

Vaughan Primary School



Draft School Improvement Plan

2025-2028

Safeguarding

Establish an open, whole-school safeguarding culture with vigilant staff, robust safer recruitment and swift multi-agency action so pupils are safe in school, online and beyond.

| Objective | Lead Person | Actions | Progress and Impact | Resources (Finance) |
|--|--|--|---------------------|------------------------|
| Ensure spot-checks show accurate recall of safeguarding knowledge and use of reporting routes. | DSL/Safeguarding team | Sample five staff per half-term for a 'tell me how you'd report a conversation'; record outcomes. Autumn | | |
| | Link on Governing Body: Safeguarding governor | Run termly safeguarding recall, quizzes in briefings; reinforce any areas required and follow up as required. Autumn | | |
| Evidence timely, well-recorded multi-agency referrals and decision-making for all serious cases, including CME and alternative provision, with clear impact on pupil safety. | DSL/Safeguarding team | Publish a one-page referral flowchart with timescales and thresholds; display in every office. Spring | | |
| | Link on Governing Body: Safeguarding governor | Keep a case tracker (dates, meetings, outcomes, next steps); review weekly in safeguarding messages and escalate as required in a timely fashion Autumn/ Spring/ Summer Audit five cases termly for timeliness/impact (incl. CME/AP) and share learning. Autumn | | |
| Embed pupil voice: termly pulse checks show pupils know who to go to and feel concerns are acted on; rapid response recorded for any peer-on-peer incidents. | DSL/Safeguarding team | Run termly pupil pulse checks (who to go to / how concerns are handled) by year group. Autumn | | |
| | Link on Governing Body: Safeguarding governor | Reintroduce 5 trusted adults in assemblies and ensure all pupils are able to name them and 'speak out, stay safe' motto Spring | | |

Log all peer-on-peer incidents same day;
contact families within 24h; review impact in
safeguarding meeting

Spring

Inclusion

Set high expectations and use early, accurate assessment with a plan–do–review cycle and evidence–based pupil premium/SEND support so barriers are reduced and all pupils engage and achieve.

| Objective | Lead Person | Actions | Progress and Impact | Resources (Finance) |
|--|--|---|---------------------|------------------------|
| Review, publish and implement an evidence-based pupil-premium strategy with clear outcomes and interim milestones; termly evaluation shows spend is improving attainment/attendance. | AHT for Inclusion Link on Governing Body: Pupil Premium governor | <p>Assign an owner per action; set termly impact reviews against attendance/attainment KPIs. Autumn 2026</p> <p>Remove participation barriers (transport, uniform, fees) using a timely process, logging uptake. Autumn 2026</p> <p>Present termly PP impact to governors; adapt funding lines based on what is working. Autumn 2026</p> | | |
| Ensure the mental and physical wellbeing of pupils and their families is at the heart of everything we do. | AHT for Teaching and Learning/PE lead Link on Governing Body: Wellbeing governor | <p>Share policy with stakeholders via website and newsletter conduct termly surveys to monitor impact. Summer 2026</p> <p>Deliver termly wellbeing workshops via the SMHL, MHST and Pastoral team Autumn 2025 onwards</p> <p>Develop and launch a school webpage focused on mental and physical wellbeing and include resources, contacts, and guidance for families Summer 2026</p> | | |
| To improve classroom language environment | AHT for Inclusion Link on Governing Body: SEND governor | <p>Use the adaptive teaching checklist to ensure consistent classroom communication practise including the introduction of standardised visuals Autumn 2025</p> | | |

Conduct whole-school sensory and physical audits

AHT for Inclusion

Link on Governing

Body:

SEND governor

Provide staff CPD to support all staff with the above in order for consistent implementation.

Autumn 2025 onwards

SLT to use the adaptive teaching checklist to ensure consistent implementation including the introduction of standardised visuals

Autumn 2025 onwards

Create a designated classroom sensory space to support regulation and provide a calming environment.

Summer 2026

SLT to use the adaptive teaching checklist to ensure consistent implementation including the introduction of standardised visuals. Staff to have a consistent understanding of Wave 1 and Wave 2 measures.

Autumn 2025 onwards

Standardise sensory signals across classrooms utilising Widgits and increase sensory input related to the outcomes of the audit.

