

Rossington St Michael's C of E Primary School

Developing Excellence Plan



2025-2026

All are welcome, All are accepted, All achieve, All are loved.

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Review of school performance 2024/25

Rossington St Michael's C of E Primary School

Headline Data Summary (2025):

EYFS	Good Level of Development		Year 1	Phonics Check	
	School	National		School	National
	69%	69%		85%	80%

Key Stage 1	Working at the Expected Standard		Working at Greater Depth within the Expected Standard	
	School	National	School	National
Reading	74%	71%	21%	19%
Writing	64%	64%	9%	9%
Mathematics	83%	72%	21%	17%
R, W & M	62%	58%	6%	6%

Y4 MTC	School	National
% full marks	67%	38%
Average score	23	21

Key Stage 2	Working at the Expected Standard		Working at Greater Depth within the Expected Standard		Average Scaled Score	
	School	National	School	National	School	National
Reading	86%	75%	27%	33%	105.7	106
Writing	79%	72%	9%	13%		
Mathematics	80%	74%	21%	26%	104	105
GPS	68%	73%	30%	30%	103.9	105
R, W & M	64%	62%	2%	8%		

Whole School Issues for Action Arising from Outcomes 2025

EYFS:

- ⊕ Introduce focused interventions for children struggling with speaking, listening & attention and comprehension
- ⊕ Train staff in high-quality interactions and dialogic reading strategies.
- ⊕ Increase the use of structured talk-based activities and Oracy strategies
- ⊕ Continue with effective physical development provision (indoor/outdoor gross motor play).
- ⊕ Ensure systematic synthetic phonics continues to be embedded and consistent across the setting.
- ⊕ Introduce more listening games, attention-building tasks (e.g., "Simon Says," "Sound Lotto").
- ⊕ Use visual timetables and now/next boards to support attention and focus.
- ⊕ Implement small-group listening activities led by adults.
- ⊕ Continue embedding White Rose Maths and Mastery in Number.
- ⊕ Monitor disadvantaged pupils' progress to ensure maths gains are equitable across groups.
- ⊕ Use leadership momentum to embed consistent pedagogy across all EYFS classrooms.

KS1:

- ⊕ Continue to build on the impact of strong leadership and CPD, ensuring all teachers apply consistent, high-quality practice in reading, writing and maths.
- ⊕ Ensure new staff receive induction and coaching to maintain high standards across the key stage.
- ⊕ Maintain focus on mastery teaching approaches to support borderline pupils and raise GDS further.
- ⊕ Embed Talk Through Stories approach, focusing on rich vocabulary, varied sentence structures, and audience awareness.
- ⊕ Continue daily guided and whole-class reading.
- ⊕ Use precision teaching, small-group boosters and external SALT or SEND support where needed.

KS2:

- ⊕ Implement targeted GDS booster groups and use enrichment tasks and challenge questions in daily lessons to deepen understanding for higher attainers.
- ⊕ Revisit long- and medium-term plans to ensure consistent coverage, retrieval and progression.
- ⊕ Develop inference, deduction, and vocabulary strategies through whole-class reading.
- ⊕ Focus on writing for purpose and audience, encouraging style, voice and ambition in vocabulary.
- ⊕ Provide moderation training for staff to secure accurate GDS judgements and feedback practices.
- ⊕ Use differentiated teaching strategies and adapted materials for children with SEND.

Developing Excellence Plan 2025/26

“We are working together to strengthen how we teach, how pupils learn and how they grow — by sharpening teaching and curriculum delivery, building strong subject knowledge, giving pupils the language to express their learning and supporting their wellbeing so they can thrive.”

