

Vaughan Primary School



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
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	We speak to staff regularly to ask them about scenarios and will do this more formally and keep notes of their responses in autumn in the safeguarding meetings Autumn Term 2026
	Link on Governing Body: Safeguarding governor	Run termly safeguarding recall, quizzes in briefings; reinforce any areas required and follow up as required. Spring	The National College KCSIE safeguarding quiz has been completed with all staff. The safeguarding team maintain an open door policy to ensure that questions can be asked where needed. These inform training. Spring Term
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. Autumn	This chart is at the back of the safeguarding policy and will be disseminated to all classrooms and offices in the Autumn Term 2026
	Link on Governing Body: Safeguarding governor	Keep a case tracker (dates, meetings, outcomes, next steps); review weekly in safeguarding discussions and escalate as required in a timely fashion Autumn/ Spring/ Summer	Weekly safeguarding meetings with clear timelines, escalation concerns and actions on school's safeguarding system – Autumn Term

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

Link on Governing Body:
Safeguarding governor

Audit five cases termly for timeliness/impact (incl. CME/AP) and share learning.

Spring

Run termly pupil pulse checks (who to go to / how concerns are handled) by year group.

Autumn

Reintroduce 5 trusted adults in assemblies and ensure all pupils can name them and 'speak out, stay safe' motto

Autumn, Spring

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

Spring

Cases discussed in weekly safeguarding meetings.

Themes analysed as ongoing Assemblies for both infant and juniors – **Autumn Term**

Safeguarding survey for pupils – **Autumn Term**

Assemblies for both infant and juniors – **Spring Term**

Assemblies for both infant and juniors – **Autumn Term**

Assemblies for both infant and juniors – **Spring Term**

Ongoing discussions with children when incidences arise and also when social care ask us to do a welfare check.

Logged on school's safeguarding system and staff CPD undertaken – **Autumn Term**

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
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	Assign an owner per action; set termly impact reviews against attendance/attainment KPIs. Autumn 2026 Remove participation barriers (transport, uniform, fees) using a timely process, logging uptake. Autumn 2026 Present termly PP impact to governors; adapt funding lines based on what is working. Autumn 2026	The pupil premium strategy and impact statement is at the end of the year 3 period. We will writing a new statement in September. As above. This will be included as part of the statement.
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	Share policy with stakeholders via website and newsletter conduct termly surveys to monitor impact. Autumn 2026 Deliver termly wellbeing workshops via the SMHL, MHST and Pastoral team Autumn 2025 onwards	This is ongoing and is delivered as part of the termly head teacher's report to governors. Parent workshop delivered by MHST Team – Autumn Term MHST Team attended the Drop-in session for Parents – Spring Term

To improve classroom language environment

AHT for Inclusion

Link on Governing
Body:
SEND governor

Develop and launch a school webpage focused on mental and physical wellbeing and include resources, contacts, and guidance for families

Summer 2026

Use the adaptive teaching checklist to ensure consistent classroom communication practise including the introduction of standardised visuals

Autumn 2025 onwards

School is currently completing the PINS project – **Autumn**

Term and ongoing CPD provided for all classroom-based staff on adaptive teaching – **Autumn Term 2025**

WIDGIT CPD to support implementation – **Autumn Term**

SALT CPD provided for identified and undertaken by staff members – **Autumn Term**
Autism Advisory Teacher delivered bespoke training linked to communication and sensory audits – **Autumn Term**

SALT CPD provided for identified and undertaken by staff members – **Spring Term**
Autism Advisory Teacher delivered bespoke training linked to communication and sensory audits – **Spring Term**

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 for consistent implementation. Autumn 2025 onwards	Introduction of Widget across the school for classroom based staff – Autumn Term
		SLT to use the adaptive teaching checklist to ensure consistent implementation including the introduction of standardised visuals Autumn 2025 onwards	DHT/AHT evidenced through learning walk with School Effectiveness Advisor – Autumn Term DHT/AHT evidenced through learning walk with School Effectiveness Advisor – Spring Term
		Create a designated classroom sensory space to support regulation and provide a calming environment. Autumn 2026	Working party to decide contents in Autumn. Design to be finalised then too.
		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	DHT/AHT evidenced through learning walk with School Effectiveness Advisor – Autumn Term Pupil voice discussions as part of curriculum monitoring calendar – Autumn Term

