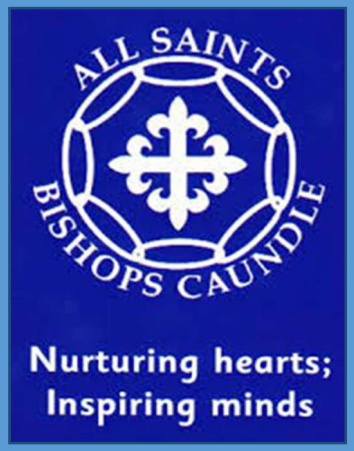


ALL SAINTS CE VC PRIMARY SCHOOL

'Let your light shine' Matthew 5:16

SCHOOL SELF EVALUATION

AND

SCHOOL DEVELOPMENT PLAN

SEPTEMBER 2026 - JULY 2027

Submitted to LGC in September 2026

SELF EVALUATION 2026/27

'Let your light shine' Matthew 5:16

Last Edit: **1st September 2026**

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

Context

All Saints is a smaller than average-sized Church of England Voluntary Controlled Primary School. It serves a wide catchment area of several small villages and hamlets and approximately 10% use school transport.
There are currently 124 pupils on roll arranged in 4 classes:
Diamond Class (Reception (12) / Year1 (12)) = 24 pupils
Topaz Class (Year1 (9) / Year 2 (18)) = 27 pupils
Ruby Class (Year 3 (20) / Year 4 (19)) = 39 pupils
Sapphire Class (Year 5 (17) / Year 6 (17)) = 34 pupils
Most pupils are white British, however we have 3 EAL children (two of which are from Ukraine). We have 15.3% of our children on the SEND register with 5 EHC Plans and 28.2% Disadvantaged Learners. There no children on the 'Child Protection' register. Attendance in the academic year 2025/26 was 97.1%.

The number on roll is 127 and has risen by 34 since September 2019. This is largely because the school has a growing reputation for quality of education, pastoral care, resources, our beautiful location and from increased profile through community involvement within the local area. The governors have invested heavily in staff, infrastructure and resources to ensure the quality of teaching and learning is not impacted by these growing numbers. We have a PAN of 17.

The current teaching structure has been agreed by the governors and adopted to ensure continuity and maintaining of standards on retirement of the long term Headteacher in August 2027. Academic Year 2026/27 will see the Headteacher reduce to 0.6 FTE with the Deputy Head being Headteacher for the other 0.4 FTE. The Deputy Head will then become full time Headteacher in September 2027. In addition, one of the class teachers is assuming the 0.4 FTE responsibility of Deputy Headteacher in September 2026 which will become full time in September 2027.

The teaching staff for 2026/27 consists of Headteacher (0.6 FTE), Headteacher / Deputy Head teacher (0.4 / 0.6 FTE, SENCO, Deputy DSL), Deputy Headteacher (0.4 FTE) two full time classroom teachers (including the 0.4 Deputy Headteacher), two 0.6 FTE classroom teachers, and two 0.4 FTE classroom teachers. These are supported by 10 TAs, the majority of whom are full time (one 0.8 FTE).

In a nutshell

The school has a fantastic learning environment with confident and inquisitive young learners, with whom we are working to develop a resilient approach to learning and life. All Saints holds dearly their vision of 'Nurturing Hearts; Inspiring Minds' and prides itself on its family feel and the pastoral care and support it offers to the wider school community. This year, the school continues to focus on ensuring all pupils are aware of the opportunities that are open to them in their future careers and lives and so aspire to be the very best that they can be. Mental health and well-being of staff, pupils and their families is fundamental to All Saints.

Oftsed in May 2023 said we remained a good school.

Governors' Strategic Vision

For All Saints to be the school of choice for all families within our catchment and beyond
To achieve this, the governing body are to support and challenge the headteacher to enhance:

- The personal, nurturing and inclusive nature of the school
- The quality of teaching and learning and thus the progress of all pupils
- Resources to support and enrich learning
- The forest school and outdoor learning areas
- The marketing of the school including links with families of pre-school aged pupils
- Links with the wider local community including catchment churches
- The commitment, effectiveness and well-being of the staff
- The readiness of children for life after primary school
- The pupils' engagement with school values and Christian ethos

By doing the above, the aim is to maintain the long-term financial security of the school by, at least, reaching the PAN (17 pupils) in Reception each year and for these pupils to remain in All Saints throughout their primary education. Admissions above the PAN will be at the discretion of the headteacher and governing body who are to be confident that increased numbers will not be detrimental to the quality of education for the pupils and the well-being of the teaching staff.