Priority	Rationale and Integrated Main Actions
1. To continue to improve the consistency and quality of teaching and learning, so that the curriculum implementation leads to the impact on attainment and progress intended for all pupils including vulnerable pupils.	<ul style="list-style-type: none"> Rationale: Adapting teaching through effective scaffolding ensures all pupils, including those who are vulnerable, access and succeed in the curriculum. What is <i>essential for some</i> is <i>good for all</i>. Strategies: <ul style="list-style-type: none"> Train all staff in adaptive teaching, including faded scaffolding and using the Scaffolding Pyramid. Embed and monitor ‘Essential for some, good for all’ practices from the Vulnerable Pupils Charter. Break down curriculum content into small, precise steps and adapt schemes where needed.
2. To further sharpen the teaching and implementation of the curriculum across all subject disciplines, ensuring content is delivered with clarity, precision and subject-specific expertise, so that pupils think, speak and behave like subject specialists and deepen their disciplinary understanding over time.	<ul style="list-style-type: none"> Rationale: Embedding high-quality, disciplinary teaching ensures pupils don’t just acquire knowledge but learn to apply and express it like subject experts, fostering deeper understanding and long-term retention. Strategies: <ul style="list-style-type: none"> Strengthen subject-specific pedagogy through targeted CPD and curriculum planning support. Develop consistent use of subject vocabulary, knowledge structures and ways of thinking across disciplines. Monitor how well pupils are developing disciplinary understanding through work scrutiny, pupil voice and lesson visits.
3. To further strengthen the implementation and impact of the curriculum through embedding oracy strategies.	<ul style="list-style-type: none"> Rationale: High-quality oracy boosts thinking, confidence, and communication - key drivers of success across the curriculum, especially for disadvantaged learners. Strategies: <ul style="list-style-type: none"> Embed consistent oracy approaches (e.g. sentence stems, structured talk) across subjects. Provide CPD and modelling to build staff confidence in teaching oracy explicitly. Monitor pupil talk and its impact on learning through lesson visits and pupil voice.
4. To strengthen the teaching and support of mental health, wellbeing and self-regulation as integral to personal development, enabling pupils to understand and manage their emotions, build resilience and talk confidently about their mental health.	<ul style="list-style-type: none"> Rationale: Equipping pupils with tools to manage their mental health and regulate their emotions is essential for their overall wellbeing, engagement in learning, and long-term personal growth. Strategies: <ul style="list-style-type: none"> Embed mental health and self-regulation teaching through the PSHE/RSHE curriculum and daily practice. Train staff to recognise signs of dysregulation and respond with consistent, supportive strategies. Use targeted interventions and pupil voice to monitor and adapt provision for those needing additional support.



Priority 1: To continue to improve the consistency and quality of teaching and learning, so that the curriculum implementation leads to the impact on attainment and progress intended for all pupils including vulnerable pupils.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>IMPACT: Too many of our pupils, including vulnerable pupils and pupils with SEND, do not yet achieve as well as they should in some aspects of the planned curriculum.</p> <p>TEACHING: Although there have been improvements made to the quality of scaffolds, this needs to be embedded in the 2025/6 year. Adaptations for pupils with SEND are in place but could be improved across the curriculum to narrow gaps further.