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School Profile As Of October 25

Category	Data
School Capacity	56
Number of Pupils on Roll (October Census 2025)	56
New Admissions (September 2025)	16
Social Care Child Arrangement Orders (LAC+SGO)	17
Children on Child in Need Plans	0
Children on Child Protection Plans	1
Overall Social Care Need	21

Attendance September 24 to July 25

Category	Data
Overall Whole School Attendance	94.09%
Whole School Unauthorised Absence	1.7%
Whole School Authorised Absence	2.73%
Exclusions and Incidents September 24 - July 25	
Category	Data
Fixed-Term Exclusions	0
Recorded Bullying Incidents (Previous 12 months)	0

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School Improvement and Development Plan (SIDP) 2025-2026

School Vision: To create an inclusive, nurturing, and enriching environment where every child is supported to thrive academically, socially, and emotionally – developing the skills, confidence, and independence needed to reach their fullest potential.

Current Priorities:

- **Embed the Ready Steady Go curriculum** to support clear, sequenced learning, build classroom readiness, and improve outcomes across all stages.
 - **Develop life skills and emotional regulation** through Social Pedagogy and the *Skills 4 Life* programme, including curriculum enrichment, badge tracking, and cultural capital experiences.
 - **Build staff knowledge and leadership capacity**, with a focus on curriculum leadership, moderation, assessment for learning, and consistent behaviour responses.
 - **Strengthen community partnerships** to promote inclusion, pupil wellbeing, and extended learning opportunities – including the community garden, cultural visits, and careers events.
- Raise attendance and reduce persistent absence** through proactive engagement, high expectations, and targeted family support.

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Quality of Education

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Implement and review the Ready Steady Go Curriculum	Curriculum is embedded and sequenced across all stages. Learning behaviours visible in 90% of observations. 90% of pupils show measurable progress in one or more curriculum strands by July 2026.	Launch review in Autumn 2; INSET Spring 1 on pedagogy and visuals; update Ready–Steady–Go folders.	Learning walks; progress data; work scrutiny; staff feedback.	£1,500 (CPD time, visuals, folders)	SLT, Chloe Theedom, Class Teachers	Start Autumn 2, review Spring 2, final review Summer 2	

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Enhance cultural capital and arts across the curriculum	All pupils access 2+ cultural/enrichment experiences per term. Artsmark Bronze achieved by end of year. Pupil voice shows increased engagement.	Artist focus starts Spring 1; enrichment mapped Autumn 2; trips planned from Spring. Skills 4 Life badges linked: <i>Explorer & Belonging</i> .	Enrichment log; governor visits; pupil voice; Artsmark portfolio.	£4,000 (PPG/enrichment fund)	Rabail Zakir, Tiffany Chapman, Class Staff	Autumn 2 planning, Spring–Summer delivery	
Strengthen reading with focus on comprehension	85%+ of pupils show improved comprehension. External moderation confirms accuracy.	Comprehension CPD in Spring 1; updated reading spaces in Spring 1–2; targeted interventions Spring–Summer.	Reading tracker; PM Benchmark; internal moderation; SLT QA.	£2,000 (Books, CPD, moderation)	Chloe Theedom, Class Teachers, Lisa Bunn	Start Spring 1, moderation in Spring 2 & Summer 2	
Develop ICT and online safety	All pupils access ICT curriculum. 90% recall 3+ e-safety rules.	Project Evolve and Kapow start Spring 1; Safer Internet Day (Feb); digital safety lessons in PSHE.	Pupil surveys; SLT audits; online safety records.	£1,200 (resources, subscriptions)	ICT Lead, DSL, Class Teachers	Spring 1–2 delivery, review Summer 1	

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Improve staff understanding of subject progression	Subject leaders complete progression mapping. 100% of teachers explain subject sequencing.	Curriculum progression CPD (Spring 1); folder updates Spring 2. Trust clinics offered Summer 1.	SLT QA; subject reviews; staff feedback log.	£800 (CPD time, updates)	SLT, Subject Leads, Trust Advisers	Spring 1 start, Summer 1–2 consolidation	
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Behaviour and Attitudes

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Reduce persistent absence and promote good attendance	Persistent absence reduced below 14% by July 2026. Improved attendance in key cohorts.	Weekly attendance analysis; SLT review of persistent absence; Link Team to engage early; termly rewards; governor scrutiny.	Attendance tracker; persistent absence reports; Trust-level comparison.	£500 (Rewards, incentives)	Lisa Bunn, Jenny Walling, Jo Sefri (Gov), DSL, Class Staff	Start Autumn 2, termly review	

