



Metheringham Primary School

"Inspire, Believe, Achieve"

School Development Plan

2026-2027

School Context

SECTIONS	
Introduction	<p>Metheringham Primary is a medium sized primary school located in the village of Metheringham. The leadership structure consists of Headteacher, a Deputy Headteacher and an Assistant Headteacher. The Headteacher was previously a co-headteacher and long serving member of the school's leadership and teaching team. Our current leadership team formed in September 2023 with a clear strategy for thriving people, a thriving place and thriving learning. All leaders and staff have a sound understanding of the school's context, contextual vulnerabilities, community and challenges. The school was deemed good in its last Ofsted inspection in December 2022.</p> <p>As a newly formed leadership team in September 2023, it was recognised that school standards were not in line with our high expectations. We have worked methodically and rigorously to address many areas of improvement. The school community, building, teaching team, learning, values, culture and standards that are seen today are testament to the ambitious and dedicated leaders and buy in from staff. We are a team who put every child at the heart of everything we do.</p> <p>Standards have improved over time, and clear impact is evident in the areas of school improvement that we have tackled thus far. We are seeing our first cohort of children through school and with time we are seeing the impact on standards further up the school. KS2 results are strengthening.</p>
Context	<ul style="list-style-type: none"> • Approximately 262 on roll (55% boys/45% girls) • Our class sizes are above the national average of 26.2. • We have 9 classes which include 4 job share arrangements (2 due to leadership non-teaching days) We currently have an ECT 2 in KS1 and an ECT starting with us in KS2 in September 2026. We have worked closely with our ITT provider for a number of years to support ITT and have a diverse and experienced team of mentors. • The staffing team are highly experienced. Our EYFS teacher is completing an NPQEY. Our Year 6 teacher and English Lead is a Literacy Specialist with the English Hub. Two members of the teaching team have completed NPQSL and two members of staff have completed the NPQH. We have a qualified SENDcos and a deputy SENDCO. Our Maths leader works closely with the Maths Hub and is an expert in this area. Professional development is a high priority for us. • The school's PAN is 40. Due to new housing developments and the reputation of the school, we are close to or at PAN in years R, 1, 3 and 5. Our reception intake for September 2026 was 34 which is in line with the projected figures due to lower birth rates in Lincolnshire for this year group. • We operate mixed aged classes in the following class: R/Y1, Y1/Y2, Y3/Y4, Y4/Y5 and Y5/6. We also have pure classes in R, Y2, Y3 and Y6. We have operated this way for many years and the staff are highly skilled at ensuring that each year groups offer is equitable and rigorously planned. • Currently 90.5% of our pupils are homegrown. • 11.5% of our pupils are targeted FSM and this is below the national average of 24.9% • 44.3% of our pupils are Pupil Premium (including services families) • 17.5% of our pupils have SEND or an EHCP pupils compared to 19.5% nationally • 4.6% of pupils have EAL compared to 23.8% nationally

	<ul style="list-style-type: none"> • Whole School attendance is currently 97.2% and has been above the national average for a number of years; seeing significant improvements in recent years. The school was approached to become a DFE Behaviour and Attendance Hub in 2026 but was not selected after interview. • 6.9% of our pupils fell below 90% in the year 2025-2026, again this is significantly better than national. 5 of these pupils have significant medical needs. • We are working closely and at pace with the local authority to establish a SEN/Inclusion Hub at Metherringham. We have been through the consultation process and are waiting next steps in terms of implementation. • The school community suffered the loss of a pupil in a road traffic collision two years ago. This heavily affected staff, the community and the current Year 4 cohort.
What characterises our approach	<ul style="list-style-type: none"> • Inspire, believe and achieve are the school's golden threads and school motto. These are considered in everything the school does and are woven through all curriculum areas in order to inspire a life long love of learning. • A whole school commitment to every child achieving their full potential, feeling a sense of belonging and thriving academically and personally. • To inspire children to be life-long learners and to find talents and passions that will contribute to society. • To provide an environment where children are ready, safe, respectful and actively engaged in their learning and well-being. • Aspirations for all. • A commitment to every child being able to attend their local school. • A rich extra-curricular, enrichment and trips offer that enables pupils to achieve beyond the academic. • Positive relationships and pupils who are ready for life in modern Britain. • An inclusive school where all pupils succeed and belong. We are committed to every child being able to attend their village school regardless of their level of need.
Areas for whole school development	<p>2025-2026</p> <p>Priority 1 Embed the 5-Year Strategic Vision and Strengthen the School's Ethos</p> <p>Priority 2 Raise Standards in Writing Across the School</p> <p>Priority 3 Secure and Strengthen Subject Leadership Across the Curriculum</p> <p>2026-2027</p> <p>Priority 1 To further refine recent improvements in writing across the school.</p> <p>Priority 2 To strengthen reading achievement beyond phonics.</p> <p>Priority 3 Enhance inclusive practice to ensure every child can thrive.</p> <p>Priority 4 Enhance maths outcomes for our disadvantaged pupils across the school</p>
Previous Inspection -Key issues	<p>The last Ofsted inspection was December 2022.</p> <ul style="list-style-type: none"> • To use assessment effectively to identify and address gaps in pupils' knowledge. • To ensure that all teachers have the knowledge and skills they need to enable them to deliver all subjects effectively.
Response and progress from Key	<p>To use assessment effectively to identify and address gaps in pupils' knowledge.</p> <ul style="list-style-type: none"> • Assessment has been a key SDP priority • CPD for staff to address moderation, standards, expectations and teacher knowledge