</p> <p>PUPILS: Not all pupils with SEND are achieving as well as they might, and there are still some gaps in knowledge across the curriculum and/or barriers faced by some pupils which are not narrowing as quickly as they could do.</p>	<p>Continue to develop the quality of education with consistency, embedding strategies introduced in the 2024/5 academic year: SEND AS THE GOLDEN THREAD.</p> <p>Active ingredient</p> <ul style="list-style-type: none"> - Ongoing support to continue to develop staff's skill in adapting teaching, including adapting teaching in the following ways: <ul style="list-style-type: none"> o Continue to develop support staff's expertise in scaffolding learning. o Embed 'Essential for some, good for all' strategies (see DSAT Charter for Vulnerable Pupils) o Ensure small steps are built upon and schemes adapted where necessary to include breaking down learning into precise, manageable steps. o Train staff to understand how to adapt teaching using Faded Scaffolding techniques. o Ensure that adaptations across the wider curriculum are in place and embedded. Monitor the impact of adaptations for SEND and vulnerable pupils across a range of curriculum subjects. o - Five a day practices and scaffolding pyramid are embedded (see Vulnerable Pupils charter) 	<p>Training:</p> <p>School based training focused on aspects of the DSAT vulnerable charter not yet embedded.</p> <p>Development days for phonics lead, (RWI and Phonics DSAT lead), including focusing on tuition and narrowing gaps.</p> <p>Ongoing support and challenge for maths leads throughout the year, from DSAT Maths School Improvement Advisor, to support the development of T+L including adapting teaching and breaking learning into small steps.</p> <p>SEND reviews for schools (externally provided and through CEO and school improvement leads).</p> <p>Pupil pursuit monitoring termly (SLT) focused on vulnerable pupils.</p>	<p>Short term (term 1)</p> <p>FIDELITY</p> <ul style="list-style-type: none"> ✓ All staff engage in training. <p>REACH</p> <ul style="list-style-type: none"> ✓ All staff are focused on adapting provision to meet the needs of pupils, including scaffolding learning. ✓ Essential for some and good for all principles are understood. ✓ Aspects of the Charter not yet explored in detail with staff are revisited in training. <p>Medium term: (by the end of term 2)</p> <p>REACH</p> <ul style="list-style-type: none"> ✓ Staff more confidently adapt teaching where needed in most subjects. ✓ EEF 5-a-day plate becoming a part of daily practice in nearly all classrooms. ✓ Aspects of the Vulnerable Pupil Charter not yet embedded are more widely understood, monitored by leaders and a focus for school improvement. <p>Long term: (by the end of term 3)</p> <p>REACH</p> <ul style="list-style-type: none"> ✓ Staff confidently and consistently adapt teaching where needed across the curriculum. ✓ All TAs know when to step back and watch a pupil before moving to scaffolding learning. ✓ EEF 5-a-day plate is embedded daily practice in nearly all classrooms. ✓ Feedback is effective. ✓ Individual pupils receive the bespoke offer they need to thrive: the power of 'I see you' is embedded in the culture of the school. ✓ SEND is the golden thread. 	<p>SHORT TERM (first term): Gaps in attainment continue to be narrowed for pupils and groups.</p> <p>MEDIUM TERM (second term): Gaps continue to be narrowed for pupils and groups.</p> <p>LONG TERM (third term): Improved implementation of the planned curriculum leads to greater impact.</p> <p>Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed.</p> <p>Outcomes for PP pupils at the end of each key stage and in phonics/ MTC improve compared to previous years.</p> <p>Attainment and progress at the end of KS2 improves for all pupils including SEND and PP by the end of the academic year.</p>

