Section 1	Leadership & Governance
Priorities (Ofsted framework 2025)	A. *Leaders (and in particular, class teachers) have a clear understanding of their pupils' needs and an ambitious vision for providing high-quality, inclusive education for all pupils. This is realised through strong, shared values, policies and consistent practice.* B. *Leaders at all levels engage effectively with all learners and the community, including parents/ carers and local services, in order to ensure all children, particularly the most vulnerable, make good progress academically and socially, appropriate to their needs and starting point on entry to KS2.* C. *All leaders, inc. the governing body, engage with staff and community and take into account of the main pressures on the school. They are realistic and constructive in the way that they support and challenge staff, including showing interest in their workload and wellbeing.* D. *Leaders and Governors involve staff in all aspects of strategic change. There is a clear focus from all staff on improving pedagogy and subject knowledge for new initiatives in order to enhance the teaching of the curriculum.* E. *Leaders at all levels have high expectations and use analysis of school performance, learning outcomes in work and behaviour and feedback to evaluate the effectiveness of provision and make adaptations for best outcomes for pupils (link to Appraisal)* F. *Those responsible for governance understand their role and carry this out effectively. They ensure that the school has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education and ensure that the provider fulfils its statutory duties and promotes the welfare of learners* G. *Leaders at all levels ensure a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; reducing the risk of harm by securing support in a timely way; manage safe recruitment and allegations about adults who may be a risk to learners*

				Milestones (If not otherwise stated, end of terms as completion date)		
Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
A/B/C/D/E/F/G COMMUNICATION **HT/AHTs/SBM/ Year Leaders** 1a.To clarify and streamline means of communication to/from all staff (based on feedback from Summer INSET day.) *See 2a/3d/4b,c,e*	**FGB to receive summary and actions arising from staff questionnaire (Remit of SLT not FGB October 26)** Wider SLT to monitor progress on action plan half termly.	Outcomes from INSET Summer 26 Time for formulation of Action Plan & Comms Policy Staff meetings to launch Action Plan & Policy (prev. sent to staff) INSET November	Communication Policy is clear guide for all staff, enabling a common understanding that all staff are responsible for communication and engagement with school policy and practice. All staff to act with professional transparency and within staff code of conduct	Correlation of outcomes of May 26 INSET and time bonded action Plan composed. Communication Policy written and will address all elements of the action plan. Both to be issued to all staff by October Half term for comment & review	Action Plan adhered to and reviewed Feb 27 by SLT & Yr Leaders – feedback to staff Vision statement imagery used across the school and community in a more child friendly and visible way. Source finances in new budget	Embedding new Vision and continue to monitor Action Plan. Summary for staff and Governors. New communication targets to lead into 27/28 Action Plan.

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
		SLT#2 meetings half termly		Staff Questionnaire (October) to include question about communication. November INSET to focus on Communication and creating a new, shared school VISION STATEMENT, linked to values and our current pedagogy and ethos – all invited		
A/C/D/E/F: New National Curriculum and SEND arrangements 2026/27 (SLT & FGB) 1b. For leaders to ensure all new statutory changes, and recommendations from any external review process, are built into both the programme of study for KS2 and are reflected in any associated policies and practice *See 2c*.	**Feedback/training to FGB by SLT on any statutory changes for 2026/27 including KCSIE** FGB monitoring to reflect questions relating to changes in provision for subject leaders, see Milestone 1 re 2025/6. SENDCo to report on change/ implications in termly report to FGB FGB monitoring to focus on quality of CPD available to facilitate above. PSHE Governor to review changes to RSE made in 2025/6	New DfE NC documentation INSET & Staff mtg time Term 2+ to explore changes necessary to provision for staff leading. Individual CPD for new subject leaders and updates for existing. Time for leaders to evaluate, reflect upon and make changes in line with feedback in reports from any external view, e.g. SIP visits. Safeguarding Audit or other.	Update to CPD policy reflects 2026/7 needs and CPD enables increase in staff capacity for positive impact on pupils. Initial actions towards completion of Curriculum changes are communicated to staff and governors effectively enabling curriculum changes and adaptions in place by statutory timelines	Governor monitoring of PSHE and RSE updates made in 2026/7 shows impact on curriculum.	Focus on CPD for new NC changes. Draft Specialist Provision Packages are scheduled for publication. Once The National SEND training program for educators is published, SENDCO to be aware of what is on offer and courses booked where applicable.	Focus on CPD for new NC changes and SEND changes Communicate any changes to parents via flyer, website and SEND leaflet.