How we have improved progress

All Saints is a school where baselines in Reception are low. We feel our pupils' outcomes are as a result of: quality first teaching; all staffing knowing, understanding and targeting individual needs of all pupils; high expectations; dedicated and hardworking staff and continuity in the structure of lessons and support of all pupils.

From September 2019, the school's new leadership team made a number of significant changes to the structure of lessons (initially, particularly in maths and English) and consistency across the school. These lessons were segmented and included fluency and the opportunity for post teach for those pupils who they / we believe they are not secure in the day's learning. The leadership team have focussed on Quality First Teaching and supported the teaching staff in delivering a more structured approach to the teaching of core subjects and installing a positive attitude to learning in pupils. In addition, teaching staff have become intimately aware of the pupils' prior attainment and progress and, as such, are able to quickly identify where additional intervention and challenge is needed. The leaders established increasingly robust systems which facilitated the long-term sustainability of pupil achievement / progress and the continuing of school improvement. These initiatives have been supported and monitored by the Governing Body and have been positively received by teaching staff and pupils.

More recently, the focus has been on all other areas of the curriculum and subject leaders have redesigned our curriculum whilst looking closely at the tracking of key skills and knowledge throughout our class groups. In September 2024, when the Headteacher stepped down to 4 days a week, the Governing Body took the opportunity to futureproof the school by promoting the Deputy to fill the gap.

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

The school's ethos towards improvement is such that we are always looking outwards for better ways of delivering the curriculum and supporting pupils by making links with numerous other schools. Our decision to join Pickwick Academy Trust was made predominately because leaders and Governors were aware that Dorset Council no longer had the capacity to challenge and support in a way that would enable us to continue to flourish.

Response to 2025-2026 data

For the fourth consecutive year, our KS2 outcomes have put us in the top few performing schools in Dorset. In addition to this, our multiplication check and phonics screening data indicate that our delivery of the curriculum is both effective and efficient. At the same time, our EYFS baseline and GLD (which are broadly in line with national averages) show that our catchment is neither selective or elite. Indeed, our children come from a wide range of economic and social background.

Previous Ofsted Report

The last inspection AFI –
The following targets were identified in the schools most recent Ofsted (May 2023)

1. In some wider curriculum subjects, leaders have not precisely identified the important knowledge that pupils need to learn. This means that pupils do not always build their knowledge well over time. Leaders need to ensure that all subjects identify the knowledge that pupils must learn and when.

We have invested in schemes of work and our subject leaders have been given the time required to design a balanced curriculum where the key skills and knowledge are closely tracked.

2. Governors have not been robust enough in checking the work of the school in some areas. Consequently, they do not have an accurate enough view of the school's strengths and weaknesses in all areas. This makes it difficult for them to challenge leaders to bring about any necessary improvements. Those responsible for governance should clarify their roles and use these effectively to hold leaders to account.

As a result of this, governors have decided to join Pickwick Academy Trust to ensure that we have the support and challenge - which is no longer available from Dorset Council – which will help us in our drive to be an outstanding school.

School Judgements

	Strengths	Next Steps	Grade
Safeguarding	Extremely positive report from Wiltshire Safeguarding inspection. All staff committed to safeguarding.	Establish new deputy head as Deputy Designated Safeguarding Lead ready to step up as Designated Safeguarding Lead in September 2027.	Met
Inclusion	Termly graduated response, effective interventions for all waves of support, and education, health and care (EHC) plans to identify pupils' emerging and changing	Continue to explore well analysed, quantitative and qualitative data to underpin	Exceptional