Issues at the last inspection	<ul style="list-style-type: none"> • Assessment, in-house moderation and CPD has been built into the school's assessment and monitoring schedule • Close links have been established with English Hub, Maths Hub and peer schools • Engagement with the maths Teacher Research Group • Consistency in non-core assessments have been addressed in house and through training. • Assessment lead has coached members of staff in using, understanding and addressing data trends • Curriculum Hubs and associations provide external support for all middle leaders • Cross-phase moderation time has been allocated • Subject Leaders are developing consistency in monitoring and understanding assessments made. • Two-year assessment project through the local teaching school- partnered with a local school • Focused pupil progress discussions considering vulnerabilities, barriers to learning and provision mapping • SEN small steps progress tracking through IEP targets • Implementation of online provision mapping to track the effectiveness of provisions on pupils' academic success and the wider child. <p>To ensure that all teachers have the knowledge and skills they need to enable them to deliver all subjects effectively.</p> <ul style="list-style-type: none"> • Coaching opportunities across phases to address retrieval practice in maths • CPD-assessment, talk for writing, storytelling through the curriculum, SEND modules, • Subject leaders deliver subject specific staff meetings with key updates and research from their engagement in subject specific network groups • Teaching and Learning pedagogy developed through our robust teaching and learning policy and leadership • Monitoring and evaluation schedule in place to monitor and target specific needs. Staff CPD on triangulation and effective monitoring.
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Performance Data

Statutory Outcomes	% of pupils at EXS 2024	% of pupils at GDS 2024	National % at EXS 2024	National % at GDS 2024	% of pupils at EXS 2025	% of pupils at GDS 2025	National % at EXS 2025	National % at GDS 2025	% of pupils at EXS 2026	% of pupils at GDS 2026	National % at EXS 2026	National % at GDS 2026
EYFS (GLD)	65%		68%		77%		69%		83%		??	
Y1 Phonics	88%		80%		79%		80%		80%		??	
Y2 Phonics	97%		54.6%		90%		91%		89%		??	
KS2 Reading	73.8%	31%	75%	28.9%	67%	31%	75%	33%	68%	26%	75%	31%
KS2 Writing	74%	10%	72.2%	13%	71%	6%	72%	13%	77%	23%	73%	13%

KS2 Grammar	61.9%	7.1%	72.8%	32.2%	60%	17%	73%	30%	74%	23%	74%	30%
KS2 Maths	59.5%	23.8%	73.6%	24.1%	77%	23%	74%	26%	74%	26%	75%	27%
KS2 Science	76%		81%		83%		82%		77%		82%	
KS2 RWM	54.8%	9.5%	61.1%	7.7%	54%	4%	62%	8%	55%	10%	63%	9%
MTC 25/25	24%		34%		24%		37%		35%		??	
MTC Average	20.2		20.6		20.3		21.0		22.1		??	

