheels	Monitor lessons through learning walks to ensure consistency and provide support. Termly monitoring visits from PP and QoT Governor and SIA	•	• <i>Pupil voice to governors</i> • <i>What is ‘voice 21’ – Is it the most up to date programme with regard to research?</i>

		Provide targeted oracy support for pupils with limited vocabulary or speech needs. Encourage peer talk and collaborative learning to build confidence and language skills.					
6	Improve reading outcomes	Teach daily Destination Reader lessons in Years 2–6 to build consistent reading strategy use. Deliver CPD on DR strategies, including the 7 key skills and talk partner use. Model and encourage use of DR stems and sentence starters for comprehension. Use pupil conferencing and peer feedback to reflect on reading behaviours. Track progress with formative assessment to guide teaching. Ensure access to diverse, high-quality texts to build engagement and vocabulary. Share DR strategies with families to strengthen home reading links. Set clear expectations for daily independent reading with structured follow-up tasks.	Ongoing	HL3 £600 DR H01 £5000 Books D04 £500 E01 £334 Subject Release	Seasonal PPM to track progress, inform interventions and report to FGB Monitor lessons through walks and book looks to ensure consistency and provide support. Review and analyse reading assessment data termly to identify gaps and target interventions where needed Termly monitoring visits from PP and QoT Governor and SIA		• <i>Data/benchmarking.</i> • <i>Monitoring Lessons – How will we ensure this happens consistently?</i>
7	Improve phonics outcomes	Teach daily, structured phonics using Little Wandle across all phases.	Ongoing	HL3 £750 LW HL3 £400 LW Sound Cards	Seasonal PPM to track progress, inform	Monitor and coach staff via walks, modelling, and feedback.	• <i>Data/benchmarking.</i>

		Provide CPD for EYFS, KS1, and intervention staff to ensure consistency. Deliver targeted Reading Catch Up for pupils at risk, including in KS2. Use consistent language, routines, and resources aligned with the SSP. Engage parents through workshops, videos, and phonics packs. Continue to invest in decodable books that match pupils' phonics levels. As much as possible use Little Wandle font in school communications		D04 £750 LW E.Library E01 £334 Subject Release	interventions and report to FGB Monitor lessons through walks and book looks to ensure consistency and provide support. Termly monitoring visits from PP and QoT Governor and SIA	Use regular, rigorous assessment to track progress and identify gaps. Analyse phonics screening data (Year 1 and Year 2 retakes) to inform planning and provision.	
8	Improve maths outcomes	Embed the White Rose Maths scheme consistently across all NC year groups. Train staff in the 'I do – We do – You do' model to structure lessons effectively and support gradual release of responsibility. Align White Rose tasks with each phase of the I–We–You model to build confidence and deepen understanding. Emphasise fluency, reasoning, and problem-solving in every unit. Provide daily opportunities to revisit prior learning through retrieval and review tasks.	Ongoing	HN1 £395 White Rose HN1 £600 Manipulatives D04 £400 E01 £334 Release Time	Seasonal PPM to track progress, inform interventions and report to FGB Monitor lessons through walks and book looks to ensure consistency and provide support. Termly monitoring visits from PP and QoT Governor and SIA	Regularly assess learning using White Rose start-of-block and end-of-block assessments and use data to adapt subsequent “I do” and “We do” input. Termly data analysis to be shared with governors and strategies and support to be adapted accordingly	• <i>Data/benchmarking</i> • <i>Yr 4 multiplication results.</i> • <i>What are we doing to push high ability?</i>