DHT/AHT evidenced through learning walk with School Effectiveness Advisor – **Spring Term**

Pupil voice discussions as part of curriculum monitoring calendar – **Spring Term**

Observed by Senior Leaders as part of appraisal lesson observations – **Spring Term**

Standardise sensory signals across classrooms utilising Widgit visuals and increase sensory input related to the outcomes of the audit.
Autumn 2025 onwards

Widgit phase 1 rolled out and CPD provided for classroom-based staff – **Autumn Term**

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
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	Targeted CPD as per subject monitoring calendar and impact shared at S&E – Autumn Term
	AHT for Teaching and Learning		Targeted CPD as per subject monitoring calendar and impact shared at S&E – Spring Term
	Link on Governing Body: Standards and Effectiveness and EYFS governor	Review and refine assessment systems to align with curriculum goals. Spring 2026 onwards	Targeted CPD as per subject monitoring calendar and impact shared at S&E – Summer Term
Equip staff with the knowledge and skills to deliver the curriculum effectively	Deputy Headteacher	Train staff in effective formative assessment strategies linked to revised assessment system. Autumn 2026 onwards	New assessment system investigated to align with curriculum goals (pixl)– Spring Term PIXL has been costed and introduced to staff in CPD sessions.
		Implement instructional coaching and peer support systems. Autumn 2025 onwards	
			Coaching sessions facilitated by HT, DHT, AHT with identified coaches from Autumn Term and ongoing

AHT for Teaching and Learning

Link on Governing Body:
Standards and Effectiveness and EYFS governor

Provide leadership development for subject and phase leaders.
Autumn 2025 onwards

Establish clear roles for curriculum monitoring and evaluation.
Autumn 2025 onwards

Run regular CPD (micro-sessions, coaching, co-planning) with practice and feedback.
Autumn 2025 onwards

ECT Mentor identified and CPD undertaken to support new teaching staff – **Autumn Term**

Identified on subject monitoring calendar and shared as part of S&E – **Autumn Term**
Identified on subject monitoring calendar and shared as part of S&E – **Spring Term**
Identified on subject monitoring calendar and shared as part of S&E – **Summer Term**
Subject monitoring calendar defines roles and responsibilities for curriculum monitoring shared as part of S&E – **Autumn Term**
Subject monitoring calendar defines roles and responsibilities for curriculum monitoring shared as part of S&E – **Spring Term**

Provide targeted CPD so all additional adults are deployed to increase access to high-quality teaching and pupil independence.

AHT for Teaching and Learning

Monitoring calendar – **Autumn Term**
Adaptive teaching CPD (PINS Project) – **Autumn Term**

Deputy
Headteacher

Link on Governing
Body:
Standards and
Effectiveness and
EYFS governor

Evaluate CPD/TA impact through learning walks,
pupil work and short pupil interviews as part of
ongoing monitoring.

Autumn 2025 onwards

Ensure effective deployment of TAs
Autumn 2025 onwards

LA SALT CPD – **Autumn Term**
Feedback utilised to support
further CPD and support –

Autumn Term

Monitoring calendar – **Spring
Term**

Adaptive teaching CPD (PINS
Project) – **Spring Term**

LA SALT CPD – **Spring Term**

Feedback utilised to support
further CPD and support –

Spring Term

School Effectiveness Advisor
visit reports – **Autumn Term**

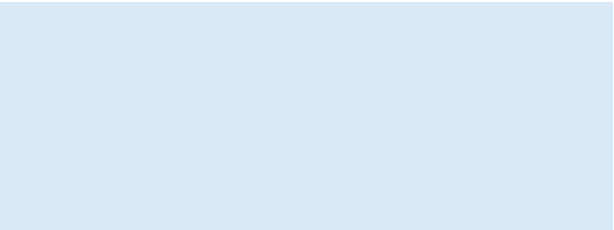
Pupil voice discussions and
book scrutinies as part of
curriculum monitoring
calendar – **Autumn Term**