	needs have been effectively used for a number of years and are now considered to be firmly embedded. School practises have been recognised and celebrated as being innovative, extremely effective and used as an example to others by Dorset Council, Speech and Language Therapists, Educational Psychologists, Specialist Teachers and Occupational Therapists. The schools approach to inclusion is forward facing and the school are pro-active to ensure that support is in place for all our pupils, including recently strong links with Mosaic and now leading bereavement cafes within our school and now recognising Young Carers within our school. Attendance has been improved by early identification, working with families and outside agencies. Attainment and outcomes for pupils who are identified as vulnerable is considerably above national expectations. All staff are driven to raise pupils expectations which often leads to exceptional progress. The support of pupils' and staff mental health and well-being is thorough and effective. The school has paid for a second qualified SENDCo who leads in all aspects of mental health and well-being, including embedding pupil awareness in curriculum time and supporting families effected by mental health. Staff CPD continues to develop a whole school approach to supporting disadvantaged pupils and those with SEND, including whole school relational practitioners, therapeutic thinking leads, effectively being supported by The Balanced System to ensure all staff are trained in supporting a range of speech and language needs, ELSAs and Learn to Move specialists. Progress and assessment data, and onwards destination data for pupils with SEND and who are disadvantaged, show that strategies to support these groups and eliminate barriers are effective. Our pupil premium support is evidence-based and we monitor it frequently. We've effectively reduced attainment gaps and increased participation in after-school clubs for pupils who qualify for the pupil premium. Children who are vulnerable thrive across all areas of their school life and represent the school on committee groups, join clubs, represent the school at sport and community and participate in extra-curricular activities alongside their peers. The school is committed to ensure their best practice supports system-wide improvement and have weekly meetings with the Team Manager for the North Locality (Learning and Belonging SEND). The school also holds ELSA supervision for North Locality area as well as supports local schools in coming to observe teaching and learning at All Saints. Likewise, the school has devised a vulnerable register that recognises potential vulnerabilities in our pupils and ensures a whole school approach to early identification and tracking of needs and support. This has been shared with Pickwick trust as well as our Quality	systematic and effective interventions to suit the growing range of needs of pupils.	

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

	First Teaching and whole school approach as an effective model. Additionally, the SENDCo and Mental Health and Well Being lead attend local network meetings regularly. The school goes above and beyond normal practice which is apparent by the fact that we have two fully trained SENDCos, two fully trained ELSAs and two fully trained Learn to Move Leads. This also ensures that we can guarantee continued pupil support in the event of staff illness, redeployment and retirement.		
Curriculum and teaching	Outcomes and progress in reading, writing and maths have been exceptional over three years (supported by official data) and six years (supported by school internal data). Structured and planned learning across the curriculum is focussed on challenging and inspiring pupils of all abilities. Rapid intervention in lessons or later the same day ensures learning gaps are reduced and/or closed. There is a whole school focus on fluency across all subjects. Book Scrutiny shows consistency of marking and feedback, impacting on learning. Assessment and tracking by class teachers, leadership team and governors provides a clear picture of pupils attainment and progress. Weekly opportunity for subject leaders to feedback to staff to ensure consistency and up-to-date practices. Subject leads monitor progression of skills across the curriculum and year groups. Subject leaders are given specific time termly to monitor and feedback about their subjects. Individual children's needs are met by Quality First Class Teaching or by additional intervention (see above). Children start to learn the knowledge they need to read as soon as they start in Reception. Ofsted 2023 Lessons are purposeful. Ofsted 2023 Pupils listen with interest and take ownership of their learning. Ofsted 2023 They have put in place a curriculum which is broad and balanced. Ofsted 2023	Continue to monitor the effectiveness of Kapow and Emmanual project resources to ensure they remain relevant to our schools specific geographical, economic, cultural and social make up. In doing this, to ensure the pupils are getting exposure to diversity, which their daily lives do not always offer them.	Strong Standard
Achievement	Outcomes in reading, writing and maths for KS2 pupils are consistently exceptional and demonstrate outstanding progress. Outcomes for Year 4 MTC have again been consistently exceptional since they were introduced. Outcomes for ELG have been consistently in line with national averages, which when compared with baseline data, demonstrates outstanding progress. Outcomes for Year 1 phonics screening have been consistently above national averages, which considering baseline assessments, demonstrate the effectiveness of early identification, schools assessment and support via interventions and parental engagement led by the school.	To continue to build on foundational skills within EYFS and continue to work with prospective reception parents with regards to school readiness. Improve GD outcomes	Strong Standard

