REED FIRST SCHOOL

Learning Together, Learning for Life

School Improvement Plan 2026 2027



SCHOOL CONTEXT

<table>
<tr><td rowspan="3">Estimated grade for each Ofsted evaluation
Safeguarding: met
Inclusion: strong standard
Curriculum and teaching: expected standard
Achievement: expected standard
Attendance and behaviour: strong standard
Personal development and wellbeing: expected standard
Leadership and governance: expected standard
Early years: expected standard</td><td>Number of pupils on roll
67</td><td>Number/percentage of pupils in receipt of the pupil premium
2 (3%)</td><td rowspan="3"></td></tr>
<tr><td>Number/percentage of pupils with special educational needs (SEN) and/or a disability
13 (23%)
Number of pupils with an education, health and care (EHC) plan
5 (8.9%)</td><td>Number/percentage of pupils with English as an additional language (EAL)
2 (3%)</td></tr>
<tr><td>Number of pupils known (or previously known) to children’s social care, including children in need, looked-after children and young carers
0</td><td>Number of pupils who face other barriers to learning and/or wellbeing, including pupils who share protected characteristics
15 tracked within Vulnerable pupil tracking document</td></tr>
<tr><td>Attendance 2025 / 2026:
97%</td><td>Number of suspensions or exclusions over time
0</td><td>Overall absence rate (25/26)
2.9% (Authorised)
0.4% (Unauthorised)</td><td></td></tr>
<tr><td>Percentage of persistent absentees (10% or more missed)
1.7%</td><td>Percentage of severe absentees (50% or more missed)
0</td><td></td><td></td></tr>
<tr><td>Key Ofsted actions from last report</td><td colspan="3"></td></tr>
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OBJECTIVES FOR 2026 / 2027	
Objective 1 **Safeguarding**	• **Governors as leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the Prevent duty.** • **The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.**
Objective 2 **Inclusion**	• **All leaders rigorously monitor evidence of inclusion.** • **Ensure monitoring includes Governors as leaders, to support the monitoring by the headteacher and SENCo and verify their self-evaluation and verify decisions made.**
Objective 3 **Curriculum and teaching**	• **Ensure that the curriculum is of a consistently high quality across subjects and year groups.** • **Leaders ensure that the curriculum is consistently taught well.** • **Ensure highly effective teaching is embedded across subjects and year groups.**
Objective 4 **Attainment**	• **Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, consistently:** **Achieve well** **Develop detailed knowledge and skills** **Produce high-quality work across the curriculum** • **Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing.**
Objective 5 **Attendance and Behaviour**	• **To review the impact of Therapeutic Thinking within the school behaviour model and establish a clear vision for how the suggested model works within our setting.**
Objective 6 **Personal Development and Wellbeing**	• **Promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures preparing them for life in modern Britain** • **Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils.**
Objective 7	• **Governors/trustees use their knowledge and expertise to consistently support and robustly challenge leaders across all aspects of the school's work** • **All governors support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.**

OBJECTIVES FOR 2026 / 2027	
Leadership and Governance	• **Regular monitoring in school ensures effective analysis of the effectiveness of provision and actions are taken swiftly to agree strategies which are chosen through external and internal research to ensure the highest impact.**
Objective 8 **Early Years**	• **Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development.** • **Children's achievement will be reflected in above-average proportions reaching a good level of development.**

SAFEGUARDING						
TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	ACHIEVED BY	COST	SEF REFERENCE
Governors as leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the Prevent duty. **The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.**	Ensure DSL, DDSL and Safeguarding governor are confident in the effective and timely use of Family Help. Work with NHPSS to ensure Family Help is readily accessed. Develop systems of monitoring the effectiveness of the induction sessions for new staff and volunteers. Ensure the safeguarding governor has a clear schedule of monitoring and carries this out to satisfy and evidence effective safeguarding. Make impactful use of safeguarding audits and updated induction materials. Ensure regular check in and monitoring meetings between DSL, DDSL and safeguarding governor. Continue to make effective use of resources from Safeguarding Network.	Chronology sheet recording referrals. Meeting minutes with families. Pupil voice: wishes and feelings to evidence impact of support. Governor monitoring evidence. DSL and DSL evaluations of reporting and referral documents. Staff monitoring and volunteer monitoring evidences confidence in systems and procedures.	DSL, DDSL, Safeguarding governor	Evidenced by December 2026 through monitoring systems evidenced.	Safeguarding network subscription £339.00 Statutory CPD for DSL and DDSL £195.00 x 2	Page 10 - 11