Autumn 2025 onwards

Curriculum and Teaching

Deliver an ambitious, coherently sequenced, evidence-informed curriculum that secures strong foundations in language, reading, writing and maths, with assessment used to adapt teaching effectively.

| Objective | Lead Person | Actions | Progress and Impact | Resources (Finance) |
|--|--|---|---------------------|------------------------|
| Ensure the curriculum is consistently implemented across all subjects and year groups. | Deputy Headteacher | Provide targeted CPD on curriculum design, subject knowledge, and pedagogy. Autumn 2025 onwards | | |
| | AHT for Teaching and Learning | Review and refine assessment systems to align with curriculum goals. Autumn 2025 onwards | | |
| Equip staff with the knowledge and skills to deliver the curriculum effectively | Link on Governing Body: Standards and Effectiveness and EYFS governor | Train staff in effective formative assessment strategies. Autumn 2025 onwards | | |
| | Deputy Headteacher | Implement instructional coaching and peer support systems. Autumn 2025 onwards | | |
| | AHT for Teaching and Learning | Provide leadership development for subject and phase leaders. Autumn 2025 onwards | | |
| | Link on Governing Body: Standards and Effectiveness and EYFS governor | Establish clear roles for curriculum monitoring and evaluation. Autumn 2025 onwards | | |
| Provide targeted CPD so all additional adults are deployed to increase access to high-quality teaching and pupil independence. | AHT for Teaching and Learning | Run regular CPD (micro-sessions, coaching, co-planning) with practice and feedback. Autumn 2025 onwards | | |
| | Deputy Headteacher | Evaluate CPD/TA impact through learning walks, pupil work and short pupil interviews as part of ongoing monitoring. | | |

Link on Governing
Body:
Standards and
Effectiveness and
EYFS governor

Autumn 2025 onwards

Ensure effective deployment of TAs

Autumn 2025 onwards

Achievement

Ensure pupils make strong progress from their starting points—especially disadvantaged and SEND—so they read fluently, produce high-quality work, achieve well in national tests (where relevant) and are ready for next steps

| Objective | Lead Person | Actions | Progress and Impact | Resources (Finance) |
|---|---|--|---------------------|------------------------|
| To increase Greater Depth attainment in Writing from 27.8% to ≥30% | Deputy Headteacher Link on Governing Body: Standards and Effectiveness and EYFS governor | <p>Flexible scaffolding: Allow greater depth writers to move beyond sentence starters or boxed-up plans once they show mastery</p> <p>Autumn 2025</p> <p>Authentic outcomes: Literacy Tree units often culminate in purposeful writing (e.g., letters, speeches, stories). Ensure these are shared with real audiences—school displays, newsletters, or peer reviews.</p> <p>Autumn 2025</p> <p>Targeted feedback: Focus on refining ideas, enhancing cohesion, and improving stylistic choices rather than just correcting grammar</p> <p>Autumn 2025</p> | | |
| To focus on 10% of pupils on the SEN register achieve greater depth in Writing | Deputy Headteacher AHT for Inclusion Link on Governing Body: Standards and Effectiveness and EYFS governor | <p>Implement targeted writing groups for SEN pupils working at expected to push towards GD</p> <p>Autumn 2025</p> <p>Training on dyslexia-friendly strategies, autism and communication-friendly classrooms, etc.</p> <p>Autumn 2026 onwards</p> <p>Introduce key vocabulary and concepts before lessons to reduce cognitive load and sensory demand</p> <p>Autumn 2025</p> | | |
| To focus on Greater Depth attainment in RWM for pupils eligible for pupil premium | Deputy Headteacher | <p>Deepen reasoning and problem-solving in KS2</p> <p>Autumn 2025</p> | | |

AHT for Inclusion

Link on Governing
Body:
Standards and
Effectiveness and
EYFS governor

Targeted interventions for identified groups of
high attainers

Spring 2025

Ensure **feedback is specific, actionable, and
timely**

Autumn 2025

Attendance and Behaviour

Create a calm, respectful culture with consistent and proportionate consequences, and proactive attendance systems so pupils feel safe, attend regularly and show positive attitudes to learning.

| Objective | Lead Person | Actions | Progress and Impact | Resources (Finance) |
|---|---|--|---------------------|------------------------|
| Reduce overall absence and persistent absence (target 5.3% from 10.3%) through proactive, data-led systems and early outreach; weekly dashboards inform rapid responses for at-risk groups. | AHT for Inclusion Link on Governing Body: Safeguarding governor | Engage parents through regular communication and attendance workshops Autumn 2025 onwards Follow the updated Attendance CME policies Autumn 2025 Hold weekly attendance team meeting; issue personalised plans. Autumn 2025 Run half-termly campaigns (incentives, barriers removal) for the whole school. Autumn 2025 Pre-empt high-risk periods (Mondays – from 94.8% to 95.4%) with targeted calls Autumn 2025 Track Year 3 and Year 6 attendance via the attendance meetings and PPMs Spring 2026 | | |
| Foster a positive behaviour culture that supports learning and wellbeing | AHT for Teaching and Learning Headteacher Link on Governing Body: Wellbeing governor | Launch a behaviour curriculum that teaches expected behaviours explicitly Spring 2026 Train staff on trauma informed and inclusive behaviour strategies Summer 2026 Use of data analytics to identify patterns and target support for at-risk pupils Spring 2026 | | |

Prevent and tackle harmful behaviours (incl. bullying/harassment/child on child abuse and racism): clear reporting, swift actions and regular pupil surveys show pupils feel safe in all areas (incl. online).

Safeguarding team

Link on Governing Body:
Safeguarding governor

Engage parents through regular communication and behaviour workshops

Autumn 2025 onwards

Provide annual anti-bullying, behaviour and online-safety education mapped across the school.

