

Development Priorities 1st April 2026 to 31st March 2027

		Priorities	Rationale
Quality of Teaching and Learning	English and Mathematics	E1: Actively promote reading for pleasure.	E1: Ensure all pupils have access to and develop a love of reading.
		E2: Increase the % of pupils who achieve the phonics check so that this is closer to the national average at Queen Emma.	E2: Phonics check outcomes at Queen Emma are below national average. We wish to provide pupils with the firm foundations to reading and promote an enjoyment of reading across a range of genres.
		E3: Increase the % of disadvantaged pupils who meet national averages in reading.	E3: Reading outcomes for disadvantaged pupils are below national outcomes.
		E4: Improve outcomes in writing for all pupils.	E4: Writing outcomes are not in line with national averages.
		M1: Improve standards of teaching and learning and raise outcomes in Mathematics for disadvantaged pupils.	M1: Mathematics outcomes for disadvantaged pupils are below national outcomes.
	Curriculum and Teaching	C1: Adjust current curriculum to reflect recommendations from DfE Curriculum Review.	C1: Fulfil statutory requirements and provide a broad and balanced curriculum for all pupils.
		C2: Ensure that the curriculum remains inclusive by design.	C2: Meet the requirements of the SEND reforms.
	EYFS	EYFS 1: Raise outcomes in Communication and Language.	EYFS 1 / 2: Low starting points in Communication and Language / Improving progress and attainment in writing for the best possible start.
		EYFS 2: Embed high quality interactions through staff development.	
EYFS 3: Review the quality of the EYFS curriculum and how this is adapted to meet the needs of all learners – to include creation of a progressive EYFS music curriculum.		EYFS 3: Produce EYFS Music Curriculum that develops secure foundational music skills.	
Personal Development, Behaviour and Welfare		PD1: Embed and further develop use of ‘behaviour curriculum.’	PD1: Supporting the Federation vision of ‘Learning for Life’ and making a positive contribution to society. Emotional literacy language is lacking amongst children. They need support to manage their emotions and therefore behaviour.
		PD2: Decrease the % of pupils who are persistently absent and support vulnerable groups who may not be attending school regularly enough.	PD2: Improve attendance outcomes for all pupils so that all children can benefit from attending lessons regularly.
Leadership and Management		L1: Deliver the financial recovery plan whilst maintaining oversight of well-being and supporting statutory needs of pupils.	L1: Ensure financial sustainability for the Federation without compromising the quality of education.
		L2: Governors to closely monitor the financial work of the Federation and to play a part in the strategic vision of the school. L3: Provide governors with training to enable them to conduct their role effectively. L4: Explore methodology for effective pupil progress meetings. L5: Governors and leaders to become familiar with the new Ofsted Framework.	L2 / L3 / L5: To fulfil statutory responsibilities. L4: Ensure that methodology achieves the maximum impact.
Our Equality Objectives are: 1. Ensure that the curriculum remains inclusive by design, so that it reflects SEND reforms. 2. Ensure swift and early access to the local offer. 3. Make adaptations to provision to ensure vulnerable pupils, including those with SEND backgrounds, are supported to access the curriculum and therefore reduce the risk of suspension and permanent exclusions. 4. Develop accessibility arrangements for pupils and staff who have physical disabilities in order that they are fully included within the school. 5. Work with children, families and the local community to develop tolerance and respect in light of world events.			

English

E1: Actively promote reading for pleasure.

E2: Increase the % of pupils who achieve the phonics check so that this is closer to the national average at Queen Emma Primary School.

E3: Increase the % of disadvantaged pupils who meet national averages in reading.

E4: Improve outcomes in writing for all pupils.