INCLUSION						
TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	ACHIEVED BY	COST	SEF REFERENCE
All leaders rigorously monitor evidence of inclusion. **Ensure monitoring includes Governors as leaders, to support the monitoring by the headteacher and SENCo and verify their self-evaluation and verify decisions made.**	Governors to build upon the support received by being part of an advisory visit to ensure monitoring of the impact of adjustments is part of every visit. Ensure more regular monitoring through pupil voice, focusing sessions with identified vulnerable groups. This will be achieved through strategic decisions around leadership time. Ensure the SENCo has sufficient time and support to carry out their role effectively, while securing the mandatory qualification for SENCOs (National Professional Qualification (NPQ) for SENCOs)	Governor monitoring evidence Use of the Hertfordshire SEND toolkit for thorough monitoring. Regular pupil voice carried out by SENCo and Headteacher. Staff surveys. Meeting minutes between SENCo and Headteacher as mentor. Accessibility plan and Equality objectives met and reviewed with evidence.	Headteacher SENCO SEND link governor	June 2027	Additional teacher to release senior leaders to give more time to monitoring. £12036	Page 12 - 13

CURRICULUM AND TEACHING						
TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	SEF REFERENCE
Ensure that the curriculum is of a consistently high quality across subjects and year groups. **Leaders ensure that the curriculum is consistently taught well.** **Ensure highly effective teaching is embedded across subjects and year groups.**	Ensure tracking back to ensure foundational learning is secure before moving on. Monitor effective use of our curriculum maps within lessons to see clear connections between what has been taught and next steps. Ensure every lesson includes planned activities to recap and check on embedded learning. Ensure that pupils have opportunities to write independently to develop their sense of writing for purpose including extended writing. Explore challenge in mathematics so that pupils have regular opportunities to think critically, problem solve, recognise patterns and make links. CPD Autumn 2026 with a focus on – scaffolding learning and building independence in maths for TAs in KS 1 and KS2 and securing foundational maths for KS1 teacher. This CPD will translate to other	Pupil voice and monitoring of learning demonstrates strong recall of the end points and key learning including vocabulary as mapped out in every subject document. Monitoring shows that the curriculum is suitable, well-planned and sequenced across all subjects. Pupil voice demonstrates that all subjects are equally valued. Pupil voice demonstrates that connections between lessons and units of work, both short term and over time are clear. Pupil voice demonstrates understanding of success and next steps. Pupil workbook scrutinies show that pupils gain foundational knowledge and skills through the Key Stages.	Class teachers	All subjects evidenced by June 2027.	TA x1 CPD Scaffolding learning and building independence in LKS2 £62.00 TAx2 CPD Scaffolding learning and building independence in KS1 £62.50 Securing Foundational Maths Learning in KS1 teacher £109.00 Securing Foundational knowledge BIG INSET Jan 27 £495.00	Page 14 - 16

CURRICULUM AND TEACHING						
	curriculum areas and support our next steps. Work with the oracy framework to review and progress how we are equipping our children to be confident and effective speakers. Securing Foundational knowledge BIG INSET Jan 27 through HfL to be attended by all teachers.	Writing moderation demonstrates impact in standards through child led writing opportunities. Pupil workbook scrutinies show application of foundational knowledge to move learning on to challenge and mastery.				