School Development Plan Overview 2026-2027		RAG rating		
Priority 1: Further refine the recent improvements in our approach to writing Why is this a priority: The school has been on a Talk for Writing project for the past two years which has seen a significant improvement in our pedagogical approach to writing, the development of a progressive and secure curriculum and improvements in outcomes for oracy, transcription and composition. We would like to further refine these improvements with a high focus on adaptive teaching; particularly for our SEN and boys. We are now assessing GDS across the school and would like to further refine improvements for all by closely tracking, monitoring and assessing outcomes in these areas.		A	S	S
<u>Target 1.1</u> Further refine a high focus and priority of securing strong foundations				
<u>Target 1.2</u> Further refine effective assessment and moderation processes				
<u>Target 1.3</u> Ensure adaptive teaching strategies and provisions impact on outcomes for all				
Priority 2: Refine our approach to reading beyond phonics. Why is this a priority: Reading has not been on our SDP for a few years as other areas have taken priority. Although we have strong practice in the foundations of reading, phonics, reading for pleasure and oracy, our attention needs to shift to ensure the same rigor, fidelity and consistency is evident in the KS2 curriculum, assessment and delivery of reading. A particular focus will be on middle attainers and reading ambition for all.				
<u>Target 2.1</u> Review and refine the reading curriculum				
<u>Target 2.2</u> Embed a consistent approach to the teaching of reading beyond phonics				
<u>Target 2.3</u> Embed a consistent approach to the assessment of reading				
Priority 3: Further enhance inclusive practice to ensure every child can thrive in their community school Why is this a priority: Our inclusive practice is strong, consistently evolving and is carefully considered. With the development of a SEN Hub at Metherringham and the national strategy around inclusion evolving, now is the time to review our strategic focus on inclusion and develop an inclusion strategy that is fit for purpose and is robust and sustainable. We would also like to have impact on reducing suspensions and increasing attendance for our vulnerable groups.				
<u>Target 3.1</u> Review strategic priorities for inclusive practice with all stakeholders				
<u>Target 3.2</u> Establish a SEN Hub at Metherringham alongside the LA <i>(This is a working target and will evolve as we progress)</i>				
<u>Target 3.3</u> Strengthen adaptive teaching across the school and across the curriculum				
<u>Target 3.4</u> Ensure environments are fit for purpose and everyone is considered				
Priority 4: Enhance maths outcomes for our disadvantaged pupils across the school Why is this a priority: Although outcomes in mathematics are improving, attainment and progress for disadvantaged pupils are not yet consistently in line with their peers across all year groups. We want to ensure that every disadvantaged pupil receives high-quality teaching, timely intervention and the support necessary to achieve their full potential. Through a strategic focus on				

adaptive teaching, targeted provision and rigorous monitoring, we aim to diminish differences in attainment, raise aspirations and improve long-term outcomes for disadvantaged learners.										
Target 4.1 Strengthen adaptive teaching in mathematics across the school										
Target 4.2 Reduce attainment gaps in mathematics between disadvantaged pupils and their peers across all key stages through consistently high-quality teaching and targeted support										
Data Baseline, checkpoints and exit										
Focus Area Reading	End of year Target/ Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	National		
Y6 Reading EXS+ (on track to meet EOY expectations)	Target 90% Baseline 66% Prediction 90%		Target 74% Actual %		Target 82% Actual %		Target 90% Actual %	75%		
Y6 Reading GDS (on track to meet EOY expectations)	Target 31% Baseline 15% Prediction 23%		Target 21% Actual %		Target 26% Actual %		Target 31% Actual %	31%		
Y6 Reading EXS+ Disadvantaged 14 pupils	Target 79% Baseline 64% Prediction 79%		Target 64% Actual %		Target 71% Actual %		Target 79% Actual % % GDS			
Whole school Disadvantaged vs non-disadvantaged in reading	Baseline Gap 32% (Y1-Y5 summer data)		Gap Target Actual		Gap Target Actual		Gap Target Actual			

Focus Area Writing boys vs girls	End of year Target	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	National (End of KS2 data)		
Writing EXS+ boys (on track to meet EOY expectations)	EOY data (Y1-5) 59% Prediction (Y2-6) EXS+ - 65% GDS – 14%		On track Not on track					75%		
Writing EXS+ girls	EOY data (Y1-5)									

(on track to meet EOY expectations)	78% Prediction (Y2-6) EXS+ - 82% GDS – 15%		On track Not on track					
Writing gap between girls and boys	EOY GAP (Y1-5) 19% Predicted Gap (Y2-6) EXS+ - 17% GDS – 1%		On track Not on track					

Focus Area Maths	End of year Target/ Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	National
Y6 Maths EXS+ (on track to meet EOY expectations)	Target 82% Baseline 31% Prediction 82%		Target 49% Actual %		Target 64% Actual %		Target 82% Actual %	75%
Y6 Maths GDS (on track to meet EOY expectations)	Target 28% Baseline 0% Prediction 26%		Target 13% Actual %		Target 26% Actual %		Target 28% Actual %	27%
Y6 Maths EXS+ Disadvantaged 14 pupils	Target Baseline 21% Prediction 78%		Target 50% Actual %		Target 64% Actual %		Target 78% Actual % % GDS	
Whole school Disadvantaged vs non- disadvantaged in Maths	Baseline Gap --- (Y1-Y5 summer data) Dis – 57% Non-Dis – 86% Gap – 29%		Gap Target Actual		Gap Target Actual		Gap Target Actual	
MTC Target Y4 cohort	Baseline 13.05							21.6