Priority	Action	Date	Staff	Impact
SUMMER				
E1	Audit KS1 and KS2 reading provision to... -ensure reading areas offer an engaging and reading environment for all pupils to enjoy -create displays in both libraries to promote particular books / genres of books / keep interest fresh -ensure wide range of books available, including comics, magazines, graphic novels, non-fiction, books promoting different cultures, languages and role models	Ongoing throughout Summer term	English Subject Leaders All Staff	
E1	Identify areas of school e.g. atrium / corridors / entrance area where small themed reading environments could be created -select one area and create new themed reading environment	Ongoing throughout Summer term	English Subject Leaders Curriculum Leader	
E1	Monitor use of / impact of daily class reading time through the use of pupil / staff voice and drop-ins -ensure session takes place daily -books chosen are of high quality and appeal to / engage audience -ensure classroom door posters are up to date and reflect current book choice	Ongoing throughout Summer term	English Subject Leaders Phase Leaders	
E2	LS to produce a blueprint video to be shared with all staff involved in the teaching of Phonics to ensure continuity in the delivery of the shared reader part of the YR, Y1 and Y2 Phonics provision. Video will be shared with all key staff and practice will be monitored across the term.	Video created / shared with staff by end of April 2027	LS YR / Y1 / Y2 Staff	
E2	Provide targeted additional phonic provision for pupils who are borderline to pass the Y1 Phonics Check -additional early morning sessions -whole class booster sessions -targeted planning to ensure consolidation of previous learning +Monitor impact of additional provision	Provision to take place up to WB 8.6.26	Y1 Staff Phonics Leader FLT	
E2	Provide targeted additional phonic provision for Y1 pupils who did not pass the Y1 Phonics Check -additional early morning sessions -whole class booster sessions -targeted planning to ensure consolidation of previous learning +Monitor impact of additional provision	Provision to take place from 15.6.26	Y1 Staff Phonics Leader FLT	
E3	Introduce use of new FFT KS2 intervention programme 'Reading Quest' / 'Tutoring with the Lightning Squad' to support disadvantaged pupils / pupils achieving below ARE in Reading in KS2 -Staff training led by CS / RH -Team teach delivery of sessions CS / RH / KR -Monitor impact of use of programme through entry and exit data / pupil and staff voice	Assessment to take place in Spring B / intervention sessions to begin in Summer A	English Subject Leaders Assessment Leader KR	
E3	Review impact of use of FFT Spelling with the Jungle Club in Y2. -monitor end of year outcomes / look at evidence of work in books to view if use of programme has had a positive impact on spelling outcomes. Discuss introduction of FFT Spelling with the Jungle Club in Year 3 from September 2026 to replace current spelling scheme.	By end of June 2026	Assessment Leader English Subject Leader Y2 / Y3 Staff	
E3	NS to deliver training on the use of FFT RAP programme to members of FLT	FLT Meeting – Summer B	FLT	
E3	All pupils in KS2 working below ARE in Reading to be assessed using the FFT Reading Assessment Programme	By end of Summer B	Class Teachers FLT	

E4	Provide and monitor impact of targeted SPAG support for pupils in Y3 / Y4 through the implementation of additional intervention	Ongoing throughout Summer Term	NS Y3 / 4 Staff	
E4	Through staff CPD, introduce and implement use of James Durran expanded success criteria grid as a planning tool for new and updated English units of work.	Staff CPD sessions TBC	English Subject Leaders All Staff	
E4	Support staff to plan and deliver new and updated English units of work -Staff to collaborate during the planning process -Collaborative monitoring of planning / teaching and learning via observations -Monitor impact of through work scrutiny and assessment outcomes	Ongoing throughout Summer term	English Subject Leaders All Staff	
E4	Moderate summer term writing assessment judgements to ensure accuracy and consistency across the Federation.			
E4	Analyse and use information from class writing assessment grids to highlight areas of weakness for individual year groups / become a focus of early English planning for 2026 – 2027.			
AUTUMN				
E1	Review / monitor KS1 and KS2 reading provision to... -ensure reading areas offer an engaging and reading environment for all pupils to enjoy -create displays in both libraries to promote particular books / genres of books / keep interest fresh -ensure wide range of books available, including comics, magazines, graphic novels, non-fiction, books promoting different cultures, languages and role models	Autumn A	All Staff	
E1	Select one area of school and create new themed reading environment e.g. corridor area	Ongoing throughout Summer term	English Subject Leaders Curriculum Leader	
E1	Plan exciting and engaging World Book Day – to take place March 2027	Ongoing throughout Autumn term	English Subject Leaders Curriculum Leader	
E2	Deliver staff training in phonics teaching / use of pure sounds to ensure consistent approach of teaching and learning for Phonics	Staff Meeting/ TA Meeting Date - TBC	FLT Phonics Leaders	
E2	Provide targeted additional phonic provision for pupils who are score less than half on Autumn A Y1 Phonics Check (pupil complete first 20 words of check) -additional early morning sessions -whole class booster sessions -targeted planning to ensure consolidation of previous learning +Monitor impact of additional provision	Check to take place WB 19.10.26 Additional provision to begin in Autumn B	Y1 Staff Phonics Leader FLT	
E3	Following end of year review, if impactful - introduce use of Spelling with the Jungle Club in Year 3	To begin September 2026	English Subject Leaders Year 3 Staff	
E3	Analyse end of Summer term reading data for disadvantaged pupils in KS2 -early identification of pupils working below ARE -use of RAP programme to identify gaps in reading knowledge -target provision through the use of FFT 'Reading with the Lightning Squad / Reading Quest' programme -monitor impact of additional intervention programmes	First two weeks of Autumn term for identification of groups / assessments Interventions to begin in Week 3	Assessment Leader	
E4	Use findings of Summer term writing monitoring to identify and plan next steps (whole school / individual CPD?) +Monitor impact of additional CPD	Ongoing throughout Autumn term	FLT All Staff	
SPRING				
E1	Carry out peer to peer monitoring of class and school reading environments / celebrate and share successes	Phase Meeting x2 – Autumn Term	Phase Leaders All Staff	