School Effectiveness Advisor
visit reports – **Spring Term**

Pupil voice discussions and
book scrutinies as part of
curriculum monitoring
calendar – **Spring Term**

As per staffing structure and
PPM document and
discussions linked to pupil
support needs and staffing
costs – **Autumn Term**

As per staffing structure and
PPM document and



discussions linked to pupil
support needs and staffing
costs (including
benchmarking data) – **Spring
Term**

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
To increase Greater Depth attainment in Writing from 27.8% to ≥30%	Deputy Headteacher	Flexible scaffolding: Allow greater depth writers to move beyond sentence starters or boxed-up plans once they show mastery Ongoing From Autumn 2025	Through English planning using the Literacy Tree End of year internal data reflects the progress the children have made.
	Link on Governing Body: Standards and Effectiveness and EYFS governor	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. Ongoing From Autumn 2025 Targeted feedback: Focus on refining ideas, enhancing cohesion, and improving stylistic choices rather than just correcting grammar Ongoing From Autumn 2025	TBC KS2 data Through lesson observations and book looks
To focus on 10% of pupils on the SEN register achieve greater depth in Writing	Deputy Headteacher	Implement targeted writing groups for SEN pupils working at expected to push towards GD Ongoing From Autumn 2025	Through English planning using the Literacy Tree. Adapted teaching strategies Targeted in interventions Staff CPD across each term
	AHT for Inclusion Link on Governing Body: Standards and Effectiveness and EYFS governor	Training on dyslexia-friendly strategies, autism and communication-friendly classrooms, etc. Autumn 2026 onwards Introduce key vocabulary and concepts before lessons to reduce cognitive load and sensory demand Ongoing From Autumn 2025	Through English planning using the Literacy Tree.

To focus on Greater Depth attainment in RWM for pupils eligible for pupil premium

Deputy
Headteacher

AHT for Inclusion

Link on Governing
Body:
Standards and
Effectiveness and
EYFS governor

Deepen reasoning and problem-solving in KS2
Ongoing From Autumn 2025

Targeted interventions for identified groups of
high attainers

Spring 2026

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

Autumn 2025

Staff CPD- Reasoning and
Problem solving
Focus of the lesson
observations

Pupils identified during PPMS
Lines of enquiry

Book looks, Lesson
observations, data and
learning walks.

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 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.	Lead Person AHT for Inclusion Link on Governing Body: Safeguarding governor	Actions 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	Progress and Impact Parent Information session – Autumn Term Range of letters linked to attendance and proactive engagement with parents linked to local and national policy – Autumn Term LA CME Policy ratified by Governors – Autumn Term Weekly attendance team meetings held – from Autumn Term Meetings with LA Attendance officer – from Autumn Term Personalised attendance contracts in place – from Autumn Term
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Run 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

Attendance and Punctuality week – **Autumn Term**

Punctuality reports on school information system and discussions Arbor

Attendance and Punctuality week – **Spring Term**

Punctuality reports on school information system and discussions at parent consultation evenings –

Spring Term

Pupils with 3 or more Mondays absent targeted for attendance – **Autumn Term**

Pupils with 3 or more Mondays/Fridays targeted for attendance – **Spring Term**

Attendance for identified year groups tracked half termly with reports run through school's information system – from **Autumn Term** and ongoing

Foster a positive behaviour culture that supports learning and wellbeing

Launch a behaviour curriculum that teaches expected behaviours explicitly **Autumn 2026**
Train staff on trauma informed and inclusive behaviour strategies

Autumn 2026

Use of data analytics to identify patterns and target support for at-risk pupils

Summer 2026

Engage parents through regular communication and behaviour workshops

Autumn 2025 onwards

Analysis for the Behaviour incidences- tracked termly through the HT Report. Next steps such as meetings with parents put in place.
Parent Behaviour information session held – **Autumn Term**
Parent Behaviour Drop in session – **Autumn Term**
Parent Behaviour information session held – **Spring Term**
Parent Behaviour Drop in session – **Spring Term**

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

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

Autumn 2025 onwards

All areas mapped as part of whole school monitoring – **Autumn Term**
Behaviour awareness week and pupil surveys (including Show Racism the Red Card Day)- **Autumn Term**
Whole School Anti-bullying week – **Autumn Term**
Whole School Online Safety sessions – **Spring Term**