Y4 Disadvantaged	10.3							
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Focus Area Attendance	End of previous year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	National
Year 1	95.1%							
Year 2	95.3%							
Disadvantaged	92.2%							
FSM	93.2%							
SEND	94.9%							
EHCP	93.5%							

Focus Area: 1. Further refine the recent improvements in our approach to writing

(Ofsted Criteria: Teaching and Learning, Achievement, Inclusion)
(Strategic Plan: Thriving Place, People and Learning)

Intent	Implementation	Impact
1.1 Further refine a high focus and priority in securing strong foundations	<p>Autumn</p> <ul style="list-style-type: none"> Baseline gaps in foundational transcription skills within the first three weeks using formative assessment and transition handover information ECTs to receive planning support in term 1 CPD is delivered to teaching assistants on effective feedback strategies in relation to transcription support Identify pupils requiring additional support to secure foundational writing skills and implement targeted provision. <p>Spring</p> <ul style="list-style-type: none"> Subject leader monitoring of consistency in the teaching of writing across the school. Targeted interventions are reviewed and adapted to maximise impact. Monitoring of quality feedback from TAs in small group and individual support Review and monitor handwriting expectations in line with policy <p>Summer</p> <ul style="list-style-type: none"> Learning walks and book samples are carried out with a focus on high expectations in writing Best practice is shared to sustain high-quality provisions End of year evaluation identifies strengths and priorities for further development. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of pupils will have a baseline in transcriptional skills 100% of ECTs receive support with planning and adapting writing tasks for pupils where transcription skills are not secure 100% of TAs receive training on feedback strategies Groups of pupils are identified for targeted provisions <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 100% of classes have a consistent approach to writing lessons and support for vulnerable pupils At least 90% of interventions are effective in supporting foundational skills in writing 100% of classes follow the expectations in the handwriting policy <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> 100% of learning samples demonstrate high expectations with first attention going to basic foundational skills 100% of staff receive shared best practice and reflection time
1.2 Further Refine effective assessment and moderation processes	<p>Autumn</p> <ul style="list-style-type: none"> Share expectations of 1 assessed piece of writing each half term with staffing team and implement tracking grids for individual pupil's writing assessments Hold a writing moderation in Autumn 2 in key stage phases focus on SEN and boys Review learning books in relation to feedback and transcription expectations Review adaptations for pupils working below and towards the standard English lead to work with ECTs on effective assessment in English writing <p>Spring</p> <ul style="list-style-type: none"> Hold a writing moderation in Spring 2 in cross phases- focus on EXS and vulnerable groups Writing lead to visit partner school with a focus on writing assessment Writing lead to share good practice from partner school visit with SLT Spring data is gathered and analysed from starting points Book scrutiny to determine if cold tasks are informing the planning process 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of staff understand the assessment expectations and process for the year 100% of moderated writing is agreed to be accurate after professional discussions Moderation shows positive progress for SEN and boy pupils 100% of staff discuss relevant adaptations at pupil progress meetings 100% of ECTs receive tailored support from English Lead <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 100% of evidence sampled at moderation confirms teacher judgements. Spring data and monitoring shows positive progress for all pupils from baseline assessments. 100% of learning books show that assessment is informing planning through effective short burst writing tasks. T4W audit completed and next steps used to develop summer terms focus <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> 100% of evidence sampled at moderation is in line with teacher judgements. 100% of year groups attend external moderation sessions