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
		Time for ITT Lead and AHT to revise Appendix to CPD policy to reflect new needs.				
A/D/F: Governor Recruitment & Induction **(CoG, named governor & Clerk)** 1c. Ensure there are people nominated for each leadership role on the Governing Body and that additional workload is shared equitably. Ensure that all roles that the Governing Body identify though skills audit are recruited for.	**Monitoring via FGB meetings.** **Suggested Governor Monitoring Questions**: *Are FGB Mtgs quorate with good attendance* *Is impact of FGB training evident in minutes? Is there evidence of Governors holding the school to account?* *Is succession Planning clear? e.g. Vice chairs* *Does skill inventory show clear need and are we recruiting for this?*	**Budget General Ledger (GL) Code** 5925 SLA for Governor Training (Dev & Training) FGB Mtg Time Advice from clerk & Governor Services. Time for Induction Governor to filter candidates and HT/Chair to meet and interview candidates before recommending to FGB.	Chair & named Governor roles identified and allocated. Skill set identified for future recruits. Governors recruited to maintain full GB.	Governor vacancies filled. Training needs of new governors identified and training completed. FGB New Ofsted Framework training. Monitoring roles across the FGB allocation to individuals.	Further training needs identified and actioned. When/if available, FGB training on New NC and SEND Changes – invited to INSET and via Governor Services	Review new format and make changes for 2026/27. Skills audit and Equalities Monitoring forms completed by all and gaps identified within the governing body's expertise (annual) Roles for next academic year allocated successfully
C/D/E: Appraisal Process **(SLT – AB & MA)** 1d. To review and implement new appraisal cycle, ensuring staff feedback and wellbeing elements are incorporated into the process. To ensure new policy draft is in line with new practice.	**Reported to FGB in HT Report Termly** **Suggested Governor Monitoring Questions**: *How do SLT moderate the judgements of one another/others?*	**Budget General Ledger (GL)** 2400 Teaching Staff 2060 Support Staff 2350 Gen Non Teaching 2050 Admin 2410 Technicians 2110 Premises	New cycle established and approved Effectively recording success and holding staff to account Appraisal cycles completed each term with positive impact for staff and improved outcomes for pupils.	Review policy/new document to be approved by staff and governors. (October – MA & AB) Reassign of appraisees to appraisers Training commitment written into Appraisal linked to CPD Plan (Oct)	Quality of Learning Outcomes 100% good or better based on best fit from Learning Walks/Drop Ins//data/ evidence in books Outcomes from appraisal allows SLT to identify next steps for individuals, year groups or phases. (April)	Outcomes from spreadsheet allows SLT to identify next steps for individuals, year groups or phases and is used to inform summer Appraisal. (July) In house supervision supports leaders to make sound judgements. (July)

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
To happen: • October 31st • February half term • End of June/ first week July(see Year Plan) *See 1a, 4a,b &c*	*What evidence is there that all aspects of monitoring is used to make qualitative judgements of the outcomes of teaching for learning?* *Does all CPD have specific pupil outcomes linked to it?* *How is the impact being evaluated?* *How are the GB monitoring the wellbeing of the staff and other members of SLT?*	SLT time and courses sought as appropriate. Linked to role/ appraisal needs. Dedicated Leadership time for those engaging in higher level training to meet course needs. Staff workshop time Effective appraisal documents Dedicated time given to completing appraisal process		Quality of Learning outcomes/judgements/ assessments validated by moderation and improvement actions set. (Oct) Quality of Learning Outcomes 100% good or better based on best fit from Learning Walks/Drop Ins//data/ evidence in books In house processes supports leaders to make sound judgements. (Dec) Autumn term training identified in appraisals completed with clear impact identified. (Dec)	In house supervision supports leaders to make sound judgements. (April) Spring term training identified in appraisals completed with clear impact identified. (April)	
A/C/D/E: CPD (Incl. Leadership & Wellbeing **(SLT – AB and EM)** 1e. Development of a more cohesive monitoring plan linked to SDP, Herne Empowerment Approach (HEA) National changes to Curriculum and SEND and other vulnerable groups which provides staff with opportunities for reflection and review. See 1a, 2a, b, c, 4a, e	**AHT (AB) to monitor and complete, termly, Personnel Spreadsheet from all monitoring activities (for teachers only)** **Governor monitoring questions**: *How is monitoring plan generated?* *How do SLT moderate the judgements of one another/others?*	**Budget General Ledger (GL) Code** 4540 Educational Supplies (HT Pot!) 3103 Other Training 5925 Hants training Sports premium funding for Opal Play(if opted for)* SLT time and courses sought as appropriate. Linked to role/ appraisal needs.	Qualifications achieved enable greater strategic impact and professional reflection for staff.	New Monitoring schedule with half termly focus agreed Personnel Spreadsheet linked to monitoring and completed termly by AB and SS. All those making judgement on learning outcomes have had appropriate training and a range of moderation.	Evidence of positive impact from CPD identified from term 1 monitoring. Time on INSET/Staff meeting targeted to address any outstanding issues. Evidence of ECT/ students being supported to meet Term 2 assessment points.	Evidence of positive impact from CPD identified from term 2 monitoring. Evidence of ECT/students being supported to meet Term 3 assessment points. School Staff Wellbeing Questionnaire to enquire re programme of events from 2024/25 and future needs

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
	How do monitoring outcomes show the impact of CPD? *How is the impact being evaluated?*	Time for monitoring activities.	Feedback from monitoring supports staff to bring about next steps for pupils and improve their own pedagogy and whole school practice, e.g. termly summative reports of monitoring outcomes for year groups, individual support for staff where required and identification of whole school patterns. Clear evidence of positive impact on pupil's academic and social outcomes, e.g. data shows required improvements particularly for vulnerable pupils in relation to their peers, behaviour monitoring improved choices for targeted individuals,	Identify and engage with subject leader network opportunities for English, Maths & Assessment and any development subjects Evidence of ECTs being well supported to meet assessment points.		Feedback from monitoring supports staff to bring about next steps for pupils and improve their own pedagogy and whole school practice. Clear evidence of positive impact on pupil's academic and social outcomes. (See section 2)