Priority 2: To further sharpen the teaching and implementation of the curriculum across all subject disciplines, ensuring content is delivered with clarity, precision and subject-specific expertise, so that pupils think, speak and behave like subject specialists and deepen their disciplinary understanding over time.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Teaching Quality: Some variability remains in the clarity and precision of curriculum delivery, which means a few lessons do not yet consistently enable pupils to fully master and engage deeply with subject content.</p> <p>Student Engagement: Pupils are generally motivated and participate actively in lessons. To support all learners in thinking, speaking, and behaving like subject specialists, we need to strengthen the use of subject-specific language and provide more opportunities for deeper disciplinary exploration.</p> <p>Assessment and Progress: Without sharp curriculum implementation, assessments may not effectively measure deep understanding, hindering timely identification of learning gaps.</p>	<p>Active Ingredient</p> <ul style="list-style-type: none"> - Provide regular training sessions for teachers in each subject to improve their subject knowledge and instructional techniques. - Structured, regular planning sessions to align curriculum content with best practices and clarity goals. - Development and dissemination of detailed, clear curriculum frameworks, 'best practise' exemplars and subject-specific language banks. - Use short quizzes, quick checks, or mini-assessments regularly in lessons to see how well students understand and to help teachers adjust their teaching. - Establishing cycles of lesson observations, feedback and peer coaching focused on subject clarity and pedagogy. - Collect student feedback through surveys, discussions, or exit tickets to understand how well they are learning and use this information to improve lessons. 	<p>Phase 1: Preparation and Capacity Building</p> <p>Audit current teacher subject expertise and identify gaps through self-assessments and lesson observations.</p> <p>Design subject-specific Best Practise documents with input from curriculum leaders and external experts.</p> <p>Revisit curriculum documents, highlighting clear learning objectives, key disciplinary vocabulary and exemplar lessons.</p> <p>Phase 2: Professional Development and Collaborative Planning</p> <p>Conduct regular CPD focusing on subject content mastery, pedagogy for clarity and questioning techniques to foster specialist thinking.</p> <p>Introduce peer observation cycles, focusing on delivery clarity and use of subject-specific language.</p> <p>Phase 3: Classroom Implementation and Monitoring</p> <p>Teachers implement revised lessons with enhanced clarity and subject focus.</p> <p>Curriculum leaders conduct termly lesson drop-ins and observations, providing constructive feedback based on agreed criteria.</p>	<p>Short Term (term 1):</p> <p>FIDELITY</p> <ul style="list-style-type: none"> ✓ All staff engage in subject-specific training. ✓ 'Best Practise' Curriculum guides are in active use by teachers. ✓ Increased teacher awareness of subject-specific language and pedagogy. ✓ Initial improvements in lesson observation scores related to routines, clarity and expertise. <p>Medium Term (by the end of term 2):</p> <p>REACH</p> <ul style="list-style-type: none"> ✓ Improved student understanding of key disciplinary concepts. ✓ Students begin using subject-specific terminology confidently in discussions and written work. ✓ Peer coaching cycles reflect positive shifts in teaching practices. <p>Long Term (by the end of term 3):</p> <p>REACH</p> <ul style="list-style-type: none"> ✓ Strong fidelity to the sharpened curriculum delivery across all subjects. ✓ A significant proportion of pupils demonstrate specialist thinking and behaviour in subjects. ✓ Improvements in pupil academic performance and progression in disciplinary knowledge. ✓ Sustainable professional development culture embedded, with teachers acting as subject champions. 	<p>SHORT TERM (first term):</p> <p>Increased teacher confidence in subject content; pupils demonstrate early use of specialist language and deeper engagement.</p> <p>Evidence of improved student work quality and formative assessment results; more consistent lesson clarity across subjects.</p> <p>MEDIUM TERM (second term):</p> <p>Pupils articulate complex disciplinary ideas and apply knowledge independently; peer coaching leads to widespread adoption of best practice.</p> <p>LONG TERM (third term):</p> <p>Sustained curriculum clarity and subject expertise embedded school-wide; academic progress shows measurable growth.</p> <p>Culture of specialist teaching and learning fully integrated; pupils consistently think, speak and behave as subject specialists, underpinning long-term academic success and readiness for further study.</p>