		Use manipulatives and representations to deepen understanding across concepts. Identify and support pupils at risk of falling behind with targeted interventions. Offer CPD to develop teacher confidence in maths planning and delivery.					
9	Improve assessment processes	Review, refine and clarify assessment policy to ensure consistency and purpose. Use a balanced mix of formative, summative, and diagnostic assessment across subjects. Embed daily AfL strategies like questioning, retrieval, and peer/self-assessment. Use assessment to identify gaps and inform planning. Standardise processes with shared criteria and moderation. Build staff confidence with ongoing CPD and leadership support. Use programme tools (e.g. Cornerstones, White Rose, Pathways) in foundation subjects. Ensure inclusive assessment for SEND, EAL, and vulnerable pupils. Use data to inform school improvement and interventions.	Ongoing	HA1 £1599 Sonar Tracker A09 £385 Admin HP1 £295 Printing	Conduct seasonal, moderated assessments in reading, writing, maths, and GPS. Annual moderation with CATs		• <i>Compare SATs against forecasts</i> • <i>Adapt as necessary.</i>

		Communicate progress clearly to parents through reports and meetings. Engage pupils in self-assessment and next steps					
10	Revisit and clarify our universal classroom offer (especially with regards SEND and Pupil Premium)	Review and refine classroom strategies to meet the needs of all pupils, especially those with SEND and PP. Audit PP support using the Three Tiered approach outlined in DfE guidance. Clearly define and share universal offer expectations, highlighting inclusive and differentiated practice. Ensure classrooms have core SEND resources (e.g. visuals, writing aids, sensory tools). Provide staff training on inclusive teaching, scaffolding, and reasonable adjustments, to include new PP guidance. Embed scaffolding, grouping, and assistive tech as standard for access to learning. Set guidance on reasonable adjustments without reducing curriculum entitlement. Promote high expectations and Quality First Teaching for all, including SEND pupils. Collect pupil and parent feedback to inform improvements.	Ongoing	H08 £4454 SEN Resources E01 £334 Release Time D04 £1500 A09 £ SEN Admin Support E20D £1350 £Edukey/TES	Termly monitoring visits from PP and QoT Governor and SIA		• <i>Create consistency with resources to support inclusivity e.g. zones of reg.</i> • <i>Reduce workload – central resource bank.</i> • <i>Use mainstream core standards as an audit tool for individual teachers in September.</i>

		Monitor classrooms through walks and observations for consistency. Use assessment data to evaluate impact of the universal offer on SEND progress.					
--	--	--	--	--	--	--	--

	Behaviour & Attitudes					
Target What do we want to achieve?	Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation In addition to ongoing SLT oversight How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask

	Raises expectations and improve adherence to Ready, Respectful and Safe Review behaviour policy in order to sharpen processes Manage challenging behaviour effectively	Review and relaunch behaviour policy with clear, consistent, and positive language. Set clear parental expectations on uniform, manners, and punctuality. Review behaviour response system with clear consequences and interventions. Train staff in trauma-informed, restorative, and proactive behaviour approaches. Use consistent positive recognition (praise, rewards, verbal cues). Implement tailored support for pupils with persistent challenges. Involve pupils in setting classroom norms to encourage responsibility. Provide CPD on de-escalation, emotional regulation, and SEND behaviours. Engage parents early with structured communication and support. Celebrate positive behaviour in assemblies, charters, and displays	Ongoing	E09 £3870 Admin A06 £4384 Parental Engagement HP1 £1000 Printing £800 Dojo Incentive Scheme/Trips £250 Bought in Professional Service	Track behaviour data rigorously (e.g., incidents, exclusions, triggers) to identify patterns and respond.	- Improvement in uniform compliance against July 2025 baseline - Reduction in Red Cards - Reduction in Seclusions [internal and external] - Improvement in punctuality	<i>How will we protect the SLT time as they deal with high profile children.</i>
	Develop strategies at playtime and lunchtime to ensure all children have a positive experience and continue to reduce conflict.	Appoint a Lunchtime Development Lead to coordinate OPAL and behaviour. Conduct an OPAL audit to review current play provision and gaps.	Ongoing	HP3 £4999 Outdoor Play and Learning (OPAL)		Monitor impact via reduction in lunchtime incidents and increased pupil engagement/enjoyment	