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
C/G: Community & Marketing **(AB/ELi/TA/RL and a named Governor)** 1f: To review the website in order to: - Meet DfE statutory requirements - reach prospective parents and serve the current community effectively in terms of easy access to information. - To promote school. *See 3c*	***FGB allocated Governor to monitor compliance of website with DfE Guidance.** Feedback from user group evaluations of current website and new website for comparison	**Budget General Ledger (GL) Code** 4495 IT software	Revised Website is advertised to parents and is seen to be evaluated as more effective as a source of information. Metrics attached helping school to analyse use.	Parent user group (October) established to view effectiveness of the website in providing necessary information for parents/prospective parents – changes made based on outcomes. Governor monitoring of compliance *	Development of website ongoing ensuring inclusion of all statutory information and highlighting any new requirements.	Discussion with Governor monitoring Website re ongoing process/next steps.*
G/E/D: Site provision and Safety **(RL/Premises Team, MA & SLT)** 1g. To review and improve the site of the school pond and environmental area to increase access and safety features. *See 1a*	**H&S Governor to meet with Site Manager/ Science lead (TA/MA) and SBM in order to oversee funding and impact**	**Budget General Ledger (GL) Code** 3860 Alterations to Building 3740 General Maintenance HAFS Contribution potentially?	New Pond Area is fully accessible, easy to maintain and supports learning objectives within the curriculum.	New POND area to be agreed and designed-pupil voice involved Funds allocated to make essential changes where needed. Grant funding or other sources explored. Action plan developed Included in termly reports to FGB on H&S across site	Work schedule to start, weather dependent. Updates to SLT via TA.	Pond completion. Curriculum plan includes use for 2027/8 with year group allocation and review of safety equipment/routines Termly reports to FGB on H&S across site include updates. MA to present curriculum inclusion elements to FGB, staff and pupils.

Section 2	Curriculum, Teaching and Assessment
Priorities Ofsted framework 2026)	A. Continue to develop and adapt a curriculum, in line with any new NC, that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life B. Teachers and leaders use assessment, based upon how well pupils' have learned what was intended, in order to develop coherently planned curriculum outcome C. Leaders ensure that teachers have consistently high subject knowledge of the subject(s) they teach and all subject leaders have a in-depth understanding of their subject areas and plan for whole school progression D. Teachers and Leaders ensure all learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well in all subject areas. E. Teachers are highly responsive in how they check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary to meet the needs of **all** pupils in order for them to make good progress in line with their peers and achieve Age Related Expectations. This has a transformational impact on children in vulnerable groups. F. Teaching ensures that pupils consistently develop their language and vocabulary both spoken and written (Oracy & Fluency) and increase their reading competency across subjects. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge. G. Learners are ready for the next stage of education with an appropriate level of literacy and numeracy.

NB: Outcomes at end KS2/Year 6 are based on National and Hants Comparison data.				Milestones		
Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
A/B/D/E: All Pupil Progress (HT, SLT & All Staff) 2a. To ensure all children are making at least expected progress from entry Baseline (Reading and Maths including St Score, Writing TA) **AND** (where appropriate) children not meeting ARE, are targeted to make accelerated progress to close the gap between vulnerable groups and their peers. *See 1a, 1e, 4c,d*	**Termly data to FGB** **Termly Vulnerable Group reports to FGB** Individual staff and SENDCo to monitor planning for and progress of all pupils in the classes/year group and vulnerable groups Termly SEND governor monitoring reports	**Budget Line General Ledger (GL) Code** 2400 Staffing 2060 Support Staff 2350 General Non-Teaching Classroom SEND funding Pupil premium funding. Employment of SENDCo 80/100 Employment of PP/PP+ manager and time for monitoring and interventions	Clear direction given by SENDCo and Year Leaders re adaption to enable access for all. Effective targeted support by LSAs planned by class teachers. Support by additional adults allows growth of independence in pupils .	Year 3 baseline established on entry by teachers in September. By December, comparison against Entry Baseline shows that all pupils who are able to fully access the KS2 curriculum have made at least expected progress, and all are on track to meet their end of year target.	Spring 2 data shows gap diminishing for all vulnerable pupil groups in relation to their peers. 100% of teaching allows for good or better outcomes for all pupils enabling good progress. Re-evaluation of interventions to meet needs based on pupil tracking.	Summer 2 data shows gap diminishing for all vulnerable pupil groups in relation to their peers. 100% of teaching allows for good or better outcomes for all pupils, enabling good progress. There is evidence of positive impact from targeted interventions across the year in

National 2026 KS2: Reading 75% (GD 33%), Writing 72% (GD 13%), Maths 74% (GD 26%), Combined 62%
School 2026 KS2: Reading 76% (GD 41%), Writing 74% (GD 22%) , Maths 76% (GD 35%), Combined 71%