Priority 3: To further strengthen the implementation and impact of the curriculum through embedding oracy strategies

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>IMPACT: Too many of our pupils, including, but not limited to, vulnerable pupils and pupils with SEND, do not yet have a strong enough grasp of language. Many of our pupils are not yet achieving as well as they should: oral language interventions average an impact an additional 6 month's progress over a year.</p> <p>TEACHING: Classroom talk takes place across the curriculum and oracy has been a focus for school action in 2024/5, although it is not always consistently embedded, structured and scaffolded to have the desired impact.</p> <p>PUPILS: Not all pupils remember well enough the taught curriculum because they do not always have enough meaningful opportunities to learn to talk and talk to learn in every curriculum area and year group.</p> <p>Pupils in EYFS benefit from recent improvements to the quality of interactions between adults and children and a revised, robust curriculum intent for CLLD, but too few children achieve a GLD by the end of the year (target a minimum of 75% GLD for all schools).</p>	<p>Continue to strengthen the implementation and impact of the curriculum by further developing the quality of oracy and talk, building on the work started in 2024/5.</p> <p>Active ingredient</p> <ul style="list-style-type: none"> Continue to improve the quality of oracy and talk across the curriculum, therefore increasing the quality of practise, ensuring learning is generative and knowledge is committed to memory. Continue to embed the oracy curriculum from FS2 – Y6 (Voice 21 milestones). Ensure stem sentences are used consistently well in all year groups. Continue to ensure that pupil talk is structured, with precise objectives and areas for discussion linked to learning. Ensure children are always expected to talk in full sentences. Continue to embed school 'habits' linked to paired talk, and introduce 'think, pair, share', remembering that children need thinking time and a signal to start talking. Continue to ensure that children: <ul style="list-style-type: none"> Look at the speaker (eye contact/ face them). Let the speaker finish their sentence. Respect the views of others. Invite each person to have their say. Be prepared to change your mind. Signals/ habits for starting and stopping. Time limited. Teachers tuning in (AFL) Continue to precisely teach vocabulary: ensure vocabulary selections across the curriculum identify ambitious choices: be selective. In EYFS, adults engage in meaningful interactions with children: leaders check that they are implementing the principles of DSAT training that has been undertaken. 	<p>Training:</p> <p>INSET day 4th November (DSAT wide) (Hywel Roberts)</p> <p>School based training focused on implementing strategies from the DSAT conference.</p> <p>EYFS training (FS conference Spring term) continues to focus on developing adult interactions and embedding the characteristics of effective learning.</p> <p>T+L reviews/ FS reviews for schools focused on the quality of oracy (CEO + SI Leads).</p> <p>Pupil pursuit monitoring termly (SLT) focused on how well a curriculum for oracy is impacting upon vulnerable pupils.</p> <p>Training for staff: how to tell a story, empower children to 'enact' the curriculum.</p> <p>Training for staff: adapting task design to adopt strategies linked to story and enactment; instructional conversation (what are we going to do about that over there?).</p> <p>Teach staff to connect learning to the self, to the world, to itself.</p> <p>Empower staff to foster creativity in the classroom:</p> <ul style="list-style-type: none"> Orientated spontaneity (giving staff permission as a professional to be creative) Intellectual prowess and playfulness (the smart start) Agile thinking Originality and authenticity Move from engagement (dependence) – botheredness – investment (independence). 	<p>Short term (term 1)</p> <p>FIDELITY</p> <ul style="list-style-type: none"> ✓ All staff engage in training. <p>REACH</p> <ul style="list-style-type: none"> ✓ All staff continue to be focused on adopting a curriculum for oracy. ✓ A school wide system for using paired talk and Think Pair Share is embedded <p>Medium term: (by the end of term 2)</p> <p>REACH</p> <ul style="list-style-type: none"> ✓ Staff more confidently plan opportunities to develop oracy in line with the new curriculum approach and strategies taught in the DSAT conference. ✓ In lessons, children's engagement is improved as paired talk becomes more consistently used. <p>Long term: (by the end of term 3)</p> <p>REACH</p> <ul style="list-style-type: none"> ✓ Staff confidently and consistently use paired talk and Think Pair Share and plan in line with the oracy curriculum. ✓ In EYFS, interactions are strong, and language is developed well. ShREC strategies are embedded. ✓ Teachers report that children are more engaged in lessons. ✓ Children remember more of the curriculum, including the wider curriculum, as a result of embedded curriculum strategies to develop oracy and talk to learn. ✓ There is greater investment in the curriculum from children, including disadvantaged children, as a result of adaptations to bring the curriculum alive. <p>The use of stories and contexts help children to:</p> <ul style="list-style-type: none"> Create connection Develop investment Align with purpose Enable retrieval 	<p>SHORT TERM (first term):</p> <p>Gaps in attainment continue to be narrowed for pupils and groups and children remember more as they engage in generative learning through talk strategies.</p> <p>MEDIUM TERM (second term):</p> <p>Gaps continue to be narrowed for pupils and groups. Talk is used consistently across all year groups.</p> <p>LONG TERM (third term):</p> <p>Improved implementation of the planned curriculum leads to greater impact as children practise through talk: learn to talk and talk to learn. Attainment and progress at the end of the year for pupils and groups improve and gaps are narrowed (all key stages). Target 75% minimum RWM/ wider curriculum EXS standard by the end of the year all year groups.</p> <p>Disadvantaged pupils thrive, engage in the curriculum offer and gaps for PP pupils narrow compared to 2025 outcomes and compared to peers.</p>