		Create a phased action plan to improve play zones, equipment, and routines. Train midday staff in OPAL principles and inclusive play supervision. Expand play opportunities with loose parts, quiet zones, and creative areas. Involve pupils in designing play spaces through surveys and council input. Establish clear behaviour and safety routines with children's involvement. Regularly review lunch experience using pupil/staff feedback and data. Celebrate positive play via displays, assemblies, and rewards. Engage families and community for support and donations					
	Improve attendance	In addition to robust daily processes to monitor and challenge absence: • Review thresholds of intervention • Pursue fines for persistent absentees • Regular 'fomo' events throughout year • Start to challenge attendance amongst nursery parents	Ongoing	A06 £7449 PST A09 £7035 Admin H02 £150 Resources HP1 £200 Printing			

Personal Development



Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation In addition to ongoing SLT oversight How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors To Ask
1	Renew Gold Award for Rights Respecting School	- Audit current RRS offer - Staff training on RRS with emphasis on censoring Rights are reflected in curriculum - Appoint and train new Rights Lead - Liaise with RRS team to arrange audit and dissemination of audit tool	Ongoing	E28 £562.50 RR Post Gold			Who?
2	Support the emotional well-being of pupils, staff and parents, to ensure everyone in our community is able to flourish.	Implement a whole-school wellbeing curriculum (e.g., PSHE/RSE, Zones of Regulation, mindfulness). Embed daily check-ins and regular emotional literacy sessions for pupils. Provide targeted SEMH interventions (e.g., ELSA, nurture groups, play therapy). Develop a wellbeing support offer for staff, including access to supervision, flexi-CPD, and regular surveys. Targetted family engagement through parenting support	Ongoing	D04 £250 E01 £334 Subject Lead E19 £700 Resources A06 £1000 MH Lead A06 £13122 PST B05 £14145 SEN Support In-Reach	Monitor attendance, behaviour and safeguarding trends to identify and respond to emerging emotional needs. Use pupil and staff voice surveys termly to inform and adapt support.		

		workshops, drop-ins, and signposting to services. • Create calm, safe spaces around school (e.g., wellbeing rooms, sensory corners). • Celebrate wellbeing-focused days (e.g., Children's Mental Health Week, Staff Appreciation Week).					
3	Develop Cultural Capital opportunities throughout and beyond the curriculum for all children.	• Introduce termly enrichment themes (e.g., arts, careers, heritage) linked to curriculum topics. • Ensure all pupils access at least one trip, visit, or visitor per term. • Broaden club offer • Embed cultural texts and experiences in English and humanities schemes. • Train staff on cultural capital • Engage families through culturally inclusive events, workshops, and home-learning projects. • Introduce a "passport" or milestone system to record and celebrate experiences.	Ongoing	D04 £250 CPD B01 £2260 Overtime Clubs E22 £18024 Mini Buses A06 £1892 PST Parental Engagement HP1 £250 Printing	• Track pupil participation, with a focus on disadvantaged pupils (e.g., PP) to ensure equity. • Audit and map existing cultural capital provision across subjects and year groups.		
4	Enhance pupil voice across School Council	• Re-launch Activision Ensure representation from all year groups and cohorts. • Celebrate impact of pupil voice via newsletters, displays, and website updates. • Provide leadership training for School Council members (e.g., communication, presenting, decision-making). • Seasonal action plan where pupil suggestions lead to	Ongoing	A06 £1892 PST D04 £250 CPD HS3 £195 Pupil Perceptions Anspear	Evaluate seasonally through pupil/staff surveys to measure the visibility and impact of pupil voice.	•	