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

	The school has high expectations for all pupils and celebrates those children who demonstrate good learning behaviours. Pupils are effectively prepared for the next stage in their education. In addition to this, pupils who may be vulnerable, take part in a transition ELSA programme led by the school, can be referred to young minds transition programme and/or have additional visits to their secondary school. Staff also meet to transition children. Children who have previously been to our school return on INSET days to volunteer their own time to support in class. Likewise, pupils have been recognised for their learning behaviours and achievements in secondary schools, achieving recognition awards, which they delight in sharing their continued success with us.		
Attendance and behaviour	Attendance is above national. The school works diligently to ensure persistent absentees are supported through TAF and inclusion meetings. The school goes above and beyond to meet all our children's and family's needs, such as offering soft starts, early access to breakfast club and early referrals to outside agencies. Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. There is a clear behaviour curriculum that is supported by a high ratio of staff to ensure children learn how to manage their own emotions and resolve conflicts with others. Children and staff consistently show high levels of respect and behaviour is positive throughout the school at all times. Older pupils' behaviour sets an excellent example for our younger pupils, including Year 6 and reception buddy system, Bronze Ambassadors and Worship leads. The school is a therapeutic thinking school and the whole school community commit to the vision and values that are at the heart of everything the school does. There is a whole school approach that is embedded across the curriculum for positive learning behaviours and these are recognised and celebrated weekly.	Embed current practices which are working well	Strong Standard
Personal development and well-being	Spirituality and school's Christian values integrated across the curriculum Curriculum extends beyond the academic with forest school and extra curriculum opportunities such as lunch time, breakfast and after school clubs Pupil voice including school council, eco, worship and play leaders Strong transition for secondary education Visits from professionals with a range of skills, for example authors, scientists, police and other professionals Children and staff live by school values Ofsted 2023 Pupils are grateful for the broad range of activities on offer to them Ofsted 2023 They value listening to visitors during assemblies or helping in the village shop. Ofsted 2023 Leaders' support for pupils' personal development is a strength of the school Ofsted 2023 Pupils know the importance of staying physically and mentally healthy. Ofsted 2023	Further empowerment of pupils Focus on British Values and Protected Characteristics Focus on learning attitudes Focus on promoting positive mental health Community and wider links Extend range and regularity of visits by professionals	Strong Standard

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

Early Years	The curriculum covers 7 areas of learning. Early years leaders ensure that children experience a curriculum that is broad and ambitious, to develop their vocabulary and prepare them for their next stage of learning. Strong links to KS1 and transitions and preparation for year 1. Strong transition programme: home visits, pre-school visits and school visits. Strong communication with home, including use of Tapestry weekly learning posts and videos of learning outcomes and journeys. Excellent learning environment and high-quality resources. Modelling and supporting children with all aspects of their learning, as well as in developing values and attitudes to learning means that all children – including some with significant needs – are able to thrive. All children feel loved, appreciated and safe. Equally they love the staff and trust them. Older pupils are excellent role models for Reception pupils – writing letters to welcome them, transition buddies. Ofsted 2023 Children start to learn the knowledge they need to read as soon as they start in Reception. Teachers know how to support pupils and timely support to help pupils catch up evident. Ofsted 2023 As a result of strong language development, pupils write and spell well. Ofsted 2023	Further develop curriculum now that whole school are following: Kapow Emanual project (RE) Twinkl (phonics) Support new staffing to EYFS – understanding of expectations, importance of vocabulary, CPD for staff,	Strong Standard
Leadership and Governance	Clarity of vision and school improvement where staff and pupil welfare are central to all decisions Clear systems A challenging and supportive monitoring and reflective evaluation process Expert, committed and supportive Governing Body Governors who have a clear picture of what is happening in the school and are heavily involved Values and spirituality integral to school ethos and community Leaders have established a values-led culture where care and support sit at the heart of the school's work. Ofsted 2023 Pupils feel happy and safe because everyone treats each other with compassion and respect. Ofsted 2023 Leaders' support for pupils' personal development is a strength of the school Ofsted 2023	Continue to be outward looking for ideas on how to enhance all aspects of the school Recruit an additional foundation governor who will have a positive impact on the unique Christian ethos of the school	Strong Standard

SCHOOL DEVELOPMENT PLAN 2026/27

'Let your light shine' Matthew 5:16

Last Edit: **1st September 2026**

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

<table>
<tr><th>Monitoring</th><th>Actions</th><th>How, when and by whom will this will be monitored?
(Amber=started/Green=Completed)</th><th>Link to Strategic vision</th></tr>
<tr><td rowspan="3"></td><td colspan="3">Focus 1: Ensure the school's distinctive Christian vision is at the forefront of school life.