Record, investigate and close cases

Autumn Term 2025 onwards

CPD for Governors and Senior Leaders on policies and processes linked to harmful behaviours i.e. Suspensions and Exclusions Policy –

Autumn Term

School Leaders have clear process and timelines for reporting and advice chains to external partners including the LA, Governors panels and provisions linked to exceptional cases of behaviour – **Autumn Term**

Revision of Behaviour Policy linked to case study analysis –

Spring Term

Run parent workshops on harmful behaviours; share guidance termly.

Autumn 2025 onwards

Parent Information session (online safety) – **Autumn**

Term

Online safety newsletter–

Autumn Term

Parent Information session (anti-bullying) – **Spring Term**

Online safety newsletter–

Spring Term

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

Summer 2026 onwards

Reviewed. Corridor monitors have been established.

Update to lunchtime protocol for Autumn 2026

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
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	Create a curriculum map that embeds these themes into: • PSHE/RSE curriculum • Assemblies and theme weeks • Subject-specific links • Enrichment activities (e.g. visits, speakers, cultural celebrations) Autumn 2026 Staff Training and Resources • Provide CPD on inclusive teaching, unconscious bias, and handling sensitive topics. • Encourage staff to reflect these values in classroom culture and behaviour management. Autumn 2026 Pupil Voice and Engagement • 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. Autumn 2026 Audit Current Participation • Break down by demographics: SEND, Pupil Premium, EAL, gender, ethnicity, etc. • Identify gaps in participation. Autumn 2026	
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 Link on Governing Body:		

	SEND and PP Governor		
		Celebrate and Evaluate Impact Showcase pupil achievements in assemblies, newsletters, and displays.	
		Autumn 2026	
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.	Senior Mental Health Lead	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	Staff monitoring calendar
	Link on Governing Body: Mental Health and Wellbeing Governor		Staff CPD
			Assemblies
		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	SMHL
			Pastoral team presence at school gates every morning
			Parent drop in sessions
		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.	After each parent information meeting
			Pupil survey- safeguarding and behaviour
		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
Develop a succession plan for governance with clear recruitment timelines	Chair	Define role expectations by clearly outlining the responsibilities, skills, and time commitment for governors including strategic leadership, meeting facilitation, and stakeholder engagement Autumn 2026 Assess current governance capacity by reviewing current governor strengths and areas for development and Identify gaps that successors may need to fill. Autumn 2026 Create a governance development framework by: - Offering mentoring from current Chair/Vice Chair. - Providing training in governance, strategic planning, and communication. - Encouraging shadowing opportunities during meetings and decision-making processes.	
	Clerk		
	Governors		
To implement the sustainability and climate change action plan	Headteacher	100% of governors have read and acknowledged the DfE's sustainability strategy Autumn 2026	Pledge and action plan shared with parents and staff – Autumn Term
	School Business Leader	Environmental mission pledge and climate action plan published and shared with all stakeholders	

To develop leadership capacity at all levels across the school	Link on Governing Body: Sustainability governor	Spring 2026 Facilitate stakeholder engagement events to promote climate change and sustainability agenda Summer 2027 Deliver bespoke CPD on leadership skills Autumn 2026 All middle leaders and senior leaders undertake 360 leadership assessment and identify areas of strength and leadership growth Autumn 2026 Assign and facilitate mentoring and coaching sessions to support staff development Autumn 2025 Involve leaders in cross functional school projects Spring 2026	Pledge devised and shared with eco group and pupils – Spring Term Coaching sessions facilitated by HT, DHT, AHT with identified coaches from Autumn Term and ongoing ECT Mentor identified and CPD undertaken to support new teaching staff – Autumn Term Identified staff after PM Staff have signed up for participation in working parties for key project: Behaviour – Autumn Term Staff have signed up for participation in working parties for key project: Climate and Sustainability – Spring Term
	Headteacher		
	SLT		
	Link on Governing Body: Chair		

2025-2026 Academic Year

2026-2027 Academic Year

2027-2028 Academic Year