	<ul style="list-style-type: none"> T4W audit planned with consultant. Feedback to form next steps. <p>Summer</p> <ul style="list-style-type: none"> Hold a writing moderation in Summer 2 in year groups focus on GDS and PKS All year groups to attend external moderation sessions and feedback during staff meeting Summer data collected and analysed to inform next steps 	<ul style="list-style-type: none"> Summer data shows positive progress in the percentage of pupils securing EXS from previous years data.
1.3 Ensure adaptive teaching strategies and provisions impact on outcomes for all	<p>Autumn</p> <ul style="list-style-type: none"> Identify pupils requiring additional support and set predictions, including those targeted for GDS Hold pupil progress discussions with a focus on barriers to writing, securing the foundations and planning effective strategies to close the gap Deliver CPD on effective adaptive teaching in writing Monitor the effectiveness of provisions through provision mapping and book scrutiny <p>Spring</p> <ul style="list-style-type: none"> Spring data analysis and pupil progress discussions focusing on WTS children and securing foundations. Plan next steps at PP discussions. Moderate strengths and areas for development in the editing phase of writing Subject leader monitoring informs coaching and professional dialogue to strengthen classroom practice. <p>Summer</p> <ul style="list-style-type: none"> Monitoring of adaptive teaching evidence across all year groups Staff have time to share effective practice and priorities are identified for the following year Summer data is collected and analysed 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of pupil progress discussions complete and foundational skills are evaluated Learning walk evidence suggests that at adaptive teaching is taking place and impacts on progress Provision maps demonstrate that at least 90% of provisions for writing barriers are effective <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> Monitoring evidences consistent adaptive teaching across all classes. Writing books show improved stamina, vocabulary, sentence construction and editing skills. Assessment data demonstrates pupils are making expected or better progress, with increasing numbers on track for GDS. Pupil voice reflects growing confidence and independence as writers. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> End-of-year writing outcomes improve across all pupil groups from last years data Increased proportions of pupils achieve Age-Related Expectations and Greater Depth Standard Gaps between key groups are reduced. Moderation validates teacher assessment and demonstrates improved writing quality across the school.
<p>Intended Monitoring:</p> <p>Governor Monitoring:</p> <p>Staff Monitoring:</p> <ul style="list-style-type: none"> Autumn- Learning walk (English Lead) Provison map (Assessment lead) ECT feedback (SLT) Spring- TA effectiveness (SLT) Pupil voice (English Lead) Book looks (Assessment lead) T4W audit (consultant) Summer- Data and moderation tasks (SLT) 		<p>Next Steps:</p> <p><u>Autumn</u></p> <p><u>Spring</u></p> <p><u>Summer</u></p>
Actioned By: Teachers, SLT and Governors	Lead By: Senior Leadership Team/English Leader	Finance:

Focus Area: 2. Refine our approach to reading beyond phonics.

Also refer to our reading implementation plan: [Reading Implementation Plan 26-27.docx](#)

(Ofsted Criteria: Curriculum and Teaching/Achievement)
(Strategic Plan: Thriving people, Thriving learning)

Intent	Implementation	Impact
2.1 Review and refine the reading curriculum	<p>Autumn</p> <ul style="list-style-type: none"> Audit and refine the current long term text map with all teachers Review timetable expectations for reading and introduce 30 minute daily sessions in KS2 Map the curriculum objectives and reading domains against the text map and identify any gaps in provision <p>Spring</p> <ul style="list-style-type: none"> Monitor reading lesson planning in line with curriculum expectations and whole school model; including planned and progressive fluency Purchase texts and resources to enhance the curriculum map Review links to the wider curriculum <p>Summer</p> <ul style="list-style-type: none"> Review reading lessons and planning following last terms feedback Evaluate cycle A with teachers and refine the curriculum based on feedback Gather pupil voice on reading behaviours, attitude and their reading journey through the curriculum 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> Text map and reading curriculum is clearly sequenced and shows what, how and when to teach 100% of timetables show reading is prioritised for 30 minutes 4 times a week Monitoring of long-term plans show breadth, challenge and representation of all pupils <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> At least 90% of all reading planning show clear links to the long term plan and school reading curriculum At least 90% of teaching slides match the curriculum intent and point of delivery. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> 100% of lessons follow our intended planning structure 100% of teachers confidently evaluate the reading curriculum 100% of pupils speak positively about their reading journey and attitude towards reading is positive
2.2 Embed a consistent approach to the teaching of reading beyond phonics	<p>Autumn</p> <ul style="list-style-type: none"> Review intent and implementation documents to reflect our whole school reading lesson model Share refinements and expectations with the staffing team Establish a shared understanding of reading routines and implement these within classrooms Share CPD on reading ambition for all <p>Spring</p>	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> Reading intent and implementation is clear and understood by all. This will be evidenced through teacher voice. Reading routines will be visible on 100% of teacher planning using a consistent approach through visuals. 100% of staff receive CPD on reading ambition for all <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 100% of staff receive CPD on reading pedagogies and text complexity