<ul style="list-style-type: none"> - The ShREC strategies are well embedded, known and understood by all staff. The characteristics of effective milestones as outlined in DSAT guidance are well embedded, so children develop creative and critical thinking. - Train staff to ensure curriculum planning/ task design focuses on strategies for talk, debate and drama, thus bringing the curriculum alive for pupils and deepening knowledge for all pupils including the most vulnerable: <ul style="list-style-type: none"> o How do we tell a story? o Children enact the curriculum to bring it alive: 'Let's say..." 	<p>Teach staff to make the abstract curriculum concrete through:</p> <ul style="list-style-type: none"> - Stories ("Let's say...") - Contexts - Design briefs - Case studies - Real world examples - Imagined scenarios: people, place and problem - Being clear about what constitutes the 'should' curriculum (what do children definitely need to know) but empower staff to apply professional imagination to the 'could' curriculum (how it is presented) to commit to memory the 'should' curriculum. Ensure that the curriculum empower children to be ethical citizens of the world (the must curriculum). - Ensure engagement focuses on: <div data-bbox="1006 652 1208 833"> <pre> graph TD People((People)) --> Problem((Problem)) Place((Place)) --> Problem </pre> </div> <p>Ask staff: what do you want it to be like to be taught by you?</p> <p>Reflect on the EYFS Characteristics of Effective Learning Milestones (DSAT designed). How do these strategies apply to the curriculum beyond EYFS?</p>	<ul style="list-style-type: none"> - Provide risk free experimentation - Promote growth and exchange of ideas. 	
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Priority 4: To strengthen the teaching and support of mental health, wellbeing and self-regulation as integral to personal development, enabling pupils to understand and manage their emotions, build resilience and talk confidently about their mental health.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Teaching and Support: While mental health and wellbeing are valued across the school, approaches to teaching and supporting these areas vary in depth, limiting pupils' ability to fully understand and manage their emotions.</p> <p>Pupil Understanding: Some pupils find it challenging to recognise and talk confidently about their mental health and emotional wellbeing, which can affect their resilience and personal development. In some cases, this affects their behaviour and regulation, leading to crisis behaviours</p> <p>Staff Confidence: Staff have received some training on mental health and wellbeing but would benefit from more targeted, ongoing professional development to deliver consistent, effective support.</p> <p>Whole-School Culture: There is a strong pastoral ethos in place. We are now embedding whole-school approaches to deepen our culture of wellbeing and ensure every pupil is equipped with tools to manage their emotions and develop long-term resilience.</p>	<ul style="list-style-type: none"> - To support this priority, we are implementing two key whole-school wellbeing programmes: <ul style="list-style-type: none"> o My Happy Mind: A curriculum-based programme designed to help children understand how their brain works, build resilience, manage their emotions and develop a positive mindset. o With Me in Mind: A partnership with mental health professionals providing training for staff, targeted pupil support and resources to embed emotional wellbeing across the school. <p>These programmes will be supported by:</p> <ul style="list-style-type: none"> o Staff training focused on mental health, trauma-informed approaches and emotional coaching. o Dedicated curriculum time and lesson resources to teach wellbeing and emotional literacy. o Regular wellbeing check-ins and systems for identifying pupils who may need more support. o A peer mentoring system and increased pupil voice in shaping mental health provision. o Ongoing evaluation and adjustment of wellbeing provision using pupil and staff feedback. 	<p>Deliver training sessions to all staff on My Happy Mind, With Me in Mind, and strategies for promoting self-regulation and mental wellbeing in everyday teaching.</p> <p>Introduce My Happy Mind lessons across all year groups during PSHE time.</p> <p>Use With Me in Mind resources to train designated staff and provide targeted support for pupils experiencing mental health challenges.</p> <p>Schedule regular pupil wellbeing check-ins (e.g. worry boxes, weekly surveys, emotion trackers, or conversations).</p> <p>Launch a pupil-led wellbeing ambassador to promote open conversations and model self-regulation strategies.</p> <p>Collect termly pupil feedback on wellbeing provision via surveys, focus groups, or class discussions to inform next steps.</p> <p>Use assemblies and displays to promote key language, strategies, and successes around mental health and wellbeing.</p>	<p>Short Term (by the end of term 1):</p> <ul style="list-style-type: none"> ✓ All staff receive training on My Happy Mind and With Me in Mind. ✓ Wellbeing lessons begin across all year groups. ✓ Initial wellbeing check-ins and pupil surveys completed. ✓ Staff report greater awareness and consistency in supporting emotional wellbeing. <p>Medium Term (by the end of term 2):</p> <ul style="list-style-type: none"> ✓ Pupils begin to apply strategies from My Happy Mind in daily school life (e.g. breathing techniques, gratitude practice, brain knowledge). ✓ Identified pupils receive targeted support from the With Me in Mind team. ✓ Peer mentoring or ambassador programme active in key stages. ✓ Positive shift in pupil self-regulation and confidence in talking about emotions. <p>Long Term (End of Academic Year):</p> <ul style="list-style-type: none"> ✓ Mental health and wellbeing practices are embedded in daily routines, curriculum, and staff culture. ✓ Pupils show stronger resilience, emotional awareness, and willingness to seek support when needed. ✓ Staff feel confident in delivering wellbeing content and responding to pupil needs. ✓ Both programmes (My Happy Mind and With Me in Mind) are sustainably embedded and shaping the wider culture of the school. 	<p>SHORT TERM (first term):</p> <p>Staff are trained; wellbeing lessons launched; early feedback collected from pupils and staff. Pupils begin showing improved self-regulation and understanding of emotional concepts; peer support begins.</p> <p>MEDIUM TERM (second term):</p> <p>Targeted interventions show impact; pupils more confident in talking about emotions and seeking help. Whole-school language and routines around wellbeing are visible and embedded.</p> <p>LONG TERM (third term):</p> <p>Evidence of improved mental health indicators and pupil voice influencing provision. A strong, school-wide culture where wellbeing, resilience, and emotional literacy are key to personal development and support academic success.</p>