Outcome:
To support the spiritual growth of all pupils.
Pupils have a strong self-worth and the knowledge of the positive impact they can have on the lives of others.</td></tr>
<tr><td>Led by:
Leadership Team

Monitored by: Ethos Working Group</td><td>British Values (including protected characteristics)

Pupils to have an understanding of and be able to express British Values and why these are so important.

Pupils to be aware of protected characteristics and to have an understanding of Equality, Diversity and Inclusion.</td><td>Leadership Team Monitoring

<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td>Ongoing through Term
Report to Govs 19 Nov</td><td></td><td></td></tr></table>
Ethos Working Group Monitoring

<table><tr><th>SPRING 1</th></tr><tr><td></td></tr></table></td><td rowspan="2">The personal, nurturing and inclusive nature of the school

Links with the wider local community including catchment churches

The pupils' engagement with school values and Christian ethos

The readiness of children for life after primary school</td></tr>
<tr><td></td><td>Thorough and broad Collective Worship provision

Members of clergy regularly delivering collective worship

Pupil led worship

Church services

Professional visitors to give children aspiration and focus</td><td>Leadership Team Monitoring
<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td>Ongoing through Term
Report to Govs 19 Nov</td><td></td><td></td></tr></table>
Collective Worship Governor Report

<table><tr><th>1ST HALF ACADEMIC YEAR</th><th>2ND HALF ACADEMIC YEAR</th></tr><tr><td>LP – 01 Oct - Worship
LP – 07 Oct – Harvest Walk</td><td></td></tr></table></td></tr>
</table>

<table>
<tr><td></td><td>Opportunities taken to celebrate the success of pupils both in and out of school.</td><td></td><td></td></tr>
<tr><td></td><td>Community

To be the school of choice for all families within out catchment area

To keep a high and positive profile for the school in the local community

To engage in community projects

For the school to maintain a high profile in our local church(es)</td><td>Leadership Team Monitoring

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Ethos Working Group Monitoring

<table><tr><th>SUMMER 1</th></tr><tr><td></td></tr></table></td><td></td></tr>
<tr><td></td><td>RE
The teaching of RE is given adequate time and priority

The RE curriculum is well planned, suitable for our catchment and meets the need of Dorset SACRE.

Pupils have a knowledge of worldwide Christianity and other religions and are able to share this knowledge

School actively engaging in Pickwick Trust Flourishing School and Salisbury Diocese opportunities</td><td>Leadership Team Monitoring

<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td></td><td></td><td></td></tr></table>
RE Governor Report

<table><tr><th>1ST HALF ACADEMIC YEAR</th><th>2ND HALF ACADEMIC YEAR</th></tr><tr><td></td><td></td></tr></table></td><td></td></tr>
</table>

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Cultural Awareness

Pupils aware of faiths and beliefs other than Christianity and able to discuss similarities and differences.

Diversity, equity, and inclusion embedded into the curriculum,

Professional Visitors keep the pupils informed of peoples roles in the world and future prospects

Teaching practices, and school environment foster empathy and global citizenship

Leadership Team Monitoring

AUTUMN	SPRING	SUMMER
Ongoing through Term Report to Govs 19 Nov		

Ethos Working Group Monitoring

SUMMER 2

Pupil Groups / Committees

Pupil groups and committees learn that the voice of themselves – and others – is important

Pupils learn that they can make a difference in the school, wider community, nationally and worldwide

Leadership Team Monitoring

AUTUMN	SPRING	SUMMER
Ongoing through Term Report to Govs 19 Nov		

Ethos Working Group Monitoring

AUTUMN 2

Spirituality

Pupils to have an understanding of and be able to express what spirituality is (self, others, beauty & beyond)