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
	Suggested Governor monitoring questions: *How effectively are the designated people monitoring their targeted group? How much progress are all pupils actually making in comparison with peers? How different are their starting points?* *How does group progress compare with national progress for that groups?*	Time for release for monitoring for all staff with named pupil groups, e.g. EAL, Services etc. Time for EHCP meetings termly. Pupil Profiles are updated appropriately and effectively to support best possible progress. Time for SENDCo to translate new system to Insight. Staff meeting time to update SEND docs Pupil tracking release time. Time for observations, individual assessments and SENDCO/teacher consultations.	Effective planning and delivery by teachers meets needs of all pupils, evidenced by drop ins, work in books, data etc. Monitoring shows regular changes to Interventions (PPA led) driven by pupil needs and outcomes New online process for IEPs and Vulnerable Pupil Paperwork should be more efficient and effective in terms of viewing monitoring outcomes.	100% of teaching allows for good or better outcomes for all pupils. Prior attainment groups identified and monitored by teachers. (Sept) Early intervention in place to support all identified children. (Oct)	Interventions continue to be effective for the identified children. Tracking meetings to share progress and interventions as needed.	regards to pupil progress. (July) Transition from KS1 and to KS3 enables receiving schools to understand learning needs of pupils and appropriate starting points or support they will need. Year leaders to meet with future year leaders and share interventions and strengths and weaknesses of the cohort.
A/B/D/E: Attainment Outcomes (All Year Leaders) 2b. To (at least) meet the national % of children attaining expected standards at the end of Key Stage 2 in RWM combined and at the end of each year group. (see footer for National Data 2026) See 1a, Section 4	**Data Reports to FGB Termly** SLT to monitor combined RWM for each year group termly & summatively at the end of the year. SLT monitoring planning and coaching teams.	**Budget Line General Ledger (GL) Code** 2400 Staffing 2060 Support Staff 2350 General Non-Teaching Classroom Engage in Hants networks for English, Maths and Assessment. PPA	Multiplication Check (Y4) and KS2 outcomes all meet or exceed national expectations. End of year attainment for each year group is also in line with national expectations.	Combined ARE RWM at least meets national 2026 for each year group. Combined ARE+ RWM % at least in line with national GD for each class (Dec).	Combined ARE RWM at least meets national 2026 for each year group. Combined ARE+ RWM %at least in line with national GD for each class (Mar).	Combined ARE RWM at least meets national 2026 for each year group. Combined ARE+ RWM % at least in line with national GD for each class.

National 2026 KS2: Reading 75% (GD 33%), Writing 72% (GD 13%), Maths 74% (GD 26%), Combined 62%
School 2026 KS2: Reading 76% (GD 41%), Writing 74% (GD 22%) , Maths 76% (GD 35%), Combined 71%

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
	SLT pupil tracking meetings. Maths and English teams to follow monitoring schedule Drop ins **Suggested Governor monitoring questions:** *How do we know the information we have is accurate and robust?* *Which subjects are the highest and lowest performing?* *Is one subject area pulling the combined % down?* *Are the strategies in place transferable to have impact in other curriculum areas?* *What is being done to increase the % of children working at the higher attaining level?*	SLT AHT/SENDCo support in planning Staff meeting time for book scrutiny	% of children attaining higher standards in reading, writing and maths to be in line with national expectation.			SATS results and teacher assessments for end of KS2 exceeds national data for ARE and GD.
A/C/F/G: Curriculum Design **(All staff directed by SLT)** 2c. To continually implement, review and modify our curriculum planning to ensure full curriculum coverage, equity of access and sound progression of skills and knowledge in line with the new NC redraft coming soon.	Termly review by year teams and subject leaders. SLT discussion Feedback to FGB termly on any outcomes and changes by Subject Leaders Pupil led monitoring.	**Budget Line G/L** 2400 Staffing 2390 Internal Supply Release time for subject leaders and teams. Individual subject Leader Action Plans.	For children to confidently talk about their learning and make links between their current learning and that of previous year groups. Staff make adaptions in line with new NC, without curriculum overload.	Subject leaders to have release time (with coaching support) to consider new curriculum/changes needed. Year groups to be able to evidence retrieval though work and discussion	Subject leaders to have release time (with coaching support) to work on action plan.	Year teams to reflect and evaluate how their progress of reducing curriculum overload is going and feeds back to SLT (SLT to monitor this at SLT meetings) (July).

National 2026 KS2: Reading 75% (GD 33%), Writing 72% (GD 13%), Maths 74% (GD 26%), Combined 62%
School 2026 KS2: Reading 76% (GD 41%), Writing 74% (GD 22%) , Maths 76% (GD 35%), Combined 71%

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
To ensure the curriculum remains engaging and motivates pupils to have a love of learning. Focus subjects: • Reading Fluency (LM) • Oracy (CM) • Maths Fluency (CT/KES) • Spelling (LM/HK) • PSHE (SM/BT) *See Subject Action Plans* *See 1b,1e,2d,3f,Section 4*	**Suggested Governor monitoring questions**: *Is the curriculum planning having a positive impact?* *What are the NC changes – how will impact our school?* *What does this tell us?* *Is the school sufficiently well-resourced and are staff well skilled to deliver curriculum changes?*	Resources as needed (Including enrichment activities)	Further reduction of worksheet activities and creation of more collaborative sheets for pupils' books to enable more discussion and less reliance of written outcomes. Evidence of objectives in a spiral curriculum to ensure all learning is reviewed throughout the year.	End of Topic Reviews completed in PPA **SLT to present to FGB on NC changes (if NC document is available in time!)**	Year teams to reflect and evaluate how their progress of reducing curriculum overload is going and feed back to SLT (SLT to monitor this at SLT meetings) (Mar). End of Topic Reviews completed in PPA **Subject Leaders presents to FGB March '27**	End of year curriculum review INSET afternoon to look at success in each year group to build on good practice. (July) End of Topic Reviews completed in PPA and shared with any new year leaders **Subject Leader presents to FGB July '27:**

National 2026 KS2: Reading 75% (GD 33%), Writing 72% (GD 13%), Maths 74% (GD 26%), Combined 62%
School 2026 KS2: Reading 76% (GD 41%), Writing 74% (GD 22%) , Maths 76% (GD 35%), Combined 71%