		tangible change. To include policy and curriculum reviews. - Gather whole-school pupil voice through surveys or suggestion boxes, analysed and acted on. - Link with other pupil leadership groups in other schools.					
5	Develop a more robust approach to anti-racism	Review and update Behaviour and Equality policies to clearly reflected approach to Anti-Racism with clear definitions and procedures. Provide whole-staff training on anti-racism, unconscious bias, and inclusion. Audit curriculum for diverse representation across subjects. Set up clear reporting and response systems for racism incidents. Celebrate cultural diversity via themed days, assemblies, and events. Teach pupils about racism, equity, and respect through PSHE, RSE, and circle time. Ensure library, displays, and resources reflect racial and cultural diversity. Pursue Ant-Racism partnership working with Towers School Involve pupil voice groups in anti-racism initiatives.	Ongoing	D04 £250 CPD E19 £1938 Three Diversity Days - Bought in Professional HP1 £200 Printing HS3 £130 Pupil Perceptions Anspear A06 £1892 PST		Monitor and evaluate impact annually, including incident logs, pupil/staff surveys, and curriculum reviews.	<i>More education for children involved – Right Respecting (term 2)</i>

		Engage parents and community through inclusion workshops and conversations.					
--	--	---	--	--	--	--	--

Leadership & Management



Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation In addition to ongoing SLT oversight How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
1	To develop staff wellbeing further and reduce unnecessary workload for all staff and enable staff to work in a mentally healthy way so they can carry out their roles successfully. Develop pupil (and staff) confidence, resilience and knowledge so they can learn and work in a mentally healthy capacity.	Support Staff Wellbeing Team with access to Pastoral Lead. Conduct annual staff wellbeing surveys and seasonal wellbeing governor clinics and respond with clear actions, communicated to whole staff. Staff wellbeing agenda point on all CSLT meetings in addition to staffing. CLST to meet with Wellbeing Governors after seasonal wellbeing clinic. Review and streamline workload-heavy processes and implement	Ongoing	A06 £3570 17 EYFS Supervision A06 £420 Group Supervision SEN A06 £630 ECT Supervision A01 £21834 CSLT Reviewing, adjusting, supporting staff workload,		Track impact of initiatives through feedback and retention/sickness data.	- Have milestones been achieved? - Can staff 'tag out' and are subsequently supported?

		1245 maximum directed time initiative Provide/signpost access to mental health support Celebrate staff achievements and boost morale through shout-outs and social events. Ensure leaders model healthy work-life balance, including use of TOIL and workload awareness and ensuring protected time for key tasks Continue to seek staff voice in decision-making, particularly around policy changes.		wellbeing [half day a week]			
2	To ensure ALL children's attainment and progress is at least in line with national average for EYFS GLD, Phonics screening, Year 4 Multiplication Times Table Check and KS2 SATs	Seasonal Pupil Progress Meetings to monitor and monitor efficacy of teaching and learning and making adjustments to strategies and interventions according to evaluation	Ongoing	A01 £1506 SLT HP1 £200 Printing		Seasonal data reports to governors to include all children and to disaggregated according to cohort including, SEND, Pupil Premium, LAC, EAL.	• <i>Data</i> • <i>Are we preparing children for tests?</i>
3	Subject Leaders to develop their leadership skills further through CPD and monitoring activities and supporting colleagues.	Provide subject-specific CPD and access to CATs training Embed 1265 monitoring cycles to include, data analysis, book looks, learning walks, and pupil voice. Ensure each subject has a clearly defined intent, implementation, and impact statement linked to Cornerstones planning. Support leaders to analyse data and identify next steps within their subject.	Ongoing	D04 £250 per subject A01 £334 subject release per subject A01 £1506 SLT HP1 £1000 Printing		• SLT to monitor subject leadership on seasonal basis to include appraisals	• <i>Can SLT evidence improvement in staff competency?</i> • <i>Have Subject Leaders to present at FGB.</i> • <i>Criteria for feedback e.g. Learning Walk</i> • <i>Yearly checklist for each subject.</i> • <i>Deputy Head's workload?</i> •