Leadership Team Monitoring

AUTUMN	SPRING	SUMMER
Ongoing through Term Report to Govs 19 Nov		

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

<table>
<tr><td></td><td>Focus on nurturing pupils' inner lives, promoting self-awareness, awe and wonder and reflection</td><td>Ethos Working Group Monitoring
<table><tr><th>SPRING 2 – including policy review</th></tr><tr><td></td></tr></table></td><td></td></tr>
<tr><td rowspan="3">Led by: Leadership Team

Monitored by: Quality of Education Working Group SDG Governor</td><td colspan="3"><h2>Focus 2: Ensure Quality of Education and outcomes are maintained.</h2>Outcome: For all pupils to reach their academic potential and those not doing so are known to staff

Monitor by drop ins, lesson observations, book scrutiny, pupil interviews, lesson, observations, worship monitoring,</td></tr>
<tr><td>Quality First Teaching

Quality first teaching evident throughout the school

Teacher and staff demonstrate a knowledge of quality first teaching

Effective support for ECT</td><td>Leadership Team Monitoring
<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td></td><td></td><td></td></tr></table>Quality of Education Working Group Monitoring part of every visit</td><td rowspan="2">The quality of teaching and learning and thus the progress of all pupils

Resources to support and enrich learning

The forest school and outdoor learning areas

The readiness of children for life after primary school</td></tr>
<tr><td>Reading & Phonics

Phonics outcomes are – at least – in line with national averages and if not, acceptable reasons are given

The phonic scheme is linked to the pupils’ reading books</td><td>Leadership Team Monitoring
<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td></td><td></td><td></td></tr></table>Quality of Education Working Group Monitoring
<table><tr><th>SPRING 1</th></tr><tr><td></td></tr></table></td></tr>
</table>

	Phonics is delivered each day by trained staff Phonic outcomes are tracked closely with intervention and support given where necessary For those children who fail to reach the phonic standard in KS1, there is continued phonic intervention in KS2 in line with our schools systematic phonic system (including staff training) Reading scheme and subsequent book banding is closely followed and linked to phonics Children have decodable books matched to their phonic phase to build automaticity. Reading for pleasure is encouraged by daily 'read to self' in KS2 (known as ERIC) and daily teacher-led story time in KS1. Comprehension is taught and reading domains are developed via a wide range of fiction and non-fiction genres		The pupils' engagement with school values and Christian ethos

<table>
<tr><td></td><td>Invest in high quality, engaging fiction and non-fiction texts that spark curiosity

Targeted interventions are based on using data to identify pupils who are not making expected progress</td><td></td><td></td></tr>
<tr><td></td><td>EYFS

Pupils’ progress is carefully tracked through the year

EYFS outcomes are – at least – in line with national averages and if not, acceptable reasons are given

Children have an engaging, inspiring and challenging learning environment

Foundational skills are central to all aspects of a progressive curriculum</td><td>Leadership Team Monitoring
<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td></td><td></td><td></td></tr></table>EYFS Governor Monitoring
<table><tr><th>1ST HALF ACADEMIC YEAR</th><th>2ND HALF ACADEMIC YEAR</th></tr><tr><td></td><td></td></tr></table></td><td></td></tr>
<tr><td></td><td>Writing

Drawing Club in EYFS and KS1 is securing foundational skills to enable paragraph work and whole pieces of writing in KS2

The teaching of spelling is consistent and those struggling are identified and given intervention</td><td>Leadership Team Monitoring
<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td></td><td></td><td></td></tr></table>Quality of Education Working Group Monitoring
<table><tr><th>AUNUMN 2</th></tr><tr><td></td></tr></table></td><td></td></tr>
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<table>
<tr><td></td><td>The school's handwriting policy is followed.</td><td></td><td></td></tr>
<tr><td></td><td>Maths

Maths lessons include pre teach, counting/subitising/times tables and a challenge question.