	<ul style="list-style-type: none"> Deliver evidenced informed CPD to teachers and TAs on text complexity and reading pedagogies Share adaptive teaching approaches with the staffing team Monitor reading lessons in practice and feedback to staffing team Monitor reading routines within classrooms for consistency in approach <p>Summer</p> <ul style="list-style-type: none"> Conduct and internal reading audit and evaluate progress based on the Summer 2025 audit 	<ul style="list-style-type: none"> 100% of staff receive evidenced informed strategies on adaptive teaching in reading 100% of lessons are monitored and evidence is triangulated from planning scrutiny 100% of pupils understand and consistently demonstrate reading routines/learning behaviours <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> Internal audit shows progress in all areas identified in the summer 2025 reading audit
2.3 Embed a consistent approach to the assessment of reading	<p>Autumn</p> <ul style="list-style-type: none"> Revisit fluency assessments and expectations on how they inform the planning process with all staff. Gather baseline data for fluency from Y2-Y6 Phonics lead to ensure starting points for catch up and keep up are clear for all pupils Update assessment policy and reading curriculum documents with our approach to assessment in reading and fluency <p>Spring</p> <ul style="list-style-type: none"> Gather spring data through NFER assessments, phonics assessments, rubric re-assessments Monitor reading comprehension books through book looks with curriculum lead and English Lead Conduct gap analysis on Spring term reading papers with staff and plan next steps Gather spring data for children on keep up or catch-up interventions in KS2 Conduct reading moderation within teams <p>Summer</p> <ul style="list-style-type: none"> Provide staff CPD based on monitoring of assessments and next steps Gather summer reading data through NFER assessments, phonics assessments, rubric re-assessments Gather summer data for children on keep up and catch up interventions. Review effectiveness through provision mapping Conduct gap analysis on summer reading papers with staff Evaluate approach to reading and assessment and impact on outcomes and progress 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of staff receive CPD on fluency assessment and demonstrate a shared understanding of how this will be managed 100% of children are assessed for a baseline in their fluency on age-related texts 100% of children who haven't secured their phonics receive daily keep up/catch up support <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> Spring fluency data shows at least ___% of pupils have made progress from their starting points Spring 2 percentages show ___ progress from Spring 2 2025 data. 100% of teachers will perform gap analysis on reading papers 100% of teachers engage with reading moderation <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> Summer fluency data shows at least ___% of pupils have made progress from their starting points Summer 2 percentages show ___ progress from Summer 2 2025 data.
<p>Intended Monitoring:</p> <p>Governor Monitoring:</p> <p>Staff Monitoring:</p> <p>Autumn- Curriculum scrutiny (English Lead/Curriculum lead) Reading learning walk (English Lead)</p> <p>Spring- Planning scrutiny (English Lead) Reading lesson drop ins (English Lead and HT)</p>		<p>Next Steps:</p> <p><u>Autumn</u></p> <p><u>Spring</u></p> <p><u>Summer</u></p>

Summer- Reading lesson drop ins (HT/English Lead) Pupil voice (English Lead) Staff voice (English Lead)			
Actioned By: Teachers, SLT, SENDCO, Tas,	Lead By: English Leader/SLT/SENDCO		Finance: Books and any external CPD- All within current budget planning

Focus Area: 3. Further enhance inclusive practice to ensure every child can thrive in their community school (Ofsted Criteria:) (Strategic Plan:)		
Intent	Implementation	Impact
3.1 Review strategic priorities for inclusive practice with all stakeholders	<p>Autumn</p> <ul style="list-style-type: none"> Review the school's current inclusive practice through self-evaluation, stakeholder feedback and analysis of pupil outcomes. Engage staff, governors, pupils, parents/carers and external agencies to gather views on strengths and areas for development. Review whole school demographics CPD delivered by the SENDCO to all staff on the development of an inclusion strategy and the school's vision Create an inclusion strategy and publish this on the school website <p>Spring</p> <ul style="list-style-type: none"> Implement strategies identified in the inclusion strategy Provide targeted professional development to strengthen inclusive classroom practice. Review provision, interventions and reasonable adjustments to ensure they meet pupils' needs effectively. Strengthen communication and partnership working with parents/carers and external agencies. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> Stakeholder surveys are complete and inform strategic direction Strengths, gaps and priorities are identified 100% of staff demonstrate a shared understanding of inclusive practice Governors receive and discuss finding from the review Inclusion strategy is published on the website by December <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> Monitoring in classrooms and from pupil voice demonstrates improvements in inclusive classroom practice. Staff confidence in meeting diverse pupil needs increases from baseline surveys Parents survey demonstrates an increase in positive views about whole school inclusion Provision maps and intervention reviews demonstrate effective use of resources and support. <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> End-of-year evaluation evidences improved inclusive practice across the school. Monitoring shows inclusive approaches are consistently embedded in classrooms. Pupil outcomes, attendance, engagement and wellbeing data demonstrate positive impact Governors approve revised priorities and next steps for continued improvement.