		Facilitate paired subject working to include observations and peer coaching, with feedback focused on subject development. Enhance profile of subjects and subject leadership through presentation to staff meetings [governors or SLT]. Create subject leader folders/portfolios with action plans, evidence, and impact evaluations. Mentor newer or developing staff, promoting subject expertise and pedagogy. Schedule termly subject leader meetings to share good practice and evaluate progress. Celebrate leadership success through recognition, internal showcases, assemblies and CPD progression routes.					
4	Embed distributed leadership and coaching in order to maximise leadership capacity, streamline decision making and aid buy-in.	Establish clear leadership roles for middle leaders and staff, supported by coaching to build confidence and clarity in responsibilities. Provide targeted CPD and coaching to develop leadership skills, focusing on strategic thinking, communication, and team development. Create collaborative leadership teams to lead key priorities, with coaching support to guide reflection, planning, and accountability.	Ongoing				• <i>Tick box on completion of activities.</i>

		Involve staff in whole-school decision-making, using working groups and coaching-style dialogue to encourage ownership and shared vision. Develop succession planning, identifying future leaders and supporting them through mentoring and leadership coaching programmes.					
5	Develop further opportunities to build relationships with parents to improve all pupil outcomes.	Introduce Friends of Ashford Oaks [PTA] Termly meetings to include HT and staff FAO link Develop FOAO action plan Involve parents and carers by sharing project overviews, learning journeys, and home learning links. Share information relating each area of curriculum with parents	Ongoing	A06 £4275 Admin A01 £257 HP1 £500 E22 £400		Twice a year	<i>Invite chair to FGB</i> <i>What would be included?</i> <i>What is beneficial for us to know?</i> <i>A Governor as part of 'friends' group.</i>
6	Ensure approach to Communities model is robust and is based on equity and inclusion for all pupils within the community	SENCo to attend termly community meetings Termly meetings between SENCo, Head and SBL	Ongoing	A01 £678 A06 £266			
6	To ensure the Governors are skilled in understanding the vision, ethos and strategic direction of the school; they understand priorities and know evidence to gather and questions to ask.	- Complete skills audit - Training Governor to sign-post governors to any training that is required - HT to communicate SDP to governors effectively [e.g. at launch of SDP]	Ongoing	D04 £1000		- Termly FGM agenda to include point on governor training - Termly HT report to include review of SDP	<i>Training/Chair of Governors to sit in on strategic SLT meetings to pass on to FGB.</i>
7	To continue to ensure safeguarding procedures and policies in school demonstrates	Ensure all staff receive annual safeguarding and KCSIE updates with regular refreshers throughout the year.	Ongoing	D04 £1350 KEY D04 £1150 MYAKO		Termly HT report to include Safeguarding update	<i>Safeguarding governor to monitor.</i>

	high standards in all areas of safeguarding at all times. • Maintain robust induction procedures for new staff, volunteers, and visitors. • Regularly review and update policies, ensuring alignment with latest statutory guidance. • Conduct termly Safeguarding Governor audits (to include review of KCC Safeguarding Audit action plan. Mar 2025). • Implement regular scenario-based safeguarding briefings to test and deepen staff understanding. • Monitor and evaluate (CPOMS) for accuracy, timeliness, and follow-up. • Ensure pupil voice is captured on feeling safe in school through surveys and forums. • Engage parents with safeguarding awareness, including online safety, through workshops and newsletters. • Ensure governing body receives regular safeguarding reports and completes annual training.		HP1 £250 HS1 £1234 CPOMS SUB HS3 £130 Pupil Perceptions Anspear A06 £1892 PST			• <i>A Governor to talk with children and feedback.</i>
--	---	--	---	--	--	---

Quality of Early Years Education



Target What do we want to achieve?		Actions How are we going to go about it?	Timetable & Milestones When will we do it?	Resources What will it cost?	Monitoring & Evaluation In addition to ongoing SLT oversight How and who will check on how things are going?	Success Criteria How will we know we have achieved it?	Questions for Governors to Ask
1	Continue to embed the EYFS curriculum	Ensure full implementation of the statutory EYFS framework, covering all seven areas of learning and development Plan purposeful play and continuous provision that supports both child-led and adult-led learning experiences. Embed effective assessment systems Provide targeted CPD for EYFS staff Promote strong language-rich environments Support transitions into Year 1 with effective communication between EYFS and KS1 teams to ensure	Ongoing	E19 £4550 General Resources D04 £ Specifically First Aid £402.60 Tapestry – The Foundation Stage Forum Ltd. HL3 £750 LW HL3 £400 LW Sound Cards D04 £750 LW E.Library E01 £334 Subject Release	Regularly monitor and moderate EYFS observations and assessments to ensure accuracy and consistency across practitioners.	•	<i>Tell us about the approach to designing the EY Curriculum.</i> <i>Tell us about how you will link learning to local environments and home experiences for all children.</i>
2	To To develop wider opportunities for writing across EYFS during the school year and improve outcomes in writing at the end of EYFS.	Implement regular Drawing Club sessions to develop children's fine motor control, mark-making confidence, and creative expression. Use Drawing Club activities to build pencil control and hand strength	Ongoing	D04 ZERO In-house new teacher HX4 £2000 of the whole school £6000 resource on consumables. Furniture £ TBC re SRP	Track individual and cohort writing progress	•	<i>Can you provide any data to show drawing clubs success?</i> <i>Is there any feedback from Year 1 about the effectiveness of drawing club linking to Pathways to Write?</i>

		Incorporate Drawing Club warm-ups at the start of writing sessions Link Drawing Club themes to writing tasks Model writing and mark-making during Drawing Club Use observations from Drawing Club to identify children needing targeted support Integrate Drawing Club techniques into daily provision Provide training for EYFS staff on using Drawing Club effectively Celebrate children's progress in Drawing Club and writing		right-size proposal			
3	To enhance opportunities for outdoor learning across all areas of the EYFS Framework.	Audit current outdoor provision linked to EYFS areas of learning. Plan regular, purposeful outdoor activities across all curriculum areas. Create defined zones (e.g. maths, literacy, creative, physical) in outdoor space. Provide open-ended resources to support exploration and problem-solving. Staff CPD on outdoor learning strategies and safety.	Ongoing	Capital YR Outdoor learning environment TBC E19 £4550 General Resources £402.60 Tapestry – The Foundation Stage Forum Ltd.	Regularly evaluate and update the outdoor learning environment based on children's interests, seasonal changes, and curriculum priorities.		<i>How will constraints on the budget affect basic provision and stretch goals of the space.</i>

		Involve children in shaping and maintaining outdoor areas. Monitor engagement and impact on learning and development.					
4	To enhance assessment across EYFS and maintain high outcomes for all.	Review and refine assessment procedures to ensure clarity and consistency. Embed regular, high-quality observations to inform next steps in learning. Use assessment data to plan targeted support and extend learning. Ensure assessment covers all areas of the EYFS Framework. Monitor progress closely for all groups, including SEND and disadvantaged pupils. Provide staff training on effective assessment and moderation. Engage parents in the assessment process through regular updates and shared goals. Use moderation to ensure accurate and consistent judgments across the team	Ongoing	Baseline Assessment [iPads] Cost TBC			<i>Considering the increase in higher needs, how do you plan to balance outcomes for the children, teacher wellbeing and meeting strategic school objectives?</i>
5	To ensure the curriculum is suitably adapted for children identified with additional needs and SEND.	Review curriculum plans to ensure accessibility for SEND learners.	Ongoing	Zero In-reach Katherine Dean Zero Link SALT			<i>How do you make sure that staff to pupil ratio is maintained?</i> <i>How will you share good news stories and best practice, such as</i>

		Adapt teaching approaches to meet individual needs, using EHCPs and support plans. Embed Quality First Teaching strategies across all EYFS provision. Provide targeted interventions without narrowing the curriculum. Use visuals, sensory resources, and communication supports consistently. Ensure continuous provision reflects a range of learning styles and needs. Track progress of SEND pupils closely and adapt provision as needed. Work closely with families and external agencies to review and support access		EYFS SEND Systems TEP £ TBC			<i>a toolkit, with your team and parents?</i>
--	--	--	--	-----------------------------------	--	--	---