Section 3	Personal Development, Attendance and Behaviour
Priorities (Ofsted framework 2025)	A. Leaders take an effective whole school approach to safeguarding and behaviour – actively seeking and listening to the views and experiences of stakeholders. Leaders deal promptly with any concerns. B. Leaders ensure that all staff know policies and procedures for the Herne's Empowerment Approach and provide opportunities for reflection and training. All staff take timely action to support and protect victims, perpetrators and any other pupils who are affected. C. All staff have high expectations for learners' behaviour and conduct, and apply these expectations consistently and fairly, which will have positive outcomes for pupils. D. All staff encourage pupils' positive behaviour and attitudes to learning through clear application of policies, therefore improving attendance and punctuality for targeted pupils. The school maintains a rigorous process for promoting good attendance and punctuality. E. Relationships among learners and staff reflect a positive and respectful culture built upon the Herne Harmony Values. F. Learners are supported to develop and understand their own character – via a knowledge of the 5C needs – and help them know how to keep physically and mentally healthy and safe. G. Learners are prepared to be responsible, respectful, active citizens who contribute positively to society and have an understanding and appreciation of diversity.

				Milestones		
Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
E/F/G: Pupil Voice (SLT) 3a. To embed opportunities in school for pupils to demonstrate the impact of meaningful pupil voice. **AND** **(Year Leaders)** To increase opportunities for responsibilities for children other than Year 6.	**Governor monitoring via groups speaking to FGB:** **Term1: Ambassadors** **Term 2: School Council** **Term 3: Armed Services Groups.** Monthly pupil voice meetings for school Council (CG/HJN) - time to feed back to class using minutes to discuss issues raised. Once a half-term Friday Assembly led by each pupil voice group.	**Budget General Ledger (GL) Code** 5925 Hants Dev & Training 3103 Other Training Teacher's time to run groups Training for new people leading a pupil voice group via SLT time Time for pupil voice groups to meet ahead of leading their assembly	Children in each group understand the role of democracy, feel empowered and speak confidently about their roles. They understand how this impacts on the school and community. Other children can explain the work/impact of each group and how it benefits the school and community.	Clear identification of intention of pupil groups and staff to lead them. (SLT Sep) Identify any training needs (Oct) Identify 1 project for the School Council for each term to have a clear impact either internally or externally. (Sep) Project to be actioned (Dec)	Spring term project to be actioned (March/Apr) Outcomes of School Council meetings are shared with actions before the following meeting. Classes to be able to identify what the outcome of School Council projects have achieved in Term 2. (March/April) School Council to attend FGB.	Outcomes of School Council meetings are shared with actions before the following meeting. Classes to be able to identify what the outcome of School Council projects have achieved in Term 3. (July)

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
	Suggested Governor Monitoring Questions *What do these groups do? How does this help the school? Opportunity for Governors to talk to children in each FGB.*			Outcomes of School Council meetings are shared with actions before the following meeting (Oct) Classes to be able to identify what the outcome of School Council projects has achieved in Term 1. (Dec) Each pupil group is known across the school. Creation of a more public display for the School Council which identifies the different members and the project. (Oct) Ambassadors to attend FGB.		
F/G: COMMUNITY **(Yr Leaders)** 3b: To develop an outward facing community program which allows our children to enhance their understanding of democracy in action and have a greater sense of community and their potential impact upon it through their service. *See 1f,4b*	**Termly Reports via Staff leads to FGB via HT Report** **SLT & Class teachers** **Suggested Governors Monitoring Questions:** *How do children show service within their local community? How do you feel about serving your community?*	Resources for CK award for all Year 5 and 6 pupils wanting to engage – licence minimal cost – paid by parents. Built into Year 5/6 PPA re Values time planning.	All year groups to have completed at least one project per term with a community impact.	All year groups to confirm community projects throughout the year and complete one project per term. Year 3 – Keeping Petersfield Tidy Year 4 – Road Safety Year 5 – Sustainability Year 6 – Democracy in Petersfield Year 5 and 6 to start the Capable Kids program.	All year groups to have completed one project per term. Year 3 – Keeping Petersfield Tidy Year 4 – Road Safety Year 5 – Sustainability Year 6 – Democracy in Petersfield	All year groups to completed one project per term. Year 3 – Keeping Petersfield Tidy Year 4 – Road Safety Year 5 – Sustainability Year 6 – Democracy in Petersfield Year 5 and 6 pupils celebrated with their CK award (invite Mayor to present this award).