ACHIEVEMENT

TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	SEF REFERENCE
Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, consistently: **Achieve well** **Develop detailed knowledge and skills** **Produce high-quality work across the curriculum** **Above-average outcomes in national tests and assessments over time, including for disadvantaged pupils are achieved. Any gaps are quickly narrowing.**	Make continued use of our vulnerable pupil tracking system started in 25 / 26 to ensure identified pupils are monitored closely. Make further use of the range of methods and resources available for pupils to choose to record learning, to avoid barriers in demonstrating detailed knowledge and skills and high-quality work. Ensure sufficient time for leaders including the SENCo to facilitate pupil voice sessions to ensure pupils feel they are achieving well and recognise what they can achieve. Ensure tracking systems in place for internal tracking of attainment are fully engaged with by all teaching staff: ➢ Demonstrate accountability in responding to questions posed about data ➢ Proactively plan strategies to ensure every pupil reaches their full potential	School data compared with local and national Evidence of substantial and sustained progress from pupils' starting points The attainment gap between disadvantaged pupils and those without identified disadvantages is not significant in gap. Moderation both externally and internally demonstrates clear teacher knowledge of end points across the curriculum in reaching the decisions made in summative assessments. Staff voice from Headteacher and SENCo identifies sufficient time given to monitor and track thoroughly. Staff voice from teachers identifies the systems in place are informative and sustainable within workloads.	Head teacher Teachers SENCo	Vulnerable groups are achieving at least in line with non-vulnerable groups by June 2027. Reportable outcomes for 2026 / 2027 aim to be above national and local averages in EYFS GLD, Year 1 phonics screening and KS2 times tables check. Outcomes over time to be tracked over three academic years.	Headteacher seminars x 3 @ £76.50 each KS1 moderation cluster £108.00 KS2 moderation cluster £108	Page 17, 18

ACHIEVEMENT						
	➢ Reflect upon successes in progress and gaps closing in order to apply and adapt these strategies to support other pupils in the cohort. Make use of optional assessments for KS1 to aid tracking of progress in measurable data in addition to teacher assessment.					

ATTENDANCE AND BEHAVIOUR						
TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	SEF REFERENCE
To review the impact of Therapeutic Thinking within the school behaviour model and establish a clear vision for how the suggested model works within our setting.	• Work as a whole staff to identify clearly our model of behaviour support which shows positive impact over time from our own experiences in our setting bespoke to our children. • Work with North Herts Primary Support Services as part of the review to tailor suggested policies and practices to mirror the positive impact we have on behaviour and attendance.	Staff voice clearly shows consistent and high levels of confidence in following and implementing our agreed policy for behaviour. Staff voice demonstrates that all staff feel fully equipped and supported in use of our policies relating to behaviour. Exclusions remain at zero Work with external partners and providers has measurable impact on individual pupils Parent, staff and pupil surveys continue to agree or strongly agree that behaviour across the school is good Pupil voice demonstrates that pupils can explain and identify positive learning behaviours Pupils can identify and give clear examples of our values in action and understand how use of our values supports their positive behaviour	Headteacher	July 2027	Therapeutic Thinking annual refresher training £86.40 Additional hours paid to enable the staff team to attend INSET day training on Therapeutic Thinking	Page 19 - 21

PERSONAL DEVELOPMENT AND WELLBEING						
TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	SEF REFERENCE
Promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures preparing them for life in modern Britain **Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils.**	• Ensure opportunities to promote and celebrate diversity and positive representation could be strengthened and embedded across the curriculum offer, including through the use of core texts, resources and displays starting in EYFS. • Work with pupils with greater regularity to ensure they are consulted as part of their representation within the school community. • Ensure leaders have time to ensure full and frequent consultation takes place. • Audit current provision with all stake holders to support progress to a fully evidenced to achieve a Wellbeing Award for Schools. • Focus the curriculum and teaching of RE to ensure all pupils have knowledge and understanding of a range of faith and beliefs through enabling engagement and immersive experiences which are memorable and represent the wider community across the United Kingdom and support tolerance and promotion of British values.	Pupil voice demonstrates a wide knowledge and understanding of faith groups. Pupil voice demonstrates memorable experiences to support them to achieving the end points identified in our Curriculum map for Religious Education. Pupils can identify and give clear examples of our values in action and understand how use of our values supports them being prepared for life in modern Britain. Staff voice demonstrates confidence in the teaching of Religious Education including world views. Trips, workshops and visitors have a significant impact on pupil knowledge and understanding for the reasons people choose to follow a faith.	Headteacher Teachers	July 2027	Continued membership to National Association of Teachers of Religious Education (NATRE) £90 Additional resources and experiences: £1000	Page 22 - 24