Staff tasks towards DEP implementation

Jenny Birks

- Perform responsibilities as Headteacher
- Provide strategic direction and leadership to ensure the school's vision and goals are achieved.
- Manage appraisals and performance for Teachers
- Organise and lead INSET days and staff training CPD. Promote professional development and support for teachers and staff to maintain high-quality teaching standards.
- Monitor:

- Teaching and learning
- Planning and assessment
- Targeted support

- Continue to work alongside Trust and Local School Board to develop roles and to improve the effectiveness of their monitoring of DEP priorities.
- Foster a positive, inclusive school culture that promotes respect, well-being, and a strong sense of community.
- Develop leadership of Assistant Headteachers, EYFS Leader and further develop subject leaders
- Continue to improve communication with parents, including regular opportunities to engage with school
- Lead Safeguarding
- Lead Teaching and Learning across school and track children's progress
- Ensure website is inviting, informative, current and compliant

Matt Walker

- Take on responsibilities associated with the Assistant Headteacher role, including appraisals for Teaching Assistants.
- Lead SEND across school.
- Continue in role as Senior Attendance Champion; monitor attendance, embed strategies, work closely with parents and ensure policy is implemented
- Support JCB with leadership tasks and driving school excellence
- Support JCB in leading Teaching and Learning
- Support JCB in managing behaviour and expectations
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Lead PSHE effectively across the school and introduce My Happy Mind
- Deputise as Safeguarding Lead when necessary

Steve McArdle

- Teach effectively in Y6
- Take on responsibilities associated with the Assistant Headteacher role, including appraisals for Teaching Assistants.
- Support JCB with leadership tasks and driving school excellence
- Support JCB in managing behaviour and expectations
- Ensure KS2 outcomes remain above national
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y6 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead Science, Assessment and School Council effectively across the school

Helen Price

- Teach effectively in Y2
- Take on responsibilities associated with the Assistant Headteacher role, including appraisals for Teaching Assistants.
- Lead KS1, ensure curriculums are having an impact and teaching remains strong
- Ensure KS1 outcomes are improved and are above national
- Support JCB with leadership tasks and driving school excellence
- Support JCB in managing behaviour and expectations
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y2 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead Phonics effectively and coach reading teachers. Lead weekly meetings to maintain quality. Ensure phonics is well-resourced and organised.

Emma Potts

- Teach effectively in FS2
- Work alongside Charlotte, Hannah, Abi and TA's to ensure standards are high in EYFS and language acquisition is strong
- Develop outside provision to be as strong as inside, with plenty of learning opportunities for children to apply what they've learnt inside
- Lead EYFS; Oversee the delivery of the EYFS curriculum, train and support staff to ensure high-quality provision, monitor and assess children's progress and development.
- Ensure EYFS outcomes are improved and are above national
- Coordinate assessment including carrying out Reception Baseline assessment procedures and phonics assessments
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning
- Act as team leader for CM, AL and HL

Abi Leaney

- Teach effectively in FS1, job sharing with Hannah
- Create a safe, engaging, and nurturing learning environment. Plan and facilitate play-based learning activities that promote social, emotional, and cognitive development.
- Regularly update parents on their child's progress and development.
- Work alongside Emma and TA's to ensure standards are high in Nursery and language acquisition is strong
- Develop outside provision to be as strong as inside, including plenty of learning opportunities for children to apply what they've learnt inside
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning
- Establish and lead on an Eco-Committee for the whole school