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
A/B/C/D/G:The Herne Empowerment Approach - Staff **(AB/LM leading all staff)** 3c: To ensure all staff are consistent in application of the positive behaviour policy based upon the Herne Empowerment Approach (HEA) *See 3e,4a,4c*	**Behaviour policy to be presented to FGB (AB/LM Spring 26)** All governors to include Safeguarding element and Behaviour Management aspect in all monitoring visit. **Suggested Governor Monitoring Questions:** *How are you embedding new HEA in your teaching or subject leadership? What is the hardest element to master? How do you evaluate the impact in your lessons/planned curriculum? How do you ensure that any safeguarding or H&S elements are of your subject are catered for in planning? How do you monitor this in practise?*	Subject Release time Remaining purchased KIT time (Budgeted for over 24-26) Staff CPD re H&S elements Staff CPD re HEA	Monitoring shows new Positive Behaviour Policy is in place and being actioned by staff and monitored by KIT team. Staff are able to identify and plan for H&S elements (linked to behaviour) of their subjects (DT/Science/PE/Woodland Wonders/Pastoral Cookery/ Ready to Learn group activities as needed, as with trips. Survey shows that staff feel confident and more invested in the HEA.	Behaviour policy shared with new staff. (Sept) All new staff to have time for training with KIT team. Short inputs added to the start of staff meetings to help embed different elements of HEA. Consistent resources in each class which are effectively used. Learning walks carried out. Training carried out for Prep4Best.	Monitoring shows that resources are being used consistently. Coaching conversations are carried out more consistently. Prep4Best will being used in classes. Monitor the use of HEA on the playground at lunchtime.	All staff are using Prep4Best and coaching conversations. Staff survey completed.
A/B/C/E/G: The Herne Empowerment Approach **(AB/LM leading Other Stakeholders – children & parents)** 3d: For all children to be able to employ strategies laid out in the new Positive Behaviour Strategy and for Parents to be fully aware of the new process. *See 1a,3e,4b,d*	**Pupil Voice Survey or Feedback group termly (AB/LM)** **Suggested Governor Monitoring Questions:** *See Above for staff Questions for pupils: How can you be at your brain best? How do you overcome problems? What is in place to help you?*	Assembly & class times to embed with pupils. Rota and materials for bi-weekly inputs for staff to follow in class. Time for AB/LM to liaise re parent leaflet	Children able to voice process and action in order to increase learning focus and reduce behavioural issues.	Carry out weekly assembly to Y3 as catch up to the rest of school. Roll out bi-weekly assemblies and lessons to recap the elements of the HEA. Parental Leaflet redistributed to all (Sept) Parent meeting held (Sept)	Roll out bi-weekly assemblies and lessons to introduce new elements to all. Mid-Year feedback from pupils and staff. Monitoring of behavioural issues in terms of numbers choosing activities.	Roll out bi-weekly assemblies and lessons. End of Year evaluation INSET May 2027

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
B/D/F: Values Time **(SLT + LM – Year Leaders to monitor)** 3e. To re-evaluate the purpose and activities that constitute values time and special values time in line with Herne's Empowerment Approach to ensure all children participate and feel valued. *See 2c*	**AB/LM to monitor and evaluate staff feedback (ongoing)** **Suggested Governor Monitoring Questions:** *How effective is this in motivating the children to achieve Gold Hero status? Can children explain rewards and privileges?*	SLT lunchtime (and any other staff who wish to join in!) weekly to attend Special Values lunch in Cherry (allowing Orchard for any regulation time) Time for LM/AB to review termly Resources for Special Values Lunch Activities (Donations) Year groups to organise carousel of activates each half term	The children see Values and Special Values time as having worth and as being a positive, motivational reward. It promotes positive attitudes. Staff attending **actively engage** in Child Initiated play or lead adult organised activity. Activities outside constitute 1 group per Year group making values activity special.	Classes choose from list of chosen activities. Staff choose 1 Gold Hero per class to attend Special values time on Friday lunchtimes	Amend practice linked to evaluation. Ensure any new practices are written into Positive Behaviour Policy	Amend practice linked to evaluation. Recommend for 20207/8
F/G: Collective Worship & Assembly Programme (AB) 3f. To review and rebuild Y2 of a 2-year programme of collective worship and assemblies to ensure that they allow a focus on our Harmony Values, HEA, world cultures and religions, awareness weeks and community visitors.	**Governors to attend assemblies once year and special assemblies, e.g. End of Year/Governors' Awards** HT to review termly rota developed by AB RE Governor to discuss coverage of Collective Worship with RE leader and AB during monitoring visits	Time for AB to review and liaise with local churches and community projects re leading assemblies	Plan reflects our community and faiths and promotes Harmony Values and HEA through selection of world themes. 2nd year plan avoids too much repetition of themes.	Termly planning and evaluation by reflection on content by staff attending/leading SLT to approve good balance of in-house & external agencies. Feedback to external agencies re engagement and content.	Termly planning and evaluation as prior SLT to approve good balance of in-house & external agencies. Feedback to external agencies re engagement and content.	Review of Year content and adaptations made. Ensure all world religions covered.

Section 4	Inclusion & Vulnerable Pupils (SEND, P.P, Kinship Orders, SGO, EAL, Services Children, Child Protection categories)
Priorities (Ofsted framework 2026)	H. Leaders and all staff, rigorously monitor the progress of vulnerable pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. They have a good understanding of pupil needs and their progress. I. Class/other teachers actively plan a sequence of building blocks for knowledge and skills to enable disadvantaged pupils to reach their individual potential and access the curriculum and communicated to Learning Support staff who may be focusing on them in a session. They ensure that learners have access to concrete and practical activities, where appropriate, to better meet all pupils learning needs and to be flexible in recognising the differing needs of pupils. J. Leaders and all staff establish strategies that consistently enhance the opportunities and experiences of vulnerable pupils. These actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life. K. The school consistently promotes the personal development of vulnerable pupils by providing rich opportunities in the curriculum and extra-curriculum in order to develop pupil's social, emotional and well-being needs, ensuring they feel they belong within the school community. L. Leaders construct a purposeful curriculum, that is compliant with national changes, ambitious and designed to give all pupils, particularly disadvantaged and SEND, knowledge and cultural capital to succeed in life. M. Alternative Provision, Reduced Hours Provision and external support is commissioned appropriately and is used in pupils' best interest. N. All staff, leading on an area of pedagogy, will be given opportunities to share their learning and best practice internally & externally to support system wide improvement, e.g, using best practice from all professionals and community.