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Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Embed clear adult responses and consistent language to support regulation	Classroom/house observations show improved adult consistency. Reduction in low-level dysregulation incidents by 25%.	Refresh on Zones of Regulation; coaching from SLT and Care Team; laminated prompts in all rooms; supervision to embed.	Weekly incident data; SLT walkabouts; RPI logs; pupil feedback.	£300 (Printing, visual prompts)	SLT, Care Team, Class Teams	Spring 1 launch, reviewed termly	

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Improve lunchtime behaviour and create calmer transitions	Fewer incidents logged in lunch periods. Staff report improved transitions.	Deploy consistent routines for dining; SLT presence; train staff team on emotional regulation.	Incident logs by time of day; staff feedback; pupil surveys.	£400 (Training time, resources)	Amy Antoniou, SLT, Midday Staff	Spring 1 start, Summer review	

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Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Support children to re-integrate after time away from class	100% of children returning from a period of absence receive a supported re-integration plan.	Use "Ready Steady Go" re-integration checklist; allocate mentor from class team; review plan weekly.	Reintegration logs; class staff feedback; pupil case studies.	£0 (Existing staffing)	Class Teams, Zoe/SLT, Jenny Walling	Immediate roll-out Autumn 2	

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Promote Skills 4 Life badges to reinforce prosocial behaviour	100% of pupils achieve a minimum of 1 badge per term by the end of year. Improved engagement with badge books and behaviour tracking.	Weekly class badge time; displays; half-termly badge assemblies; link to reward systems.	Badge tracker; Skills 4 Life folder reviews; assembly feedback.	£1,000 (Badges, printing, displays, certificates)	Tiffany Chapman, Class Staff, SLT	Ongoing from Autumn 2	

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Personal Development

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Embed and track Skills 4 Life programme across the school	100% of pupils have a Skills 4 Life booklet. All badge areas show evidence of pupil participation by end of year.	Relaunch with class teams; update digital trackers; weekly badge time; assemblies and parental updates termly.	Tracker audits; badge assemblies; pupil voice; parent/carer feedback.	£1,500 (Badges, printing, books, certificates)	Tiffany Chapman, SLT, Class Teams	Start Autumn 2, review each half term	

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Strengthen careers and aspirations provision (Skills 4 Life – Leadership/Independence)	All KS2 pupils attend at least one careers-linked event. Positive pupil voice on aspirations.	Plan and deliver annual Careers Day; invite external visitors; staff link curriculum topics to careers.	SLT event review; pupil surveys; photo evidence; governor visit logs.	£400 (Visitors, displays, materials)	Alex Massey, SLT, Class Teams	Plan Spring 1, event in Spring 2	

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Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Expand cycling and swimming access as part of physical and life skills	90% of pupils engage in at least one term of swimming or cycling. Notable improvements in confidence and skills.	Use local cycling centre and pool; build it into curriculum planning; prioritise pupils with limited access outside school.	Attendance logs; PE assessments; pupil voice; class reports.	£2,500 (Transport, venue hire)	SLT, PE Lead, Class Teams	Spring and Summer Terms	

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Promote community cohesion through local partnerships (Explorer, Belonging)	Pupils engage with at least 2 external community events or projects. Staff report improved pupil awareness of wider world.	Use 3Food4U garden project, Sherrell House, local events; track participation in assemblies and badge books.	Event logs; Skills 4 Life records; photographic evidence; staff reflection.	£0–£200 (Transport if needed)	SLT, Tiffany Chapman, Jenny Walling	Ongoing, Spring focus	

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating

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Develop use of music and drumming to support regulation and engagement (Health/Belonging)	100% of classes access regular music sessions. Pupils show increased engagement and regulation.	Timetable percussion sessions; use drumming tuition funded by PPG; link to Skills 4 Life – Health & Belonging.	Pupil feedback; engagement observations; staff reflections.	£3,000 (Drumming tuition – PPG funded)	Rabail Zakir, Alex Lawrence, SLT	Spring and Summer Terms	
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Leadership and Management