LEADERSHIP AND GOVERNANCE						
TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	SEF REFERENCE
Governors use their knowledge and expertise to consistently support and robustly challenge leaders across all aspects of the school's work **All governors support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.** **Regular monitoring in school ensures effective analysis of the effectiveness of provision and actions are taken swiftly to agree strategies which are chosen through external and internal research to ensure the highest impact.**	• Ensure all staff feel equally valued and involved through the use of support staff meetings as well as teacher staff meetings. • Check ins and informal meetings with staff in addition to formal meetings will be recorded in minutes to track discussions, actions and impact is evidenced. • Develop use of mentoring and coaching to offer further opportunities to ensure work-loads are manageable and roles are fulfilling and impactful. • Review release time for leaders to monitor effectively. • Embed the self-evaluation system put in place in 2025 / 2026 for class- based staff. • Governors ensure working groups have clear focus and attend school regularly to carry out monitoring in order to fully understand, reflect and be able to collaborate fully with the direction of the school, its priorities and processes. • Ensure all meetings and monitoring activities are fully captured in monitoring forms and or minutes for evidence and transparency.	100% of staff feel the CPD they have engaged with has had a positive impact on the work they do. 100% of staff feel valued and respected by the whole team. Staff are proactive in finding areas to research / have development in. Positive impact on staff workload is reported. Governors are able to evidence their knowledge of progress against school priorities and its impact: • Minutes • Monitoring form • Surveys Minutes demonstrate challenge in questions asked to be satisfied of the impact of the work going on in school. Staff surveys including that of the Headteacher, identify a manageable work / life	Headteacher Governors	July 2027	The Key for School Leaders £746.40 The Key for Governors £500	Page 25 - 27

LEADERSHIP AND GOVERNANCE						
	• All governors engage fully with their role to fulfill the expectations outlined at induction and ensure duties do not always fall to the Chair or Vice Chair as a result of clearly directed focus and actions communicated by the Chair and Vice Chair.	balance and that all feel supported in their roles.				

EARLY YEARS						
TARGET	ACTIONS	EVALUATION	WHO'S RESPONSIBLE	WHEN IT'S TO BE ACHIEVED BY	COST	SEF REFERENCE
Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day **Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development.** **Children's achievement will be reflected in above-average proportions reaching a good level of development.**	• Ensure all interactions between pupils and adults demonstrate clear evidence of secure knowledge of the Early Years developments and as a result questions and suggestions posed will always challenge pupils and move them towards the next stages. • Strengthen the learning environment by ensuring all resources are consistently accessible to all children, well-organised and appropriately challenging to support children's creativity and developing independence. • Ensure there are always observable resources and experiences in the Early Years environment which representative of groups in the school and within the wider community to ensure everyone feels valued, represented and respected. • EYFS team to make effective use of data tracking at check points to ensure GLD is better than average in comparative data. • Make use of https://www.gov.uk/government/case-studies/reception-quality-webinar-series DfE Reception quality webinar series	Observations demonstrate skillful questioning and interactions to ensure learning is always moved on. All pupils have full access to the resources intended to be used independently. The resources in the classroom and outdoor area are regularly reviewed and refreshed linked to topics, times of the year, families in school, national events, faith groups and festivals… Pupil voice and in class observation notes evidence pupils and families seeing themselves represented. Pupils reach a good level of development by the end of reception with data reaching beyond the national and local averages.	EYFS teachers	April 2027	CPD: High quality interactions in early years £46.80 Additional resources to supplement the representation of all £1000	Page 27 - 29