				Milestones		
Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
A/D: Emotion & Wellbeing Needs (EM and Year Leaders) 4a. To continue to develop provision with 'Age and Stage' appropriate resources in all regulation areas throughout the school to support self- regulation, emotional interventions and therapies which meet the wellbeing needs of all pupils. *See 1e,3c*	**Termly vulnerable data to FGB by SENDCo – designated SEND Governor** **SENDCo, to monitor from Year Leader Information re. use in first half-term, ensuring areas are well resourced and are used appropriately by the children.**	**Budget General Ledger (GL) Code INCOME** 7691 High needs 7694Pupil Premium incl. LAC/PLAC/SGO 6793 HAFS funding as needed/available Termly tracking 2390 Supply 2640 Agency supply 2350 Salary of HSLW	For all support areas to be fully utilised in an appropriate way, with intended impact evidenced termly through Year Leader reporting to SENDCo Evidenced by data on behaviour and increased access to classroom-based learning via case studies.	All spaces fully in use with each class having a Regulation Station (with toolkit) and adaptions to spaces to meet pupil needs. Resources identified to match needs and orders placed. Adaptions to spaces ongoing, staff able to explain use.	Pupil tracking and SEND/Vulnerable Children Report identify and shows academic and pastoral improvement of targeted pupils (end of April). Evidence of children self-regulating by using space independently (March – see SENDCo FGB Report)	Case studies show specific improvement for targeted children (July — see SENDCo FGB Report) Whole School Data and Intervention Reports show good progress for targeted pupils with reduced disruption to their learning and that of others.

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
	Evidenced in Learning Walks **Termly SEND Gov Visits to discuss use and resourcing** **Suggested Governor monitoring questions:** How much progress are these children making in comparison with their peers? How does their progress compare with national progress with these children (end of year)? Are these areas being well utilised and with what impact?	Time for HSLW and SENDCO to work together Time for Senior Leaders to work with SENDCo (SLT time) SLT time. Staff meeting and support staff meeting to discuss use.	SLT ensure class teachers adapt provision to meet changing need of pupils.	Pupil tracking identifies academic and pastoral improvement of targeted pupils (Dec – see SENDCo FGB Report).		Children show greater independence and resilience for learning in class. Fewer occasions of co-regulation required. (Case Studies)
A/F: Develop HSLW role (EM line managing HSLW) 4b. To ensure HSLW uses information effectively from class teachers or DSLs on vulnerable children and families in order to support them in building continuity between school and home and enabling families to access additional support where needed by: 1. Building an appropriate support programme of open coffee events termly in conjunction with PIS and external agencies	**HSLW to write termly reports to FGB with (anonymised) number of families engaging and outcomes, including progress and % engagement of with hard-to-reach families**. **End of Year monitoring discussion by SEND Governor with SENDCo & HSLW**	Salary of HSLW as above Time to link with other HSLW from other schools, incl. PIS and TPS. SENDCo time with HSLW weekly CPD for HSLW to enhance skills: *Bereavement Course* *Cpoms training* *Lead Practitioner training* *TALA Supervision* *Level 5 HLTA*	Reduction in number of low contact families (indicated by review of teachers' quartile sheet mis year) AND/OR greater engagement by targeted families. Positive feedback from staff and families. HSLW feedback shows role satisfaction at positive impact.	Proactive engagement with target families Noticeboard to signpost parents to help agencies is updated regularly Friday Flyer notices as required giving at least 2 week's notice to parents of events 1 Coffee mornings with targeted themes 1 Workshops for parents	Review of Quartile sheet (Feb Half term) Proactive engagement with target families Flyer updates as Term 1 1 Coffee mornings with targeted themes 1 Workshops for parents	Proactive engagement with target family (8-10 wk/s) Notice board updated half termly Flyer updates as term 1 1 Coffee mornings with targeted themes 1 Workshop for parents

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
2. Building positive relationships with families, identified as hard to reach (Quartile sheet and P.Eve responses) in order to help them work more closely with school and have access to a wider range of external support. 3. Leading the Working with Parents Award/Audit as a means to reviewing and improving our provision and parent communication. *See 1a,1e,3b,3d*	HSLW to report back verbally on developments needed in Orchard and Pastoral provision on regular basis. SENDCo to Feedback to SLT weekly on any recommendations or changes necessary.		Easier ingress for pupils with separation/anxiety issues	Summative report of all Term 1 for FGB ELSA/TALA/Thrive and Nurture outcomes (HSLW & SENDCo) shows impact via case studies and % of engagement	Summative report of all Term 1 for FGB ELSA/TALA/Thrive and Nurture outcomes (HSLW & SENDCo) shows impact via case studies and % of engagement	Summative report of all therapeutic outcomes for year to FGB. (HSLW & SENDCo) Involvement in new vulnerable families' induction.
A/C/FG Additional Emotional & SEND Support Training **(EM)** 4c. To continue to develop skills within our current support staff team, enabling them all to better meet the needs of vulnerable pupils. To promote the role of "Champions" as experts within our team and to use their expertise for in-house training. *See1e, 2a,3c*	**SENDCO to provide case studies for FGB meetings, including use and impact.** **Termly SEND Governor visits.** **Example Governor monitoring questions:** *Can you see evidence of training in action?* *What impact is it having on pupils – evidence?* *Is there value for money from training costs?*	**Staff costs** Allocated hours for TALA & ELSA 2350 General Non Teaching Training Costs for new x2 TALA, x1 Nurture and x1 ELSA 5925 Hants Training Time for SENDCO to monitor Training for all staff on STQ – pastoral pathway planning sheet Time for supervision, if required.	Training evidenced in use with successful outcomes for the children involved, after emotional situations and/or events.	Identification of adults for new training. Training booked. Rationale for use, established with all staff. SEND monitoring reports show good deployment and effective impact on numbers of pupils involved this term.	SEND monitoring reports show good deployment and effective impact on numbers of pupils involved this Term.	SEND monitoring reports show good deployment and effective impact on numbers of pupils involved this term and summary of numbers involved across whole year. Evaluation of CPD process and programme enables school to look at cost effectiveness and make funding decisions for 2026/27.