	<ul style="list-style-type: none"> • SENDCO to monitor the implementation of agreed priorities and feedback to governors <p>Summer</p> <ul style="list-style-type: none"> • Evaluate the impact of the revised strategic priorities on pupil outcomes, engagement and wellbeing. • Share effective practice across the school • Use evaluation findings to inform strategic planning for the following academic year. 	
<p>3.2 Establish a SEN Hub at Metheringham alongside the LA</p> <p>(This is a working target and will evolve as we progress past consultation phase)</p>	<p>Autumn</p> <ul style="list-style-type: none"> • <p>Spring</p> <ul style="list-style-type: none"> • <p>Summer</p> <ul style="list-style-type: none"> • 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> • <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> • <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> •
<p>3.3 Strengthen adaptive teaching across the curriculum</p>	<p>Autumn Term</p> <ul style="list-style-type: none"> • Assessment Lead audits current assessment for learning (AfL) strategies across the school and evaluates their impact on pupil engagement, curriculum access and outcomes. • Agreed adaptive teaching approaches are established and embedded within the school's assessment policy. • Staff CPD is delivered on the school's approach to adaptive teaching, including effective AfL strategies, responsive teaching and the graduated approach. <p>Spring Term</p> <ul style="list-style-type: none"> • Staff training is delivered by LEARN on effective adaptive teaching and dyslexia support. • Monitoring demonstrates that staff are consistently applying agreed AfL strategies to identify misconceptions and adapt teaching in response to pupil need. • Teachers routinely use assessment information to inform adaptive teaching and ensure all pupils can access the curriculum through the universal offer. <p>Summer Term</p> <ul style="list-style-type: none"> • Monitoring demonstrates that adaptive teaching is embedded across the curriculum and is informed by ongoing assessment of pupil understanding. • Assessment information shows that pupils are making progress from their starting points because teaching is responsive to their needs. 	<p>Autumn Intended Impact</p> <ul style="list-style-type: none"> • 100% of staff receive training on the school's agreed approach to adaptive teaching and effective AfL. • A whole-school adaptive teaching framework is established and embedded within the assessment policy. <p>Spring Intended Impact</p> <ul style="list-style-type: none"> • 100% of teaching staff receive training on adaptive teaching and dyslexia-friendly practice. • At least 90% of monitoring demonstrates effective use of AfL to identify misconceptions and adapt teaching. • Monitoring shows increasing consistency in adaptive teaching practice across the school. <p>Summer Intended Impact</p> <ul style="list-style-type: none"> • At least 95% of monitoring demonstrates adaptive teaching is embedded and informed by ongoing assessment. • Assessment data shows pupils are making progress from their starting points across the curriculum. • 100% of pupil voice indicates pupils feel supported to access learning and overcome barriers to success.

3.4 Ensure environments are fit for purpose and everyone is considered	<p>Autumn</p> <ul style="list-style-type: none">• Audit all learning environments, shared spaces and outdoor areas to evaluate accessibility, inclusivity and suitability for all pupils.• Consult pupils to gather feedback on the accessibility and inclusivity of the school environment.• Review accessibility plan• Identify priorities for improvements, including reasonable adjustments, sensory considerations and accessible resources. <p>Spring</p> <ul style="list-style-type: none">• Implement agreed improvements to indoor and outdoor learning environments.• Ensure classrooms consistently provide appropriate resources, visual supports and adaptations that promote access, independence and participation.• Ensure regulation spaces are calm, purposeful and safe.• Children know how and when to access spaces. Use of the 5 point scale as visuals.• Review the effectiveness of SEMH provisions for pupils. <p>Summer</p> <ul style="list-style-type: none">• Share effective practice and update policies or guidance where appropriate.• Identify future priorities to further develop accessible and inclusive learning environments.	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none">• 100% of spaces are audited• Accessibility plan is reviewed• 100% of pupils share their voice on inclusion and belonging• A clear action plan is in place to improve spaces <p>Spring Intended Impact:</p> <ul style="list-style-type: none">• Learning walks demonstrate consistent, inclusive classroom environments.• Pupil voice reflects that learners feel safe, valued and able to access learning.• Staff confidently use classroom environments to support a range of learning needs.• Reasonable adjustments are evident and effective where required. <p>Summer Intended Impact:</p> <ul style="list-style-type: none">• Monitoring confirms that learning environments consistently support participation, independence and wellbeing for all pupils.• Pupil engagement and participation improve where barriers have been reduced.• End-of-year evaluation informs future investment and strategic planning.	
	<p>Intended Monitoring:</p> <p><u>Governor Monitoring:</u></p> <p><u>Staff Monitoring:</u></p> <p>Autumn- Stakeholder and pupil voice (SLT) Present inclusion strategy to governors (SENDCO)</p> <p>Spring- Learning walk (SENDCO) Joint drop ins (SENDCO/Subject leaders)</p> <p>Summer- Learning Walk (SENDCO) Pupil voice (SENDCO) Review inclusion strategy (SENDCO)</p>	<p>Next Steps:</p> <p><u>Autumn</u></p> <p><u>Spring</u></p> <p><u>Summer</u></p>	
<p>Actioned By: SENDCO</p>	<p>Lead By: SLT, SENDCO, middle leaders</p>	<p>Finance: CPD offer Inclusion funding</p>	