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Ensure effective leadership of teaching, learning, and assessment	Monitoring records show teaching is consistently good or better. External moderation supports teacher assessment.	Bi-termly lesson observations; pupil progress meetings; external moderation in English and Maths; trust moderation.	Learning walks; work scrutiny; feedback forms; moderation reports.	£1,000 (Trust and external moderation)	Lisa Bunn, Chloe Theedom, Trust Advisers	Autumn 2 start, Spring moderation focus	

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Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Develop new curriculum leadership structure and subject leadership model	Subject leaders contribute to whole-school impact and feel confident in their roles. Curriculum offer is mapped and understood by all.	Subject leader clinics; use of shared template for folders; coaching and INSET on leadership responsibilities.	Curriculum reviews; line management; folder audits; pupil outcomes.	£600 (CPD time, resource printing)	Chloe Theedom, Subject Leads, SLT	Spring 1 launch, reviewed Summer	

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Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs Approx.	Who Will Help	Timeline	RAG Rating
Strengthen governance and governor understanding of the school's work	Governors can articulate strengths and priorities. Governor visits take place at least once per term.	Update governor schedule; align visits to SIDP; Headteacher briefings include focused updates on SIDP strands.	Governor visit reports; meeting minutes; LGB feedback.	£0 In-house	Matt Surman, Jo Sefri (Chair), All LGB members	Ongoing, briefings each half term	

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Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Support the residential expansion project and increase day/resi provision	11 new beds and 10 day spaces operational by Sept 2026. Staffing model and curriculum adjustments planned and costed.	Liaise with LA, DfE, landlord; contribute to commissioning and capital plans; revise timetables and policies.	SLT meetings; commissioning plan; building schedule; pupil induction records.	Costs to LA/Trust (WPS supports planning only)	Matt Surman, Amy Antoniou, Paul Johnson, LA/Trust	Ongoing to Sept 2026	

Objective	Success Criteria	Actions	Monitoring & Evaluation	Budget/Costs (Approx.)	Who Will Help	Timeline	RAG Rating
Refine CPD strategy to align with strategic goals	Staff attend targeted CPD. Staff feedback shows relevance to role. Leadership development is clearly mapped.	Publish annual CPD offer; link CPD to SIDP and appraisal targets; track impact via supervision.	Appraisal meetings; CPD evaluations; INSET feedback.	£7,200 (Training budget)	SLT, Chloe Theedom, Amy Antoniou	Spring 1 updates, reviewed termly	

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● Pupil Premium Grant (PPG) – Estimated Spend: £8,400 – £8,600

Objective / Activity	Estimated Cost
Cultural capital & enrichment (trips, events)	£2,000 (<i>portion of £4,000 total</i>)
Attendance rewards & incentives	£500
Skills 4 Life – badge books, printing, incentives	£1,500 (<i>shared with main budget</i>)
Careers Day (visitors, materials, resources)	£400
Drumming tuition to support regulation and skills	£3,000
Community cohesion (transport for events, if needed)	£0–£200

● Sports Premium Grant (SPG) – Estimated Spend: £2,500

Objective / Activity	Estimated Cost
Cycling and swimming access (transport, hire)	£2,500

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● **Main School Budget – Estimated Spend: £15,400 – £21,600**

Objective / Activity	Estimated Cost
Ready Steady Go curriculum implementation	£1,500
Cultural capital & enrichment (balance of £4,000)	£2,000
Reading comprehension: books, CPD, moderation	£2,000
ICT and Online Safety: Project Evolve/Kapow, materials	£1,200
Subject leadership development (progression, folders)	£800
Regulation visuals & laminated prompts	£300
Lunchtime behaviour routines & staff training	£400
Skills 4 Life (badge and book costs, balance)	£1,000
Community cohesion (if transport required)	£0–£200
External and trust moderation (English and Maths)	£1,000
CPD strategy and INSET/CPD implementation	£7,200
Subject leader coaching and resource printing	£600

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Summary Totals

Funding Source	Estimated Total
*Pupil Premium (PPG)	£8,400 – £8,600
Sports Premium (SPG)	£2,500
Main School Budget	£21,400 – £21,600

*PPG spending commitment within this plan does not include existing commitments made in the planned operation of school rather than development.