E1	Celebrate reading for pleasure with an exciting and engaging World Book Day	Thursday 4 th March 2027	All Staff	
E2	Provide targeted additional phonic provision for pupils who are score less than half on Autumn A Y1 Phonics Check (pupil who score less than 20 in end of Autumn term Y1 Phonics Practice Check) -additional early morning sessions -whole class booster sessions -targeted planning to ensure consolidation of previous learning +Monitor impact of additional provision	Check to take place WB 19.10.26 Additional provision to begin in Autumn B	Y1 Staff Phonics Leader FLT	
E3	Analyse end of Autumn term reading data for disadvantaged pupils in KS2 -early identification of pupils working below ARE -use of RAP programme to identify gaps in reading knowledge -target provision through the use of FFT 'Reading with the Lightning Squad / Reading Quest' programme -monitor impact of additional intervention programmes	First two weeks of Spring term for identification of groups / assessments Interventions to begin in Week 3	Assessment Leader	
E4	Use findings of Autumn term writing monitoring to identify and plan next steps (whole school / individual CPD?) +Monitor impact of additional CPD	Ongoing throughout Spring term	FLT All Staff	

Mathematics				
E M1: Improve standards of teaching and learning and raise outcomes in Mathematics for disadvantaged pupils.				
Priority	Action	Date	Staff	Impact
SUMMER				
M1	Develop greater opportunities for independent mathematical thinking for all pupils through the consistent use of VEST tasks. -Ensure random grouping is used when completing all VEST tasks (to be generated in front of pupils) -Support staff in delivery of tasks (no pre-teach / modelling to be used before pupils complete task) to ensure all pupils are able to participate fully -Ensure 'Stand and Gather' technique is used by all when explaining VEST task -Consolidate role of teacher in VEST tasks – circulate / conduct mini-plenaries as necessary -Create time for peer observations to enable staff to share and develop best practice	Throughout Summer Term	Mathematics Subject Leader / Teaching Staff	
M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Monitor delivery and impact of Mastering Number sessions in Y1 and Y2	Throughout Summer Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Support pupils to use fingers as a calculation tool / promote regular opportunities for quick recall of numbers	Throughout Summer Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Trial use of whole class feedback and marking, including the use of live marking	Throughout Summer Term	Teaching Staff	
M1	Increase the use of adaptive teaching opportunities -Continue to utilise the use of practical learning to aide learning foundations	Throughout Summer Term	Teaching Staff	
M1	Adapt the sequence of lessons according to understanding and revisit misconceptions at least half termly Build additional opportunities into the curriculum and beyond in Middle Years.	Throughout Summer Term	Teaching Staff	
AUTUMN				
M1	Develop greater opportunities for independent mathematical thinking for all pupils through the consistent use of VEST tasks. -Ensure random grouping is used when completing all VEST tasks (to be generated in front of pupils) -Support staff in delivery of tasks (no pre-teach / modelling to be used before pupils complete task) to ensure all pupils are able to participate fully -Ensure 'Stand and Gather' technique is used by all when explaining VEST task -Consolidate role of teacher in VEST tasks – circulate / conduct mini-plenaries as necessary -Create time for peer observations to enable staff to share best practice and develop own practice	Throughout Autumn Term	Mathematics Subject Leader / Teaching staff	
M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Monitor delivery and impact of Mastering Number sessions in Y1 and Y2	Throughout Autumn Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	

M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Support pupils to use fingers as a calculation tool / promote regular opportunities for quick recall of numbers	Throughout Autumn Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Ensure regular use of Numbots as weekly home learning tasks for pupils in Y1 and Y2 -Monitor pupil access and impact of use of Numbots	Throughout Autumn Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Support pupils in KS2 to develop secure times table knowledge, -Ensure regular use of Times Table Rock Stars as weekly home learning tasks for pupils in KS2 -Promote phase use of Times Table Rock Stars e.g. battles / competitions -Monitor pupil access and impact of use of Times Table Rock Stars	Throughout Autumn Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Adapt the sequence of lessons according to understanding and revisit misconceptions at least half termly Build additional opportunities into the curriculum and beyond in Middle Years.	Throughout Autumn Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Review and monitor the use of whole class feedback and marking. -Share successes amongst peers	Throughout Autumn Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
SPRING				
M1	Develop greater opportunities for independent mathematical thinking for all pupils through the consistent use of VEST tasks. -Ensure random grouping is used when completing all VEST tasks (to be generated in front of pupils) -Support staff in delivery of tasks (no pre-teach / modelling to be used before pupils complete task) to ensure all pupils are able to participate fully -Ensure 'Stand and Gather' technique is used by all when explaining VEST task -Consolidate role of teacher in VEST tasks – circulate / conduct mini-plenaries as necessary -Create time for peer observations to enable staff to share best practice and develop own practice	Throughout Spring Term	Mathematics Subject Leader / Teaching staff	
M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Monitor delivery and impact of Mastering Number sessions in Y1 and Y2	Throughout Spring Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Support pupils to use fingers as a calculation tool / promote regular opportunities for quick recall of numbers	Throughout Spring Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Support pupils in KS1 to develop secure number fact knowledge, especially number bonds within 10 -Ensure regular use of Numbots as weekly home learning tasks for pupils in Y1 and Y2 -Monitor pupil access and impact of use of Numbots	Throughout Spring Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	

M1	Support pupils in KS2 to develop secure times table knowledge, -Ensure regular use of Times Table Rock Stars as weekly home learning tasks for pupils in KS2 -Promote phase use of Times Table Rock Stars e.g. battles / competitions -Monitor pupil access and impact of use of Times Table Rock Stars	Throughout Spring Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	
M1	Adapt the sequence of lessons according to understanding and revisit misconceptions at least half termly Build additional opportunities into the curriculum and beyond in Middle Years.	Throughout Spring Term	Mathematics Subject Leader / Curriculum Leader Teaching Staff	

Curriculum and Teaching				
C1: Adjust current curriculum to reflect recommendations from DfE Curriculum Review.				
C2: Ensure that the curriculum remains inclusive by design.				
Priority	Action	Date	Staff	Impact
SUMMER				
C1	Review and update Curriculum and individual subject 'Intent, implementation, Impact' statements to ensure they reflect current practice	By the end of Summer term	Curriculum Leaders	
C1	Review and update Curriculum Progression Maps to ensure they reflect current practice	Staff Meeting – 15.6.26	Curriculum Leaders Teaching Staff	
C1	Review current History and Geography curriculum - Review current medium term plans for History and Geography to ensure plans match unit overviews and are appropriately sequenced and promote opportunities to build on and consolidate prior learning -Update History and Geography unit overviews as necessary following planning review -Audit resources to ensure teachers can teach and all pupils are able to access the curriculum -Carry out pupil voice activities to assess engagement with the history and geography curriculum and its link to pupil understanding of school vision of 'learning for life' -Plan educational visits / visitors for 2026 – 2027 to ensure we provide enriching experiences to support our vision of 'learning for life'	Ongoing throughout the term Review Educational Visits for 2026-2027 Staff Meeting – 15.6.26	Curriculum Leaders Teaching Staff	
C2	As a follow up from Gary Casey training – 2.2.26 re. Effective Feedback and Marking Queen Emma Trial use and review impact of updated Feedback and Marking guidelines Queen Edith Introduce, trial and review use of whole class feedback sheets in agreed subjects	Ongoing throughout the term Staff Meeting – 20.4.26 / 11.5.26 (QEd) 27.4.26 / 8.6.26 (QEm)	Assessment Leaders Teaching Staff	
C2	Deliver training linked to supporting cognitive functions, focusing on attention and working memory. This will link to the new format for pupil progress meetings which will be shared with staff in preparation for use from Autumn 2026. Links to Personal Development and Well-Being Action Plan	Training Day – 1.6.26	FLT Teaching Staff	
C2	Plan CPD materials to promote the development and use of adaptive teaching to support all learners	Across Summer term – to be ready for use in Autumn term	FLT	
AUTUMN				
C1	Share Ofsted Toolkit – Curriculum and Teaching information	Training Day 2.11.26	FLT Teaching Staff	
C1	Monitor teaching of History and Geography to ensure updates from Summer term are implemented into teaching and learning (to include planning monitoring / book review / pupil voice)	Training Day 2.11.26	Teaching Staff	
C1	Review Current Science curriculum - Review current medium term plans for Science to ensure plans match unit overviews and are appropriately sequenced and promote opportunities to build on and consolidate prior learning -Update Science unit overviews as necessary following planning review -Audit resources to ensure all pupils are able to access the curriculum -Carry out pupil voice activities to assess pupil engagement with the science curriculum and its link to pupil understanding of school vision of 'learning for life'	Ongoing throughout the term	Curriculum Leaders Teaching Staff	

C1	Plan exciting and engaging Science Week – to take place Spring Term 2027	Ongoing throughout the term	Curriculum Leaders Science Leaders	
C2	Deliver further training linked to supporting cognitive functions, focusing on processing and language. Links to Personal Development and Well-Being Action Plan	Training Day 1 / 2.9.26	FLT Teaching Staff	
C2	Use new pupil progress materials to identify a small focus group to plan and implement adapted provision in order to raise outcomes	Staff Meeting – 28.9.26	Teaching Staff	
C2	Deliver training to all staff on adaptive teaching -What does an effective lesson look like for all pupils?	Staff Meeting 21.9.26 / 5.10.26 / 23.11.26	FLT	
C2	Explore use of 'Widget' as a tool to support adaptive teaching for all learners.	Staff Meeting 21.9.26 / 5.10.26 / 23.11.26	FLT	
C2	Monitor and review adaptive teaching training – focus of learning walks	Autumn B	FLT	
SPRING				
C1	Monitor teaching of Science to ensure updates from Summer term are being implemented into teaching and learning (to include planning monitoring / book review / pupil voice)	Staff Meeting - Date TBC	All Staff – Working in Groups	
C2	Review and update pupil progress documents / provision in light of Autumn B data	Staff Meeting – Date TBC	All Staff	
C2	Monitor and review adaptive teaching training – focus of learning walks	Spring A / B	FLT	

Personal Development, Behaviour and Welfare				
PD1: Embed and further develop use of 'behaviour curriculum.'				
PD2: Decrease the % of pupils who are persistently absent and support vulnerable groups who may not be attending school regularly enough.				
Priority	Action	Date	Staff	Impact
SUMMER				
PD1	Following training from Cambridge Therapeutic Thinking re. the development of the school 'behaviour curriculum...' -share phase outcomes with phase leaders and discuss how these could be introduced and implemented throughout the whole school -discuss use of awards and how these could be introduced and implemented throughout the whole school -identify and create teaching materials that may be needed to support the introduction and delivery of new 'behaviour curriculum' phase outcomes -create display materials that may be needed to support the introduction and delivery of the new 'behaviour curriculum' phase outcomes -discuss how 'Leader in Me' materials can be used to link to and support the introduction and delivery of the new 'behaviour curriculum' phase outcomes	Ongoing throughout Summer term New behaviour curriculum phase outcomes to be introduced to pupils in Autumn 2026	FLT Phase Leaders All Staff	
PD1	Deliver training linked to supporting cognitive functions, focusing on attention and working memory. This will link to the new format for pupil progress meetings which will be shared with staff.	Training Day 1.6.26	FLT	
PD2	Review and update the Attendance Strategy and attendance letters to ensure both are in line with updated DfE guidelines.	By the end of Summer Term	FLT	
PD2	Review individual pupil attendance for those below 90% and reasons for attendance. Consider range of adaptations that could be offered to support individual pupils and families. -temporary staggered start times -safe space in school -use of TRT -intervention programmes, e.g. EBSAA, ELSA -collaboration with / support parents re. morning routines	Ongoing throughout Summer Term	FLT	
PD2	Discuss possible effective incentives to promote improved levels of attendance e.g. -class competitions -certificates for improved attendance -whole school rewards Ensure focus is on recognition of improvement rather than perfect attendance. Phase Leaders to feedback to FLT.	May / June 2026	Phase Leaders FLT	
AUTUMN				
PD1	Deliver further training linked to supporting cognitive functions, focusing on processing and language. Provide a refresher linked to the behaviour curriculum and attendance incentives.	Training Days 1.9.26 / 2.9.26	FLT	
PD2	DHT / Phase Assemblies to focus on the introduction of 'behaviour curriculum' phase outcomes -Autumn Term focus: Be Ready	Ongoing throughout Autumn Term	FLT Phase Leaders / Teaching Staff	

PD1	Ensure robust induction process for all new members of staff which includes detailed information regarding the 'Behaviour Curriculum'	Ongoing throughout the term.	FLT	
PD1	Information re. new behaviour curriculum phase outcomes to be shared with parents / carers via Autumn A / Autumn B newsletters with a general introduction in 'Meet the Teacher' meetings. Updates to be shared regularly in year group 'Weekly News.'	Meet the Teacher meetings Ongoing throughout Autumn Term	FLT – Prepare information for parents / carers Class Teachers – information in 'Weekly News'	
PD1	'Behaviour Curriculum' Direct Teaching materials (6x 10 minute direct teaching sessions) shared with staff / to be taught across Autumn term		FLT	
PD1	Monitor impact of introduction of new 'behaviour curriculum' phase outcomes through ... -pupil voice -staff discussion -observations of pupils in classrooms, in school and on playgrounds	By the end of December 2026	FLT Phase Leaders	
PD2	Review individual pupil attendance for those below 90% and reasons for attendance. Consider range of adaptations that could be offered to support individual pupils and families. -temporary staggered start times -safe space in school -use of TRT -intervention programmes, e.g. EBSAA, ELSA -collaboration with / support parents re. morning routines	Ongoing throughout Summer Term	FLT	
PD2	Implement whole school attendance incentives	1.9.26 / 2.9.26	FLT	
SPRING				
PD1	DHT / Phase Assemblies to focus on the introduction of 'behaviour curriculum' phase outcomes -Spring Term focus: Be Respectful	Ongoing throughout the term.	FLT Phase Leaders Teaching Staff	
PD1	Continue to provide parents with updates with regard to the behaviour curriculum, e.g. through year group 'Weekly News.'	Ongoing throughout the Spring Term.	Class Teachers	
PD2	Review individual pupil attendance for those below 90% and reasons for attendance. Consider range of adaptations that could be offered to support individual pupils and families. -temporary staggered start times -safe space in school -use of TRT -intervention programmes, e.g. EBSAA, ELSA -collaboration with / support parents re. morning routines	Ongoing throughout Spring Term	FLT	
PD2	Further monitoring on the impact of the 'behaviour curriculum' phase outcomes through ... -pupil voice -staff discussion -observations of pupils in classrooms, in school and on playgrounds	Ongoing throughout Spring B	FLT	
PD2	Review whole school attendance incentives through discussion with staff e.g. in Phase Meetings.	April 2027	FLT Phase Leaders	

Leadership and Governance

L1: Deliver the financial recovery plan whilst maintaining oversight of well-being and supporting statutory needs of pupils.

L2: Governors to closely monitor the financial work of the Federation and to play a part in the strategic vision of the school.

L3: Provide governors with training to enable them to conduct their role effectively.

L4: Explore methodology for effective pupil progress meetings.

L5: Governors and leaders to become familiar with the new Ofsted Framework.

Priority	Action	Date	Staff	Impact
SUMMER				
L1	School Business Manager and Finance Manager to receive training from the LA finance team around SBS and FMS	Easter holiday period 2025	FBM, Finance Manager (once in post)	Basic FMS training delivered by Karen Freestone to FBM. This supported budget build over the Easter holiday period.
L1 & L2	Governors are invited to be part of the budget setting and recovery plan process prior to this being presented to the full FGB	24.04.26	EHT / FBM / Governors	
L1	Deficit recovery plan finalised and submitted to the LA	22.05.26	EHT / FBM	
L1	Consultation for staffing at Queen Emma to take place in readiness for staff changes in September 26/27 where appropriate	Begins on 16.04.26	EHT / Governors	
L1	Governors to fulfil their statutory panel requirements as part of a re-organisation process	Dates according to the timeline contained in the business plan	Governors	
L1	Staff to be informed about sources of support during consultation phase – draw upon expertise of the mental health first aider. Unions invited to be part of consultation	When communications take place about this	Federation Leadership team / Mental Health First Aiders	
L1	Leaders to review staff responsibilities in terms of subject co-ordinators and job descriptions in readiness for September 2026	Summer B	Federation Leaders	
L2	Re-forecast of budget in light of changes in financial information	As required	EHT / FBM	
L2	Governors and EHT to be part of the LA FIG (financial improvement group) meetings	Half termly	Governors / EHT	
L2	Governors to review the budget on a half termly basis, using financial reports produced by the school	Half termly F and R meetings	FBM / EHT / Governors	
L2	Chair of F and R committee to carry out finance process monitoring	End of Summer term	Chair of F and R Committee	
L4	Leaders to adapt pupil progress meeting content to reflect barriers to learning across the curriculum (with a particular focus upon attention and working memory)	During Summer A in preparation for delivery on Training Day – 1.9.26	Federation Leaders	
L4	Leaders to deliver training to teaching staff around working memory and attention so that these can be reflected in pupil progress discussions throughout the remainder of the school year	Training Day 1.6.26	Federation Leaders Teaching Staff	
L5	Members of the Federation Leadership Team to attend Ofsted briefing training provided by the LA	20.5.26	EHT / DHT from Queen Emma	
L5	Governors to be introduced to the Ofsted toolkit and linked SEF (initial focus on curriculum and teaching, achievement and leadership and governance)	Summer B FGB	Governors / Federation Leaders	
AUTUMN				

L1	Review the progress of the recovery plan	Summer A	EHT / Leaders / Governors	
L2	Re-forecast of budget in light of changes in financial information	As required	EHT / FBM	
L2	Governors to review the budget on a half termly basis, using financial reports produced by the school	Half termly F and R meetings	FBM / EHT / Governors	
L3	Governors to identify a team responsible for availability and oversight of inspection toolkit	Autumn B FGB	Governors / EHT	
L3	Governors to receive training on conducting curriculum visits		Governors	
L4	Leaders to deliver training to teaching staff around processing and language so that these can influence the format of pupil progress meetings in the latter part of the Autumn term.	1.9.26	Federation Leaders Teaching Staff	
L5	Members of the Federation Leadership Team to attend Ofsted briefing training provided by the LA, who have not previously attended	According to dates in the LA training programme	Leadership members who have not yet attended	
L5	Governors to be introduced to the Ofsted toolkit and linked SEF (focus on attendance and behaviour and personal development and well-being)	Summer A / B FGBs	Governors / Federation Leaders	
SPRING				
L1	Review the progress of the recovery plan	Spring A	EHT / Leaders / Governors	
L1	Governor benchmarking against DfE statistics and national data to identify further areas of saving	End of Spring B	Governors / FBM / EHT	
L2	Review of business plan in readiness for rolling consultation for 27/28	Spring A	Governors / EHT	
L2	Governors to review the budget on a half termly basis, using financial reports produced by the school	Half termly F and R meetings	FBM / EHT / Governors	
L2	Re-forecast of budget in light of changes in financial information	As required	FBM / EHT	
L2	Governors to be mindful of any fluctuating pupil numbers and how this may affect future plans	January 2027 – March 2027	EHT / Governors	
L2	Governors to review the budget on a half termly basis, using financial reports produced by the school	Half termly F and R meetings	Governors / FBM / EHT	
L5	Governors to be introduced to the Ofsted toolkit and linked SEF (focus on inclusion and early years)	Spring A / B FGBs	Governors / Federation Leaders	
L5	Governor safeguarding visit to focus on Ofsted toolkit and linked SEF (focus on safeguarding)	Spring B	Safeguarding Governors and DSL / DDSL Staff	