Autumn 2025 onwards

Record, investigate and close cases

Autumn 2025 onwards

Run parent workshops on harmful behaviours; share guidance termly.

Autumn 2025 onwards

Half-termly hotspot review (toilets, corridors) with targeted supervision.

Spring 2026 onwards

Personal Development

Provide a coherent pupil voice programme that promotes equality, British values, well-being, social skills with inclusive access for all groups

| Objective | Lead Person | Actions | Progress and Impact | Resources (Finance) |
|---|--|--|---------------------|------------------------|
| Develop a programme with mapped foci across the school; monitoring shows secure pupil understanding of British values, protected characteristics and diversity. | Headteacher Link on Governing Body: Equality and Diversity Governor | <p>Create a curriculum map that embeds these themes into:</p> <ul style="list-style-type: none"> • PSHE/RSE curriculum • Assemblies and theme weeks • Subject-specific links • Enrichment activities (e.g. visits, speakers, cultural celebrations) <p>Autumn 2026 Staff Training and Resources</p> <ul style="list-style-type: none"> • Provide CPD on inclusive teaching, unconscious bias, and handling sensitive topics. • Encourage staff to reflect these values in classroom culture and behaviour management. <p>Autumn 2026 Pupil Voice and Engagement</p> <ul style="list-style-type: none"> • Use school council or focus groups to gather pupil views. • Encourage peer-led initiatives (e.g. ECO group change makers). • Include pupil contributions in displays, assemblies, and newsletters. <p>Autumn 2026 Audit Current Participation</p> <ul style="list-style-type: none"> • Break down by demographics: SEND, Pupil Premium, EAL, gender, ethnicity, etc. • Identify gaps in participation. | | |
| Track and widen participation in enrichment, leadership and voluntary activities; disadvantaged/SEND pupils' participation is at least proportionate, and barriers are removed. | AHT for Inclusion SLT | | | |

Ensure timely, effective pastoral support with clear access routes; pupils and parents know how to seek help and report positive impact on pupil well-being.

Link on Governing Body:
SEND and PP Governor

Senior Mental Health Lead

Link on Governing Body:
Mental Health and Wellbeing Governor

Autumn 2026

Celebrate and Evaluate Impact

- Showcase pupil achievements in assemblies, newsletters, and displays.

Autumn 2026

Clarify Access Routes

- **Use assemblies** to explain the roles of the pastoral team and the process clearly.
- Ensure **staff are trained** to reinforce these routes consistently and understand how to make referrals for support

Summer 2026 onwards

Strengthen Pastoral Team Visibility

- Introduce key pastoral staff during school events or in newsletters.
- Have regular drop-in sessions where parents can speak informally to the team

Summer 2026 onwards

Implement Feedback Mechanisms

- Use **anonymous surveys** or suggestion boxes to gather pupil feedback on support received.
- Include questions about how easy it was to access help and how it impacted their well-being.

Summer 2026 onwards

Leadership and Governance

Lead with a clear improvement strategy, effective organisational management and a strong professional-learning culture, ensuring role clarity, positive community engagement and careful attention to workload and well-being.

| Objective | Lead Person | Actions | Progress and Impact | Resources (Finance) |
|---|------------------------|--|---------------------|------------------------|
| Develop a succession plan for governance with clear recruitment timelines | Chair | <p>Define role expectations by clearly outlining the responsibilities, skills, and time commitment for governors including strategic leadership, meeting facilitation, and stakeholder engagement</p> <p>Summer 2026</p> <p>Assess current governance capacity by reviewing current governor strengths and areas for development and Identify gaps that successors may need to fill.</p> <p>Create a governance development framework by:</p> <ul style="list-style-type: none"> • Offering mentoring from current Chair/Vice Chair. • Providing training in governance, strategic planning, and communication. • Encouraging shadowing opportunities during meetings and decision-making processes. <p>Spring 2026</p> | | |
| | Clerk | | | |
| | Governors | | | |
| To implement the sustainability and climate change action plan | Headteacher | 100% of governors have read and acknowledged the DfE's sustainability strategy | | |
| | School Business Leader | Environmental mission statement published and shared with all stakeholders | | |
| | | Spring 2026 | | |

To develop leadership capacity at all levels across the school

| | |
|--|--|
| Link on Governing Body: Sustainability governor | Facilitate stakeholder engagement events to promote climate change and sustainability agenda Summer 2026 |
| Headteacher | Deliver bespoke CPD on leadership skills Spring 2026 |
| SLT | All middle leaders and senior leaders undertake 360 leadership assessment and identify areas of strength and leadership growth Spring 2026 |
| Link on Governing Body: Chair | Assign and facilitate mentoring and coaching sessions to support staff development Autumn 2025 |
| | Involve leaders in cross functional school projects Autumn 2025 |

2025-2026 Academic Year

2026-2027 Academic Year

2027-2028 Academic Year