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
	How is curriculum being adapted at planning stage? *At delivery stage in classroom?*					
A/C/E: Ready to Learn Unit Y2 **(EM, BT & EG)** 4d. To continue to develop and run a "Ready to Learn" (R2L – The Orchard) provision which provides consistent emotional and developmental support for targeted pupils, using trained support staff in a more economical but effective way. Focus in Y2 of this unit is: streamlining planning and measuring impact in a more quantifiable way using data and encouraging greater independence for EHCP pupils. (The programme for R2L includes promotion of whole school Empowerment Approach.) *See 2a,3d*	**Termly SEND Governor visits to discuss development of R2L and effectiveness in terms of pupil outcomes.** SENDCo/BT to provide termly reports on data outcomes for targeted pupils (See 4a) **Suggested Governor Monitoring Questions:** *How is the programme written to meet needs of pupils who will attend? How are these pupils selected? Does the grouping change? Why? How is Herne Empowerment Approach (HEA) integrated into this provision? Evidence of positive impact on pupils?* *How is Health & safety Built into the programme?* *What safeguarding considerations need to be made?*	**Budget General Ledger (GL) Code** 2400 Teaching Salary (Salary for BT for planning) 2350 Non-Teaching Staff costs Release time as needed 2390 Supply PP funding SEND funding as above LAC/PLAC/SOG funding as above.	Planned activities for these pupils directly contribute to their well-being, progress or skills – as evidenced by termly reports & case studies. Evidence of Interventions impacting positively and being embedded in classroom and playground via proactivity of all Teachers and Support Staff. Monitoring outcomes at SLT can clearly evidence correct adaption for all pupils. Data from SDQ (See HSLW target) can be used for measuring impact and shows positive progress.	Meetings with Orchard team to set expectations, plan & prepare room. Monday Mtg BT/EG to oversee planned programme and resources. BT/EG to write report as above Autumn PP/PP+ and Vulnerable group updates to FGB (Data and progress collated by – SENDCo).	Feedback from SEND feeds to SLT on adaptations to planning show that Vulnerable pupils are accessing the R2L curriculum and are making good social & emotional progress. SENDCo report to FGB on impact. Spring updates to FGB as Autumn milestone*.	Feedback from SEND leads to SLT on adaptations to planning show that Vulnerable pupils are more able to self-regulate and therefore access the challenges of the classroom curriculum SENDCo report to FGB on impact. Summative end of year Report*

Process/Actions/Owner	Monitoring Focus	Resources	Success Criteria	Autumn	Spring	Summer
AC//F/G/B Vulnerable Children's Champions (SENDCo) 4e. To ensure each Vulnerable group is offered the best provision possible which will promote engagement and progress monitored by a named member for staff who will champion these pupils and is accountable for their group provision and reporting of outcomes for these children to SLT/FGB. • PP (EM w BT) • PP+(BT) • Services (KES) • EAL (CB) • Dyslexia (SVDM & AN) • Literacy - Lexia (MH) • SALT (JH, JL, EL*) • ELSA (JM. JF*) • TALA (MH,EG,PC*,AA*, JW) • Bereavement (SS, EG*) • Nurture (LY*) • Lunchtime Orchard Staff *In training *See 1a,1e*	**SEND Governor visits termly and SENDCO reports termly** **Suggested Governor Monitoring Questions:** *What is specific to this group's needs?* *How do you plan for their programme?* *How do you monitor their progress?* *How does data for the whole group compare with other vulnerable groups? How does it compare with non-vulnerable/peers?*	**Budget General Ledger (GL) Code** 2400 Teaching Salary (Salary for BT for planning) 2350 Non-Teaching Staff costs Release time as needed: 2390 Supply PP funding SEND funding as above LAC/PLAC/SOG funding as above Time with CT as Assessment Lead	All groups progress is measurable, visible and reported termly showing impact. Regular review of outcomes enables swift adaption to better meet pupil needs End of year academic data shows gap narrowing between these pupil groups and their peers. (SDQ and Insight) Case studies show these pupils are fully accessing provision, are encouraged to engage & have good attendance and have grown in social skills and confidence.	Staff members identified and training provide if necessary. Design new format and structure for Lunchtime Orchard group to maintain a calm, safe environment. Investigate options for children with high anxiety who may find lunchtimes overwhelming BUT do not need Orchard Provision. Training for staff to understand how to analyse data for groups they are championing. Establishment of termly meetings or engagement activities for determining group changes groups: Ensuring Parents are kept up to speed on any group access and progress.	Training ongoing, having impact on planning for provision Targeted interventions meet pupil needs (identified through mid-year tracking) Monitoring of intervention shows they are being delivered effectively and having intended, positive impact. (Data and case studies) Review Lunchtime Orchard effectiveness and adjust. Review need for high anxiety group if children have adapted ad are coping with playtimes OR include new pupils.	Analyse past academic year data academically & pastorally – report to FGB Agree changes ready for next academic year.