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Summary of Developments by Area

Strand	Priority / Area	What's Changing This Year	Milestones (Autumn 2 → Summer)	Assurance / Evidence	Owner(s)	Budget Link	RAG
Education	Ready–Steady–Go curriculum sequencing	Sequenced subject roadmaps; tighter LO clarity & feedback	A2: publish maps; Sp: mid-year review; Su: end-year refinement	Work scrutiny; learning walks; pupil voice	DHT (Curriculum), AHT (T&L), Subject Leads	Core	☐
Education	Assessment for Learning (AfL)	Modelling, success criteria, feedback loops; visible in books/lessons	A2: AfL CPD; Sp: book look; Su: impact review	Book looks; observation notes; moderation	AHT; Subject Leads	Core	☐
Education	Reading & Phonics (Little Wandle)	Fidelity to programme; targeted interventions	A2: baseline & groups; Sp: mid-point checks; Su: year-end data	Phonics tracking; intervention logs	AHT (English); EY/KS1 Lead	Core	☐
Education	Artsmark Bronze & Music (Kapow)	Whole-school artist focus; regular music	A2: plan & evidence bank; Sp: mid-year showcase; Su: submission	Artsmark evidence; event logs; pupil work	Art/Music Leads; AHT	Core + small capex	☐

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		lessons & showcases					
Education	Behaviour routines in classrooms	Consistent routines; debrief quality after incidents	A2: routines relaunch; Sp: QA of debriefs; Su: trend review	Walk-throughs ; RPI dashboard (education time)	AHT; Class Teachers	Core (CPD)	☐
Education	Attendance uplift (≥94%)	Targeted casework; incentives; transport troubleshooting	A2: cases set; Sp: mid-point review; Su: final	Attendance reports; case notes	DHT; DSL/Family Link	Core	☐
Education	Skills 4 Life in curriculum	Embed badge criteria in planning and books/My Badge Book	A2: criteria live; Sp: evidence sampling; Su: celebration	Badge evidence; planning checks; pupil voice	AHT; Class Teachers	Core + PPG (where targeted)	☐
Residential	Behaviour/TPP/PRICE alignment to NMS/SCCIF	Policy refresh; restorative practice CPD cycle	A2: policy sign-off; Sp: CPD half-cycle; Su: audit	NMS/SCCIF audit; CPD logs; incident trends (care time)	Head of Care; Dep HoC	Core (care)	☐

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Residential	Communication protocol with Social Care/carers	Agreed lines: serious concerns via Social Care; day-to-day via DSL	A2: protocol issued; Sp: usage review; Su: refresh	Contact logs; reduced escalations	DSL; Head of Care; Social Care partners	Core	☐
Residential	Residential contribution to Skills 4 Life	Map badge activities to evening routines/enrichment	A2: mapping complete; Sp: sampling; Su: showcase	Residential logs; badge sign-offs	Head of Care; Residential Leads	Core	☐
Residential	Medication & record accuracy	Strengthen checks, audits, staff refreshers	A2: audit cycle live; Sp: spot checks; Su: annual audit	Medication audit; error trends	Head of Care; H&S Lead	Core	☐
Leadership & Governance	SLT Roles & Responsibilities matrix	Live doc with clear line management & escalation	A2: publish & brief; Sp: mid-year tweak; Su: annual review	Staff survey; workload review; compliance checks	HT; SLT	Core	☐
Leadership & Governance	Staff induction & appraisal	Induction set; measurable targets; monitoring calendar	A2: induction running; Sp: appraisal mid-points; Su: reviews	Induction records; appraisal summaries	HT; AHT/DHT; Line Managers	Core	☐

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Leadership & Governance	Data dashboards (attainment/attendance /RPI)	Termly dashboards driving actions	A2: dashboard v1; Sp: mid-year; Su: year-end	Dashboards; action logs; LGB scrutiny	DHT (data); HT	Core	☐
Leadership & Governance	Safeguarding & H&S compliance	CCTV/meds logs; audits; spot checks	A2: audit schedule; Sp: spot checks; Su: annual report	Audit outcomes; SCR/compliance records	DSL; HoC; H&S Lead; Office Mgr	Core	☐
Leadership & Governance	Expansion readiness (+11 beds, +10 day)	Recruitment pipeline; timetables; fire evac; ECC tender; landlord consult; DfE/Ofsted change app	A2: project plan & risks; Sp: recruitment underway; Su: submissions/approvals	Project tracker; risk register; HR pipeline	HT; Trust; ECC; HoC/DHT	Core + Trust-led	☐
Leadership & Governance	Community partnerships & Careers Day	Consolidate links; deliver Careers Day	A2: plan; Sp: event delivered; Su: evaluation	Event logs; pupil/parent voice	AHT (PD); Careers Lead	Core + PPG (targeted)	☐