Hannah Lockett

- Teach effectively in FS1, job sharing with Abi
- Create a safe, engaging, and nurturing learning environment. Plan and facilitate play-based learning activities that promote social, emotional, and cognitive development.
- Regularly update parents on their child's progress and development.
- Work alongside Emma and TA's to ensure standards are high in Nursery and language acquisition is strong
- Develop outside provision to be as strong as inside, including plenty of learning opportunities for children to apply what they've learnt inside
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning
- Lead on Design and Technology for the school

Charlotte Maddison

- Teach effectively in FS2
- Work alongside Emma and TA's to ensure standards are high in EYFS and language acquisition is strong
- Lead History across school
- Develop outside provision to be as strong as inside with Emma, including plenty of learning opportunities for children to apply what they've learnt inside
- Ensure EYFS outcomes are improved and are above national
- Carry out Reception Baseline assessment procedures
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning

Helen Ludbrook

- Teach effectively in Y1
- Lead Computing across school
- Monitor planning and standards in own subject area, including coverage of long- term planning

- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Ensure strong phonics outcomes are maintained
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost
- Act as Mentor for Sophie, alongside JCB as induction tutor

Hannah Bradley

- Teach effectively in Y1
- Engage with and seek advice from Helen as mentor and JCB as induction tutor
- Teach the intended curriculums effectively and engage students in learning. Establish a positive and organized classroom environment.
- Engage in CPD and coaching in order to further develop Teaching and Learning
- Continuously reflect on teaching practices and seek feedback for improvement.
- Attend ECT training and actively engage in training materials and tasks weekly

Danny Hart

- Teach effectively in Y2
- Lead PE across school
- Coach PE to raise standards in all classes and ensure high levels of engagement across school
- Monitor planning and standards in PE
- Plan Sports day and organise competitions with local schools
- Write Sports Premium report with JCB
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Ensure strong phonics and KS1 outcomes are maintained
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

Alex Grant

- Teach effectively in Y3
- Lead Geography across school
- Monitor planning and standards in own subject area, including coverage of long-term planning.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Deploy TA's effectively and with organisation, to ensure no learning time or opportunities are lost

Olivia Winterbottom

- Teach effectively in Y3
- Perform responsibilities as Pupil Premium Lead, including monitoring Pupil Premium pupils
- Ensure provision for vulnerable PP pupils is high-quality. Explore opportunities for improving their access to wider experiences. Work with families to raise take up of PP.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

Liz McClellan

- Teach effectively in Y4
- Lead English effectively across the school
- Lead Art and Design effectively across the school

- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Monitor planning and standards in own subject area, including coverage of long-term planning.
- Moderate all year groups to raise standards in Writing

Nick Sell

- Teach effectively in Y4
- Lead Maths across school
- Monitor planning and standards in own subject area, including coverage of long-term planning.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Work alongside Maths DSAT lead and Maths Specialist to ensure mastery in Maths
- Deploy TA effectively and with organisation, to ensure no learning time or opportunities are lost

Heather Stanfield

- Teach effectively in Y5
- Lead RE effectively across the school. Drive Christian vision and values in school improvement. Organise Collective Worship.
- Lead the Worship Council and create opportunities for wider impact
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Monitor planning and standards in own subject area, including coverage of long-term planning

Belle Phillips

- Teach effectively in Y5
- Engage with and seek advice from mentor and JCB as induction tutor
- Teach the intended curriculums effectively and engage students in learning. Establish a positive and organized classroom environment.
- Engage in CPD and coaching in order to further develop Teaching and Learning
- Continuously reflect on teaching practices and seek feedback for improvement.
- Attend ECT training and actively engage in training materials and tasks weekly

Paula Hewit

- Teach effectively in Y6
- Ensure KS2 outcomes remain above national
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y6 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead MFL effectively across the school
- Monitor planning and standards in own subject area, including coverage of long-term planning

Mark Porter

- Teach Music effectively across KS2 and Y6 1 day a week.
- Share practice with others to ensure high-quality teaching of Music is delivered.
- Organise and lead choir and orchestra. Seek opportunities for competitions, engagement with community and wider experiences.
- Lead Music effectively across the school.
- Monitor planning and standards in own subject area, including coverage of long-term planning.