Lessons are adapted to meet the needs of all pupils (with concrete resources available where applicable)

Post teach is available for those children needing it</td><td>Leadership Team Monitoring
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<table><tr><th>SPRING 2</th></tr><tr><td></td></tr></table></td><td></td></tr>
<tr><td></td><td>Wider Curriculum

Subject Leaders have a firm understanding of their subjects

Subject Leaders are given time to lead their subjects

Subjects have balanced and progressive schemes of work

Pupil attainment is tracked</td><td>Leadership Team Monitoring
<table><tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr><tr><td></td><td></td><td></td></tr></table>Quality of Education Working Group Monitoring
<table><tr><th>AUTUMN
Humanities</th><th>SPRING
Art & DT</th><th>SUMMER
Music & PE</th></tr><tr><td>WT 14 Oct 26</td><td></td><td></td></tr></table></td><td></td></tr>
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All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

	Inclusion Ensure the specific needs of SEND pupils are met Closely monitor SMART targets for SEND pupils Closely track progress of all SEND pupils Ensure the specific needs of DL pupils are met Closely track progress and attainment of all DL pupils. Compare progress and attainment with that of non DL pupils Ensure DL families are getting assistance with clubs, uniform and school trips if needed Are pupils with SEND and/or DL missing out on opportunities available to non DL/SEND pupils? Support of vulnerable families Including: those with mental health issues; where parental support is required; absence concerns; those affected by bereavement; those with looked after children and those with 'watching' children.	***Leadership Team Monitoring*** ***AUTUMN*** | ***SPRING*** | ***SUMMER*** | | | ***SEN Governor Report*** ***1ST HALF ACADEMIC YEAR*** | ***2ND HALF ACADEMIC YEAR*** | ***PP Governor Report*** ***1ST HALF ACADEMIC YEAR*** | ***2ND HALF ACADEMIC YEAR*** | **Data & Assessment Governor Report** **1ST HALF ACADEMIC YEAR** | **2ND HALF ACADEMIC YEAR** |	

	Ensure the need of the pupils not in the groups above are met		

Led by: Leadership Team

Monitored by: Compliance Working Group

Focus 3: Ensure that the school remains a safe place for all staff and pupils and meets the demands of the government, the trust and the parents:

Outcome: To be safe, compliant and efficient

Monitor by drop ins, lesson observations, moderation, book scrutiny, pupil interviews, data analysis, intervention analysis

Safeguarding

All safeguarding expectations are met

Pupils feel safe in school

Parents feel their children's safety is being prioritised

Leadership Team Monitoring

AUTUMN	SPRING	SUMMER

Safeguarding Governor Report

1ST HALF ACADEMIC YEAR	2ND HALF ACADEMIC YEAR

For All Saints to be the school of choice for all families within our catchment and beyond

The marketing of the school including links with families of pre-school aged pupils

The commitment, effectiveness and well-being of the staff

Parent Engagement

Leadership Team Monitoring

AUTUMN	SPRING	SUMMER

All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

<table>
<tr>
<td></td>
<td>Parents feel supported, listened to and are happy with the school's service to them and their child(ren)</td>
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Compliance Working Group Monitoring
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</td>
<td rowspan="3">Resources to support and enrich learning</td>
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<td></td>
<td>Policies

Policies are up-to-date, ratified and easily accessible for those who need to access them</td>
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Leadership Team Monitoring
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<tr><th>SPRING 1</th></tr>
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<td>Website

Website is compliant

Website information is up-to-date

Website is easily navigable</td>
<td>
Leadership Team Monitoring
<table>
<tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr>
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</table>
Compliance Working Group Monitoring
<table>
<tr><th>AUTUMN 2</th></tr>
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All Saints CE VC Primary Self Evaluation and Development Plan 2026-2027

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<td>H&S and Facilities

Building is kept in a good state of repair

School is well resourced

School is H&S compliant</td>
<td>
Leadership Team Monitoring
<table>
<tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr>
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</table>
H&S and Facilities Governor Report
<table>
<tr><th>1ST HALF ACADEMIC YEAR</th><th>2ND HALF ACADEMIC YEAR</th></tr>
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<td>Staffing

Staffing structure meets the needs of the pupils

Staff feel well supported

Staffing issues and changes are dealt with in a timely manner</td>
<td>
Leadership Team Monitoring
<table>
<tr><th>AUTUMN</th><th>SPRING</th><th>SUMMER</th></tr>
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Compliance Working Group Monitoring
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<tr><th>SPRING 1</th></tr>
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Welfare Governor Report
<table>
<tr><th>1ST HALF ACADEMIC YEAR</th><th>2ND HALF ACADEMIC YEAR</th></tr>
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