Intent	Implementation	Impact
<p>4.1 Strengthen adaptive teaching and the mastery approach in mathematics across the school</p>	<p>Autumn</p> <ul style="list-style-type: none"> Baseline attainment and progress of disadvantaged pupils in mathematics identified within the first three weeks using assessment information and pupil progress data. Staff CPD delivered on adaptive teaching strategies in mathematics, with a focus on supporting disadvantaged learners. Maths subject leader and SENCO identify effective classroom adaptations and share examples of best practice. EYFS staff receive CPD on mastering number in EYFS EYFS timetables include 10 minutes daily mastering number sessions <p>Spring</p> <ul style="list-style-type: none"> Subject leader monitoring focuses on adaptive practice and challenge for disadvantaged pupils during maths lessons. Pupil voice undertaken to evaluate disadvantaged pupils' attitudes, confidence and engagement in mathematics. Coaching and peer support provided where adaptive teaching requires further development. Maths lead monitors consistency and quality of mastering number sessions across the school through learning walks and pupil voice <p>Summer</p> <ul style="list-style-type: none"> Learning walks and book scrutiny evaluate the impact of adaptive teaching on disadvantaged pupils' outcomes. Best practice is shared across the school to strengthen consistency. End-of-year evaluation identifies areas of success and next steps for further development. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of disadvantaged pupils have an identified maths starting point. 100% of teaching staff receive CPD on adaptive teaching in mathematics. 100% of classes can demonstrate adaptations to support disadvantaged pupils. 100% of EYFS classes deliver effective mastering number sessions <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> 100% of classrooms demonstrate effective adaptive teaching strategies. Disadvantaged pupils report increased confidence and engagement in mathematics. Monitoring shows consistent implementation across all year groups. Mastering number sessions are consistently delivered and 100% of disadvantaged pupils speak positively about these sessions and their maths skills <p>Summer Intended Impact:</p> <ul style="list-style-type: none"> 100% of learning samples show effective adaptation and support for disadvantaged pupils. Improved progress measures are evident for disadvantaged pupils from their starting points.
<p>4.2 Reduce attainment gaps in mathematics between disadvantaged pupils and their peers across all key stages through consistently high-quality teaching and targeted support</p>	<p>Autumn</p> <ul style="list-style-type: none"> Analyse attainment gaps by year group and key stage. Establish clear year-group targets for disadvantaged pupil attainment and progress. Focus pupil progress meetings on disadvantaged pupils and barriers to learning. Share attainment and progress expectations with staff. <p>Spring</p> <ul style="list-style-type: none"> Mid-year review of attainment gaps across the school. 	<p>Autumn Intended Impact:</p> <ul style="list-style-type: none"> 100% of year groups have identified disadvantaged pupil targets. Staff have a clear understanding of attainment gaps and priorities. Support is targeted effectively from the start of the year. <p>Spring Intended Impact:</p> <ul style="list-style-type: none"> Attainment gaps are reducing in the majority of year groups. Staff can articulate the impact of strategies used. Governors are able to evaluate progress against agreed targets. <p>Summer Intended Impact:</p>

	<ul style="list-style-type: none"> • Additional support and challenge implemented where gaps remain significant. • Governors receive updates on disadvantaged pupil outcomes. • Subject leader monitoring evaluates progress towards targets. <p>Summer</p> <ul style="list-style-type: none"> • Final attainment and progress analysis completed. • Evaluate effectiveness of strategies used to diminish differences. • Share outcomes and recommendations for the next academic year. 	<ul style="list-style-type: none"> • Disadvantaged pupils demonstrate strong progress from their starting points. • Attainment gaps have reduced across all key stages. • Outcomes for disadvantaged pupils are closer to those of their peers
<p>Intended Monitoring:</p> <p><u>Governor Monitoring:</u></p> <p><u>Staff Monitoring:</u></p> <ul style="list-style-type: none"> • Autumn- • Spring- • Summer- 	<p>Next Steps:</p> <p><u>Autumn</u></p> <p><u>Spring</u></p> <p><u>Summer</u></p>	
Actioned By: Teachers, SLT and Governors	Lead By: Senior Leadership Team/Maths Leader	Finance: