

Newcroft Primary Academy



Core Strategic Plan 2025-26

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Symphony Learning Trust Key Objectives

Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2025-2026	2026-2027	2027-2028
1. Leadership and Management	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Embed	Embed	Review / Implement
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Embed	Embed	Review / Implement
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Embed	Embed	Review / Implement
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Embed	Embed	Review / Implement
	2b	Develop projects to improve pedagogy across the MAT	Embed	Embed	Review / Implement
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Embed	Embed	Review / Implement
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Embed	Embed	Review / Implement
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Review / Implement	Embed	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Review / Implement	Embed	Embed
5.Outward Looking and Growth	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Review / Implement	Embed	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Embed	Embed	Review / Implement
	5c	Develop and <u>Implement</u> an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Review / Implement	Embed	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Staff Responsibilities

Newcroft Senior Leadership Team 2025-26						
Sara Aukland Head teacher/ Trust SEL (1.5)	Alice Brailsford Deputy Head teacher and Head of School	Amy Bingham Business Manager	Charlotte Kirkham Deputy Head teacher (0.6)	Hannah Wicks Assistant Head teacher (0.6)	Jennie Dance EYFS Leader	Louise Hunt SENCO (0.4)/ Lucy Lloyd Assistant SENCo 0.6
Designated Safeguarding Leader (including monitoring) Strategic Direction Curriculum, teaching and monitoring Curriculum Development Standards and progress Attendance Assessment Website Marketing Marketing and new starters Health and Safety Teachers and Business Manager Line management / PM Staff CPD Staff Absence Safeguarding newsletter	Deputy Designated Safeguarding Leader Curriculum, teaching and monitoring Standards and progress Pastoral / Personal Development (Mental Health and Wellbeing, ELSA) Attendance (shared) Assessment (shared) Educational Visits Coordinator (EVC) Friends of Newcroft PTA Marketing and new starters Events coordinator (parent and office liaison) Marketing (Twitter and Facebook) Forest School Teaching and learning staff new starters- onboarding Cover Teachers and support staff Line management/ PM	Budget and Finance Premises Office, Lunchtime, and premises staff line management Procurement HR Health and Safety Breakfast and After School Club Catering Staff Absence All staff new starters- onboarding Marketing Website	Deputy Designated Safeguarding Leader Designated Teacher for Looked after Children Teaching and Monitoring Curriculum Development Pupil Premium and Inclusion Standards and progress – Assessment Lead- Year 6 English subject leadership shadow Shared oracy leader Volunteers Extra-Curricular (pupil experience) Teaching and learning staff new starters- onboarding Newsletter Staff wellbeing Leader and staff voice (Pulse) Teacher and support staff Line management / PM	Deputy Designated Safeguarding Leader Monitoring leader and monitoring calendar Teaching and Monitoring Curriculum, teaching and monitoring RE leadership and development Shared oracy leader School Council Anti bullying leader Job Centre British Values Leader Support staff line management and performance management Early Career Teachers and Student teacher SLT support	Reception curriculum, teaching, standards and progress Pre School curriculum, teaching, standards and progress	Standards and progress (SEND pupils) Teacher and support staff SEND CPD SEN parent support Support staff line management and performance management
Subject Leader (s)		Subject/ Area		Governor Partner (s)		
Pupil Premium and Inclusion (including Designated teacher)		Charlotte Kirkham, Deputy Head teacher		James Perry		
SEND		Louise Hunt, SENCo and Lucy Lloyd, Assistant SENCo		James Perry		
Personal Development, Pastoral and Mental Health and Wellbeing and Forest School		Alice Brailsford, Deputy Head teacher/ Head of School		Lauren Hackett		
Anti Bullying		Jennie Dance, EYFS leader		Lauren Hackett		
EYFS (Reception and Pre-School)		Jennie Dance, EYFS leader		Sam Goodacre		
English (Reading, Writing, grammar, punctuation and spelling and handwriting)		Jamie Pratt		James Lomax		
Phonics and Early Reading		Lorraine Lloyd (shadowed by Shannon Marlow)		James Lomax		
Oracy		Charlotte Kirkham, Hannah Wicks		James Lomax		
Maths		Jamie Akiens		Vikki Rundle-Brown		
Science and Healthy Schools		Lucy Lloyd and Paris Martin		Sam Goodacre		
History		Abbi Porter		Full Governing Body		
Geography		Katie Thompson		Full Governing Body		
RE		Hannah Wicks, Assistant Head teacher		Victoria Linthwaite		
Computing		Jamie Pratt		Full Governing Body		
PSHE and RSHE		Alice Brailsford, Deputy Head teacher/ Head of School		Full Governing Body		
MFL		Vicky Hawksworth		Full Governing Body		
Music		Dan Preece		Full Governing body		
Design and Technology		Katie Collins		Full Governing body		

Art and Design	Rosie Cran	Full Governing Body
Physical Education	Amy Woodward	Full Governing Body
Additional Governor Roles		
Health and Safety – James Lomax		
Wellbeing and Equality – Victoria Linthwaite		
Safeguarding – (Check and sign the SCR termly)- Vikki Rundle- Brown		
Finance – (budget checks)- Lauren Hackett		
Head Teacher's Performance Management – Vikki Rundle- Brown and James Perry		
Pay Committee – Lauren Hackett,  and James Perry		

Long Term (3 year) Improvement Plan

Focus Area	2025 - 26	2026 - 27	2027 - 28
Leadership, management (including governance)	- The school website meets all statutory requirements - The school meets all data protection requirements - The governing body ensure that all statutory duties are met for the year - Review and recruitment of governors to further strengthen the governing body - Focus on high quality challenge and minuting by the governing body - Continued focus on staff wellbeing and workload management with the support of governors - Focus on continued improvement in pupil numbers linked to marketing	- The school website meets all statutory requirements - The school meets all data protection requirements - The governing body ensure that all statutory duties are met for the year - Review and recruitment of governors to further strengthen the governing body - Focus on embedding high quality challenge by the governing body - Continued focus on staff wellbeing and workload management- develop new strategies - Stabilise pupil numbers linked to marketing strategy and new house building.	- The school website meets all statutory requirements - The school meets all data protection requirements - The governing body ensure that all statutory duties are met for the year - Recruitment of governors to further strengthen the governing body - Continued focus on embedding high quality challenge by the governing body - Continued focus on staff wellbeing and workload management- embed new strategies - Stabilise pupil numbers linked to marketing strategy and new house building.
Teaching and Learning	90% of lessons to be judged as at least good or better - Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills - Embed the use of substantive and disciplinary knowledge which is mapped out for all subjects - Embed the use of curriculum end points in foundation subjects - Embed the use of the school's teaching protocols to secure high quality first teaching - Continued focus on workload reduction in operational tasks - Embed the school's new feedback policy to secure pupil progress	90% of lessons to be judged as at least good or better - Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills - Embed the use of substantive and disciplinary knowledge which is mapped out for all subjects - Embed the use of curriculum end points in foundation subjects - Embed the use of the school's teaching protocols to secure high quality first teaching - Full review of workload reduction in operational tasks - Full review of the curriculum	90% of lessons to be judged as at least good or better - Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills - Review substantive and disciplinary knowledge - Review the use of curriculum end points in foundation subjects - Review the school's teaching protocols to secure high quality first teaching - Full review of workload and wellbeing - Review the school's feedback policy - Embed changes made to the curriculum
Standards in core subjects	- KS2 EXS+ above national for Reading, Writing and Maths - KS2 GDS scores to be above national for Reading, Writing and Maths - KS2 combined Reading, Writing and Maths is above national - KS2 Science EXS above national - Y4 MTC at least 80% of pupils scoring 24+ - Y1 Phonics Screen % pass to remain above well above national	- KS2 EXS+ above national for Reading, Writing and Maths - KS2 GDS scores to be above national for Reading, Writing and Maths - KS2 combined Reading, Writing and Maths is above national - KS2 Science EXS above national - Y4 MTC at least 80% of pupils scoring 24+ - Y1 Phonics Screen % pass to remain above well above national	- KS2 EXS+ above national for Reading, Writing and Maths - KS2 GDS scores to be above national for Reading, Writing and Maths - KS2 combined Reading, Writing and Maths is above national - KS2 Science EXS above national - Y4 MTC at least 80% of pupils scoring 24+ - Y1 Phonics Screen % pass to remain above well above national
Standards in foundation subjects	At least 70% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points	At least 70% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points	At least 70% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points
Standards in Reception	- Good Level of Development to be above national - At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline	- Good Level of Development to be above national - At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline	- Good Level of Development to be above national - At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline
Progress of different groups of learners	- Continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing - An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2) - Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year	- Continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing - An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2) - Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year	- Continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing - An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2) - Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year
Behaviour	- Zero permanent exclusions (of children who have been at the school for more than 2 years) - Reduction YoY in suspensions - Behaviour for learning judged to be good in 95% of learning walks and lesson observations - The school will maintain the Anti Bullying Award	- Zero permanent exclusions (of children who have been at the school for more than 2 years) - Reduction YoY in suspensions - Behaviour for learning judged to be good in 95% of learning walks and lesson observations - The school will maintain the Anti Bullying Award	- Zero permanent exclusions (of children who have been at the school for more than 2 years) - Reduction YoY in suspensions - Behaviour for learning judged to be good in 95% of learning walks and lesson observations - The school will re-apply for the Anti Bullying Award
Attendance	- Average attendance of all pupils at least 96% (outstanding) - Average attendance of disadvantaged (PP) pupils at least 94% (good) - Persistent absence to be less than 5%	- Average attendance of all pupils at least 96% (outstanding) - Average attendance of disadvantaged (PP) pupils at least 94% (good) - Persistent absence to be less than 5%	- Average attendance of all pupils at least 96% (outstanding) - Average attendance of disadvantaged (PP) pupils at least 94% (good) - Persistent absence to be less than 5%
Inclusion	The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2	The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2	The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2
Safeguarding	- Annual Safeguarding audit identifies that the school meets all statutory duties - Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding	- Annual Safeguarding Audit identifies that the school meets all statutory duties - Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding	- Annual Safeguarding Audit identifies that the school meets all statutory duties - Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding
Health and Wellbeing	2 hours per week of quality PE lessons for all children - Active lunchtimes with play leaders daily in all year groups - At least 3 year groups to experience an active sports club at lunchtime daily - ELSA spaces increase - Extracurricular clubs widened to all year groups and to include a broader range of sports and interests 90% of pupils (Year 1-6) will attend an active club during lunch or after school - At least 75% of Year 6 children will be able to swim 25m - The school will maintain the School Games Award, thus widening the sports and wellbeing offer across school - Forest school launched to all year groups including Pre School to experience for 1 half term per year - Pre School and Reception to develop Forest School in the EYFS curriculum	2 hours per week of quality PE lessons for all children - Active lunchtimes with play leaders daily in all year groups - At least 3 year groups to experience an active sports club at lunchtime daily - Embed the role of the additional ELSA to support pupils' mental health and wellbeing - Extracurricular clubs offer a broad range of sports and interests 95% of pupils (Year 1-6) will attend an active club during lunch or after school - At least 75% of Year 6 children will be able to swim 25m - The school will maintain the School Games Award, thus widening the sports and wellbeing offer across school - Embed widening the sports and wellbeing offer across school - Forest school embedded for all year groups including Pre School to experience for 1 half term per year - Pre School and Reception to embed Forest School in the EYFS curriculum	2 hours per week of quality PE lessons for all children - Active lunchtimes with play leaders daily in all year groups - At least 3 year groups to experience an active sports club at lunchtime daily - Embed the role of the additional ELSA to support pupils' mental health and wellbeing - Extracurricular clubs offer a broad range of sports and interests 95% of pupils (Year 1-6) will attend an active club during lunch or after school - At least 75% of Year 6 children will be able to swim 25m - The school will maintain the School Games Award, thus widening the sports and wellbeing offer across school - Embed widening the sports and wellbeing offer across school - Forest school embedded for all year groups including Pre School to experience for 1 half term per year - Pre School and Reception to embed Forest School in the EYFS curriculum

Focus Area	2025 - 26	2026 - 27	2027 - 28
Parents and the Wider Community	96% of parents will attend parents' evenings 97% of disadvantaged families will attend parents' evenings - Parents will be invited to attend a celebration event once per term in all year groups - Each year group will engage parent volunteers to support with reading, specialist activities and celebrations - Friends of Newcroft to organise at least 6 events during the year	97% of parents will attend parents' evenings 97% of disadvantaged families will attend parents' evenings - Parents will be invited to attend a celebration event once per term in all year groups - Each year group will engage parent volunteers to support with reading, specialist activities and celebrations - Friends of Newcroft to organise at least 6 events during the year	97% of parents will attend parents' evenings 97% of disadvantaged families will attend parents' evenings - Parents will be invited to attend a celebration event once per term in all year groups - Each year group will engage parent volunteers to support with reading, specialist activities and celebrations - Friends of Newcroft to organise at least 6 events during the year
British Values	1 pupil from each class (Y1-Y6) to be voted into the school council - Job Centre – at least 70% of pupils across both key stages have a 'job' during the year - Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display) - Each British Value covered in detail in all year groups as per the termly curriculum plans - The school council will promote the key British Values in their work	1 pupil from each class (Y1-Y6) to be voted into the school council - Job Centre – at least 70% of pupils across both key stages have a 'job' during the year - Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display) - Each British Value covered in detail in all year groups as per the termly curriculum plans - The school council will promote the key British Values in their work	1 pupil from each class (Y1-Y6) to be voted into the school council - Job Centre – at least 70% of pupils across both key stages have a 'job' during the year - Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display) - Each British Value covered in detail in all year groups as per the termly curriculum plans - The school council will promote the key British Values in their work
Staff CPD	- All staff can name at least 2 CPD activities during the year, linked to their role - Bespoke CPD offered to all teaching staff through the NPQ scheme and The National College. - CPD offered to all premises, kitchen and office staff to increase skills and knowledge - All staff to engage in annual performance management - Teaching and Learning CPD to focus on SEND	- All staff can name at least 2 CPD activities during the year, linked to their role - Bespoke CPD offered to all teaching staff through the NPQ scheme and The National College. - CPD offered to all premises, kitchen and office staff to increase skills and knowledge - All staff to engage in annual performance management	- All staff can name at least 2 CPD activities during the year, linked to their role - Bespoke CPD offered to all teaching staff through the NPQ scheme and The National College. - CPD offered to all premises, kitchen and office staff to increase skills and knowledge - All staff to engage in annual performance management

Review of Priorities for 2024-2025

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
Priority 1: Further embed the school's approach to the teaching of equality and diversity, by providing further exposure to other races, cultures and ways of life.	Successes - Lyfta educational platform as a 'window into lives of others living in different counties, cultures and cultures around the world,' was launched in Y1-Y6 to further expose pupils to places, people, races, cultures and ways of life different to their own. - In allocated 30 mins Lyfta time each week, pupils had the opportunity to enter the homes of people from around the world observing a 360-degree view of their home and/ or workplace followed by a documentary, bringing the person to life. This was an opportunity no pupils had ever experienced before and was positive for overall personal development. - A bespoke Lyfta programme was developed which included: diversity and race lesson sequences, personal development and wellbeing, PSHE lessons sequences, character and values lesson sequences, sustainability and global citizenship lesson sequences, transition lesson sequences, cultural capital primary sequences, RE lesson sequences and Geography lesson sequences. - Explicit links were made with the oracy curriculum and the promotion of using the 'discussion roles' in class. Lyfta enabled high quality practice of the fundamental skills of oracy. Impact - Leaders were successful in making links and edits to the existing whole school assembly themes for promoting equality and diversity, as well as key topics such as new beginnings and transition. This supported general personal development across school. - Pupil survey at the end of 2024-25 demonstrated that 84% of pupils could recall and discuss different lives, cultures, races and religions they have encountered that are different from their own through Lyfta. - In upper KS2 classes, pupils were able to link Lyfta to the school's Everyone Belongs approach and their understanding where relevant of the protected Characteristics. This was more challenging for KS1 and lower KS2. - Teacher survey and discussion revealed that the content was too challenging for KS1 and lower KS2 pupils and that in an already packed curriculum, there could be better (and more affordable) ways of exposing children to different lives, cultures, homes and religion through the existing curriculum	- Leaders have made the decision not to continue with Lyfta as a whole school approach as the content and materials were too challenging for our KS1 and Lower KS2 learners. - Create oracy topics for the 25-26 strategic plan, similar to some of the successful themes presented in Lyfta. - Review of the texts used in all year groups to expose pupils to a broader range of cultures, religions and experiences through literature.
Priority 2: Maintain high teaching standards through staffing changes, ensuring continued high pupil outcomes and progress	Successes - Minor amendments made to the school's pedagogy protocols, based on the Rosenshine's Principles of Effective Instruction. - Training delivered on INSET and revisited in the termly staff meeting calendar on the protocols to ensure fidelity. - Teachers were trained in building pupil's independence in lessons by the feedback working group (as part of embedding new Feedback Policy) – using self and peer assessment, peer marking and whole class feedback. - ECT programme in place and quality, experienced mentors identified and trained to provide high quality support. - New teacher workshop designed to support building knowledge about the school's pedagogy expectations- INSET and beyond. Impact - Learning Walks throughout the year evidenced that teaching is consistently good or better and teachers of all levels of experience use the school's pedagogy protocols in lessons. - Planned integration of new teachers into year groups working alongside experienced staff with capacity to support and monitor has been successful in securing continued excellent results across school. - Pupil outcomes remain significantly above national: EYFSP GLD.- 88% Y1 Phonics Screen Check, 96% KS2 SATs.- 88% combined - Successful ECT monitoring visit in Spring 2025 by Teach First. This visit evidenced that the Newcroft ECT programme goes beyond the requirements of ECF in supporting teachers with pedagogy development. - Successful ECT induction has led to retention - maintaining stability of staffing. - Pupil voice in core subjects has demonstrated that pupils are taking control of their own learning by using the now embedded marking and feedback approach which promotes independence. - The school achieved 'outstanding in all areas' on its graded Ofsted inspection in May 2025. High quality staff CPD and methods of teaching were noted as strengths of the school on the report.	- Continue the model of new teachers being paired with experienced teachers in the 25-26 academic year. - Continue to embed the school's pedagogy protocols with new staff through induction and through monitoring throughout the year. - New teacher workshops and induction plan to be repurposed for 're-induction' following maternity other staff absence/
Priority 3: Enhance Spoken language within English curriculum to support pupils in making enhanced progress in all curriculum areas	Successes - Explicit speaking and listening curriculum has been developed as part of the English programme of study, with the skills of oracy being having been trained out, used and monitored by the English leader. - We have used the Oracy Framework, the National Curriculum Programmes of Study and Primary English Ed study to interweave explicit progressive speaking and listening into the existing English Curriculum. - Clearly defined curriculum end points for teachers to assess from have been developed. Check this. - A lunchtime debate club has been introduced for pupils with an interest in debate, to give opportunities to practice skills outside of the taught curriculum. Impact - Children have been given deliberate opportunities to practice and perform the following: discussion, presentations, performances, role play/improvisations and debates as part of the English curriculum development. - We have introduced and embed 'discussion roles' in English. - Teaching and learning staff are more knowledgeable in the skills needed to promote strong oracy in the school and teachers have had lots of opportunity to develop their pedagogy through training and practice in the classroom through English lessons. Training programme planned across the academic year to support staff in delivering the curriculum to the highest standard.	- To develop oracy as a stand alone skill to be woven into the entire curriculum. - Define the 'Newcroft skills and strategies for oracy and ensure these are trained out to staff and children. - Develop weekly explicit oracy skills practice time enabling pupils to debate ideas about other cultures, experiences and key questions. - To invest in further staff training and development in the skills of oracy with a local partner school.

Headline Results 2024-25

Key	Below NA	Approx at NA	Above NA
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EYFSP GLD	Newcroft	Difference from previous 2023-24 (+/-)	National	Difference (+/-)
	88.1%	+3% (85.1%)	68.3%	+19.8%
Phonics Screen Y1	Newcroft	Difference from previous 2023-24 (+/-)	National	Difference (+/-)
	96%	-4% (100%)	79.9%	+16.1%
Multiplication Tables Check Y4 Check Averages (/25)	24.28	+0.18(24.1)		
MTC %	90% (23+/25)	-2.98 (92.98%)		

KS2 SATs		Newcroft	Difference from previous 2023-24 (+/-)	National	Difference (+/-)	Av scaled score	Diff from national (+/-)
Reading	EXS and above	93.2%	+8% (85.2%)	75.1%	+18.1%	110	+4 (106)
	Greater depth	61%	+33.2% (27.8%)	33.4%	+27.7%		
KS2 SATs		Newcroft	Difference from previous 2023-24 (+/-)	National	Difference (+/-)		
Writing	EXS and above	89.8%	+14% (76%)	72.3%	+17.6%		
	Greater depth	17%	+11% (6%)	12.8%	+ 4.2%		
KS2 SATs		Newcroft	Difference from previous 2023-24 (+/-)	National	Difference (+/-)	Av scaled score	Diff from national (+/-)
Maths	EXS and above	94.9%	+7.9% (87%)	74.1%	+20.8%	109	+4 (105)
	Greater depth	47.5%	-4.5% (52%)	26.3%	+21.2%		
KS2 SATs		Newcroft	Difference from previous 2023-24 (+/-)	National	Difference (+/-)	Av scaled score	Diff from national (+/-)
GAPS	EXS and above	94.9%	+4.2% (90.7)	72.6%	+22.3%	109	+4 (105)
	Greater depth	44.1%	-10.9(55%)	29.6%	+14.5%		
KS2 SATs		Newcroft	Difference from previous 2023-24 (+/-)	National	Difference (+/-)		
Combined	EXS and above	88.1%	+12.1% (76%)	62.2%	+25.9%		
	Greater depth	11.9%	+10% (1.9%)	8.4%	+3.5%		

Priority 1	Personal Development and well being: Forest Schools			Leader (s): Alice Brailsford and Sara Aukland	
Start Date: August 2025			Mid-Review: February 2026		Evaluation: June 2026
What do we want to improve?	How will we go about it?			When will it happen and be completed?	What will success look like/ what is the impact ?
To improve pupil's character social, emotional, physical growth through delivering a forest school curriculum.	Teaching - Develop a Forest School Curriculum for Pre-School to Year 6 to access, delivered by experts from Little Acorns. - Leaders to collaborate with Little Acorns to develop activities guided by pupils' interests, promoting autonomy and motivation. - Develop teachers and support staffs' subject and pedagogical knowledge about Forest School and outdoor learning. - Develop a school delivered curriculum to be delivered by Pre School and Reception. Targeted academic support - Teach pupils through self-directed and planned activities about risk via managed risk situations. This will foster resilience and problem solving. - Teach pupils to assess and manage risk, promoting confidence, independence and deliver on the school's curriculum intent of preparing pupils well for their next stages. - Teach and practise character keys in a hands-on context, with a specific focus on: resilience, independence, teamwork, empathy, communication, responsibility, collaboration, self-awareness, critical thinking and confidence. Wider strategies - Develop an after-school forest school club to support disadvantaged learners and those with a keen interest in outdoor learning. Research Leading Character Education in Schools NFER, ASCL and Pearson, DfE Character Education Framework Guidance, EEF Pupil Premium Guidance 2020, EEF Social and Emotional Learning, Forest Research: impact on young children and in England and Wales.			Termly provision reviews and pupil voice (impact survey) focused on 'before and after' the Forest School activity Autumn Governor review of provision and pupil voice Mid-Year Review February 2026 pupil voice work End of Year Review July 2026 monitoring and pupil voice work including full impact review from pupil voice survey.	100% of pupils from Pre School to Year 6 will engage in a 6–7-week block of Forest School throughout the year. - Pre School and Reception pupils will also engage weekly sessions as part of their curriculum from Spring 1 2026 90% of pupils will be able to name at least 2 ways of staying safe in the forest (fire, equipment etc) on survey. 80% of pupils will be able to say they have developed in confidence, resilience and teamwork skills. 80% of pupils in Years 1-6 will share that Forest School has helped to improve their wellbeing. 80% of SEND learners with SEMH named as an area of need will share that forest school supports them in their regulation. - Improvement in disadvantaged group attendance during Forest school blocks (before and after comparison).
Activity	Forest School with Little Acorns / initial purchase of materials to enhance the school's woodland	Training for EYFS staff to design their own curriculum		Staff Training and Release time to engage in training and review	
Cost	£11000	£500		£500	

Priority 2	Curriculum and Teaching- Religious and cultural education			Leader (s): Hannah Wicks	
Start Date: August 2025			Mid-Review: February 2026		Evaluation: June 2026
What do we want to improve?	How will we go about it/ Implementation Activities			When will it happen and be completed?	What will success look like/ what is the impact
Improve pupils' knowledge, memory and experiences of religions and cultures.	Teaching - Undertake a review of the locally agreed syllabus for RE teaching. Challenge if this is fit for modern day teaching re activities and coverage- does it support pupils to deepen their understanding term by term and recall key knowledge? - Introduce a new and modernised RE curriculum with the improvement of pupils' subject knowledge at its core- leaders will carefully select the knowledge they expect pupils to gain to make sense of a complex and diverse world. - Make explicit, key substantive and disciplinary knowledge. - Improve teachers' subject knowledge and pedagogical understanding through staff training in each half term, through subject based professional development. - Review the teaching of RE on a weekly basis by class teachers to bring about regularity and focus, supporting in the building of mental models. - Review hands on resources to enhance the new RE curriculum with a focus on these supporting pupils to know more and remember more. - Design formative assessment and curriculum end points to assess if pupils know more and remember more of the core knowledge set out in the curriculum. Targeted academic support - Enhance the assembly timetable further by developing a cultures calendar which reflects varied cultures represented in school and those unfamiliar to our 93% White British pupil body e.g. Gypsy Roma culture. - Enhance the school's well developed guest speaker programme from a variety of faiths through explicitly planning in opportunities for pupils to visit places of worship and engage in cultural experiences in each key stage. Linked Research Ofsted: Deep and meaningful? The religious education subject report April 2024.			New curriculum to be implemented in Autumn 1 by staff Learning walks half termly to support pedagogy and next steps. Half termly subject knowledge and pedagogy staff training Autumn 1- new trips built into the curriculum and booked	- Learning walks will show the new curriculum is embedded by the end of the academic year. - Pupil voice will demonstrate that children know more and remember more about their learning in RE and about other cultures. - There will be in increase in physical RE and cultural trips outside of school. - End point assessments will show that children can recall more information and make links between religions and cultures- at least 70% will reach the expected standard.
Activity	Half termly staff training	Allocation of funds towards RE/ cultural trips which Newcroft parents historically do not make voluntary contributions towards.		Curriculum purchase	
Cost	£200	£1000		£300	

Priority 3	Quality of Education and Personal Development: Oracy		Leader(s): Hannah Wicks and Charlotte Kirkham	
Start Date: August 2025		Mid-Review: February 2026		Evaluation: June 2026
What do we want to improve?	How will we go about it?		When will it happen and be completed?	What will success look like/ what is the impact ?
To embed a consistent and progressive approach to oracy across all key stages.	Teaching - Develop a menu of oracy strategies to support staff in consistently delivering the oracy curriculum. - Design oracy 'steps to success' to support teaching and learning during oracy sessions in class, to be displayed in classrooms to support teacher pedagogy and pupil recall. - Develop a progressively mapped out oracy medium term plan, to ensuring themes/stimulus are set out across all year groups. - Design assessments of oracy to measure impact. - Implement weekly structured oracy sessions to take place across the school for consistency and specific practice of the key skills and tools. - Engage in external training for staff and oracy leaders in Autumn 1 2025 to support high quality implementation. - Deliver CPD to staff on a half termly basis from launch on INSET day 2025. - Create a bank of resources and support for staff to use across the curriculum. Targeted academic support - Half termly CPD to focus on next steps from monitoring. Wider Strategies - Embed oracy strategies across the taught curriculum to further embed the skills taught in oracy lessons. - Develop opportunities for oracy in whole school assemblies, using the strategies taught across the school. - Develop a debates/oracy club for pupils to plan their own stimulus for oracy and practice the skills taught in lessons, delivered at lunch time to increase engagement. Linked Research Voice 21 - The Oracy Framework Oracy Education Commission – We need to talk		Autumn 1 Oracy themes to be mapped out by August 25. Oracy medium term plan to be completed before the end of each half term, with the input, to map out themes and stimulus. Training delivered on INSET and half termly throughout the academic year. Staff voice survey at the start and end of the academic year. Termly learning walks and pupil voice.	- Learning walks will demonstrate that oracy is being taught explicitly, the medium-term plan is being followed, and pupils are improving in their oracy skills. - Learning walks will demonstrate that the approach to teaching oracy is consistent across the school. - Learning walks will identify next steps in CPD for teachers and support staff outside of the planned CPD. - Pupil voice will show that pupils enjoy oracy lessons and have improved vocabulary. - Staff voice will aid leaders in designing the curriculum. - Impact assessments of pupils will show an improvement in confidence and communication skills. For some pupils, they will show an improvement in vocabulary.
	Activity		Continual Staff CPD and resources	
	Cost		£200	
	£500			

Staff Professional Development Plan

Whole school priority	What needs to be achieved?	How (training, by whom?)	What will success look like and what will be its impact ?	Cost	Who will monitor its impact and to whom will this be reported to?	SLT Plan reference
Priority1	Engage all teaching and learning staff in the principles and reasoning behind the forest school programme.	- Deliver headline information to all teaching and support staff on INSET re the principles and research behind forest school to gain buy in- delivered by Little Acorns with AB/SA - Engage the Early Years team and SA/AB in forest school training for the Early Years for this to be developed in their curriculum (Pre School and Reception staff) from Spring 1 2026 at the latest.	- Evidence that all teaching and learning staff have undertaken INSET training on forest schools. - Evidence the EYFS team have engaged in all training sessions delivered by Little Acorns. - EYFS leader/ Pre School Leader and AB/ SA to develop a new strand of the Early Years Newcroft curriculum.	£500	Alice Brailsford and Sara Aukland	3b, 3d, 4c
Priority 2	Support teachers with delivering the new curriculum, including improving their subject knowledge and pedagogical knowledge in the teaching of RE	Half termly training in staff meeting time focussing on teacher subject knowledge of faiths taught and RE pedagogy.	- Triangulation of pupil attainment data, learning walks and pupil voice will show that pupils know more and remember more. - Learning walks will show an improvement in teacher subject knowledge and RE pedagogy.	£200	Hannah Wicks and Charlotte Kirkham	3c
Priority 3	Train teaching and learning staff in using Newcroft oracy skills and strategies.	Training programme planned across the academic year to support staff in delivering oracy by an external provider in Autumn 1 and internally on a half termly basis thereafter. The focus will be on pedagogy and oracy tools.	- Learning walks during oracy time will demonstrate that the Newcroft oracy skills and strategies are being taught consistently across all year groups. - Learning walks and pupil and staff voice will show that there is an improvement in pupils oracy skills. - Learning walks will identify next steps in CPD for teachers and support staff outside of the planned CPD.	£500	Hannah Wicks, Charlotte Kirkham and SLT	4c, 5c
Other headline CPD	- Local annual safeguarding update by the school's DSLs- including key issues linked to our school, families and community (for all staff and governors) - Prevent online training for all staff (bi annual, annual for DSLs) and home office training. - Annual cyber training for all staff - Annual update for all staff re equality objectives. - All staff to undertake filtering training as part of the annual safeguarding update (for all staff and governors) - All teaching and learning staff to undertake Online Safety training as part of the annual safeguarding update (for all staff and governors) - SEND – dyslexia friendly training. - SEND- clicker training - SEND- Lexia training - Success for All Phonics training for all 'new to' staff. - First Aid Training (renewals) - Team Teach Training (renewals) - Diabetes training (new to staff and renewals) - NPQEY (x1), NPQH (x1), NPQSEND (x1)					

Governance Review, Development and Monitoring Plans 2024 -25 Review

	Newcroft Primary Academy
Local Governing Board annual self-evaluation	

School	Newcroft Primary Academy	
Chair of Governors	Vikki Rundle-Brown	
Three main areas of challenge during the 2024-25 year for the school	- Increased amount of parental challenge / complaints. A lot of these come from pupils who have joined Newcroft on a mid-term transfer (and who also struggled in other settings) - Suspensions are necessary for some pupils due to a lack of specialist provision and pupils not coping in a mainstream setting - Ofsted arriving during SAT's!	
List of official governor visits / monitoring visits undertaken throughout the year	Visit made	Purpose
	3 Safeguarding Visits 07/10/24 29/01/25 11/05/25	To conduct termly review as well as Trust Audit
	3 Health & Safety Visits 22/09/24 17/01/25 12/06/25	To ensure that we have conducted a through audit of the site
	SEND (Mar 25) Science (Mar 25)	To review SEND provision at Newcroft To support with the review of the Science Curriculum
Three key areas of action/impact by the governing body in 2024-25	Action	Impact
	- Staff wellbeing - Science Curriculum Review - Increased challenge from LGB	- This is now a standing item on our agenda. Following discussions several initiatives have been introduced and have been successful (for example the 'pulse' survey). The school have been really pleased with the impact of these initiatives on staff wellbeing - This has been hugely successful and has had Governor support. The new curriculum has more practical and hands on experiences for the children. Staff report increased engagement and staff are very positive about the new structure - As a team we have worked really hard on asking the right questions. These questions are minuted and staff report that they are useful in getting them to reflect
Any relevant expertise required for the LGB in the following academic year?	New Ofsted Framework Finance	