EYFS				
EYFS 1: Raise outcomes in Communication and Language. EYFS 2: Embed high quality interactions through staff development EYFS 3: Review the quality of the EYFS curriculum and how this is adapted to meet the needs of all learners – to include the creation of a progressive EYFS music curriculum				
Priority	Action	Date	Staff	Impact
SUMMER				
EYFS 1	Share DfE publication 'Strong Foundations in the First Years of School' with all staff to key messages and implications from findings.	Throughout Summer Term – focus of EYFS Breakfast Meetings	LS / CS / JN	
EYFS 1	Complete the Early Talk Boost Research project Review how to spend £1000 as part of completing project	To be completed by end of June 2026	JN / RH / SJ	
EYFS 1	Review impact of the progress of children completing the WellComm Language Development Programme	To be completed by end of Summer term	JN	
EYFS 1	Embark upon support from the DfE English Hub (Myland School) to support Nursery pupils to develop early communication skills in order to support later phonic development	Sign up in Summer term	LS / CS	
EYFS 1	Complete EYFS Termly Moderation Document to support staff knowledge of developmental stages of Communication and Language	To be completed by end of Summer 2026	CS	
EYFS 1 / 2	Monitor quality of / impact of current adult-pupil interactions. Provide follow-up staff training on the '5 M's' to support positive child-adult interactions and to promote raised outcomes in Communication and Language. 5 M's = Mark-Making, Mathematics, Making Connections, Modelling, Making Conversations	Throughout Summer Term – focus of EYFS Breakfast Meetings / focus of EYFS PL monitoring	EYFS Staff	
EYFS 3	Shadow a pupil in both Nursery and Reception to monitor the quality of the EYFS curriculum / quality of adaptations to curriculum to ensure it meets the needs of all learners	Summer Term	JN / LS / CS	
EYFS 3	Review EYFS Long Term Plans to ensure progression of skills and knowledge across the EYFS. Use review to plan next steps re. EYFS curriculum development	Throughout Summer Term including staff meeting 4.5.26	JN / LS / CS	
EYFS 3	Complete EYFS Quality Framework document and plan follow up actions to be completed in Autumn 2026 / Spring 2027	Summer Term	JN / LS / CS / SJ	
EYFS 3	Create Autumn Term Music Units of Work for Nursery and Reception for use in 2026 – 2027	Summer Term	CS	
AUTUMN				
EYFS 1	Follow up actions from DfE English Hub (Myland School) recommendations	Throughout Autumn Term	EYFS staff	
EYFS 1	Use WellComm to identify children with speech, language and communication needs across EYFS. Begin targeted WellComm activities with identified children.	Autumn Term	EYFS staff	
EYFS 2	Deliver training for high quality interactions for all staff in EYFS around the following identified areas: - What do high-quality interactions look like? - Sustained shared thinking and questioning - High-quality interactions in play and routines - Language and emotional development Consider use of EYFS LA to deliver training to staff under the silver membership offer.	Autumn Term	EYFS Staff	
EYFS 2	Use coaching and peer observation to monitor and support staff development in the use of high quality interactions	Autumn Term	EYFS Staff	

EYFS 3	Use findings from shadowing children to consider future curriculum adaptations to ensure the curriculum meets the needs of all pupils	Autumn Term	JN / CS / LS	
EYFS 3	Use curriculum review plan to implement follow up actions for Autumn Term	Autumn Term	JN / CS / LS	
EYFS 3	Ensure all staff are aware of ... -identity of pupils in receipt of EYPP funding -focused use of EYPP funding for individual pupils -impact of use of EYPP funding for individual pupils	Autumn Term	EYFS Staff	
EYFS 3	Complete Spring Term Music Units of Work for Nursery and Reception for use in 2026 – 2027	Autumn 2026	CS	
SPRING				
EYFS 1	Follow up actions from DfE English Hub (Myland School) recommendations	Throughout Spring Term	EYFS Staff	
EYFS 1	Reassess children identified by the WellComm programme and continue targeted WellComm activities.	Spring term	EYFS Staff	
EYFS 2	Monitor impact of high quality interactions training through... -discussions with staff -observations -pupil behaviour and engagement indicators -increased pupil collaboration with peers -review of Autumn B Communication and Language data	Spring 2027	JN / LS / CS	
EYFS 2	FLT to investigate provision of greater opportunities to provide parents / carers with information about the impact of high-quality interactions	Spring 2027	FLT	
EYFS 3	Use curriculum review plan to implement follow up actions for Spring Term	Spring Term	JN / CS / LS	
EYFS 3	Monitor the impact of provision for pupils in receipt of EYPP funding / plan for future spending	Spring Term	JN / CS / NS	
EYFS 3	Complete Summer Term Music Units of Work for Nursery and Reception for use in 2026 – 2027	Spring 2027	CS	