



School Development Plan 2024/25

Constructed by: SLT July 2024

Shared with Governors: Sept 2024- revisited and reviewed at each FGB

Shared with all Staff: September 2024

Our Vision

Curriculum Intent statement

‘At Thomas Willingale School and Nursery the curriculum is designed so that it builds on children's prior learning, provides hands on and enriching experiences, allows the children to develop aspirations, resilience and independence and become articulate, creative individuals. Every child is recognised as a unique individual. We celebrate and welcome differences within our school and the local and wider community. We are respectful of everyone. We provide a creative and linked curriculum that enables children to make connections, embed learning and build on their knowledge. Children are given opportunities outside of the National Curriculum that enhances and enriches their learning, giving them real life experiences and allowing them to think in enterprising ways. We believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Children will leave Thomas Willingale School and Nursery with high aspirations and a strong sense of belonging, they will have the confidence and skills to articulate themselves, make decisions, make connections and self-reflect enabling them to be lifelong learners.’

Curriculum Drivers

- ▶ Positive Growth – to instill a positive mindset which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.
- ▶ Oracy – to ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.
- ▶ Environment /Community – Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.
- ▶ Independence – Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.

School Context

The average class size is larger than the national average 29 children per class compared to 26 nationally.

- Popular Two-form entry 420 place Primary school with and additional 68 children in the Nursery. Nursery admits children when they turn three years of age- Full time 36. Part time: 32

LEADERSHIP	Quality of education
Priorities	Priorities
<p>Next Steps for Improvement:</p> <p>:</p> <ul style="list-style-type: none"> ▶ Strengthening partnerships with external services to better meet the diverse needs of our student population, especially those facing vulnerabilities. Ensuring a holistic approach to well-being. ▶ Implementing a comprehensive strategy of CPD to support teachers to make good progress with all children ▶ Ensure a smooth transition for Music subject leadership ▶ Continue to engage parents and the community in the school's vision and activities. <p>.</p>	<ul style="list-style-type: none"> • Strengthening Assessment Practises: <ul style="list-style-type: none"> ○ Explore innovative assessment methods to provide a more comprehensive understanding of student progress. ○ Ensure learning is checked more effectively to ensure pupils are secure in their prior knowledge before moving on to new content. • Improving Learning <ul style="list-style-type: none"> ○ Ensure pupils make richer connections between different strands of learning to deepen understanding. ○ Ensure the gap closes in writing for children on pupil premium ○ Ensure Spelling is taught and tracked systematically throughout the school. • Deepen SEND Provision: <ul style="list-style-type: none"> ○ Explore innovative, planning, interventions. assessment strategies for pupils with SEND to ensure personalised learning experiences. • Deepen More able provision: <ul style="list-style-type: none"> ○ Explore extra curriculum activities to support this group ○ Ensure stretch and challenge is evident in all lessons
Behaviour and Attitudes	

Next Steps for Improvement:

- **Community Engagement and Outreach:**
 - Organise outreach programmes and events to involve parents, carers, and external stakeholders in promoting positive behaviour and attitudes. (Roadshow event)
 - Continue to Implement initiatives to enhance parental involvement in supporting student learning and progress and attendance.

Personal Development

Next Steps for Improvement

- **Further Embedding Mental Health Support:**
 - Continue to expand mental health initiatives –and resources to ensure comprehensive support for all students and staff.
- **Deepening Cultural Capital:**
 - Increasing opportunities for expanding cultural capital and understanding within our curriculum and extracurricular activities.

EYFS

Next steps for improvement:

- **Improving learning:**
 - To continue to improve language acquisition and oracy of the children in EYFS
- **Further Staff Development:**
 - Provide ongoing training on best practises in early years education, including adaptive instruction and SEN support
- **Community outreach:**
 - Enhance parental involvement in supporting student learning and progress and attendance.

Ofsted Key Judgement	Key priorities 2024-25	Who and When	Whole School Action	Key Questions for Governors
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Effectiveness of Leadership & Management	<p>Strengthening partnerships with external services to better meet the diverse needs of our student population, especially those facing vulnerabilities. Ensure a holistic approach to well-being.</p>	<p>AHT/HT/PL</p>	<p>Student Social worker to be trained in school. Given set children to support.</p> <p>Student teachers supported and well trained alongside SCITT programmes</p> <p>HT to continue on HEC board and SEND/SEMH panel.</p> <p>Explore grant opportunities for Whole child therapy- S and L and OT</p>	<ul style="list-style-type: none"> Have all progression plans and sticky knowledge been shared appropriately? How do you know? Is a passion for learning and high expectations evident in the plans? Where is the good practice in the school? How is this being recognised and shared? Is staff wellbeing being considered? What were the overall findings? Where are the strengths and areas for development? Does the monitoring plan share out leadership tasks appropriately? Is there a danger of 'over-monitoring' (taking staff wellbeing into consideration)? How is this being managed? Are all Subject Leaders prepared for a possible Deep Dive in their subject? Do they feel supported by SLT? Do subject leaders know how to develop teaching and learning in their subject areas? Are objectives and targets SMART? Is monitoring clearly planned for each term? Is mastery evident in children's learning? What are the next steps to embed this? Are children using their knowledge and skills of what makes good writing in the foundation subjects? Are all teachers clear on our intentions for supporting our disadvantaged pupils and aware of the role that they play in this? Do teachers have a good understanding of the groupings and levels of need within their classes? Are they able to inform subject leaders during observations and follow up discussions? Are the knowledge organisers an effective planning support tool for teachers? Do they ensure opportunities for revisiting key learning? Do progression maps correctly demonstrate opportunities for pupils to make progress? How confidently do pupils talk about their learning in ???
	<p>Implementing a comprehensive strategy of CPD to support teachers to make good progress with all children</p>	<p>HT</p>	<p>Continue partnership and network work with other schools.</p> <p>Engage in PTI hub for bespoke subject leader training</p> <p>Access to NPQ programs on leadership Ensure full ETC training in place and good induction training newer teachers.</p> <p>Mental Health lead training</p> <p>Nurture room assistant trained and in place and assessments show positive impact.</p> <p>CPD on adaptive teaching and mastery</p> <p>Continue Walk thrus CPD program alongside Rosenshine.</p> <p>Arrange for staff to see other schools in practise.</p> <p>Continue reading fluency training for new staff.</p>	
	<p>Continue to engage parents and the community in the school's vision and activities.</p>	<p>JB</p> <p>SBM/JB</p> <p>HT</p> <p>SLT/LFR/MH SBM</p>	<p>Plan a Roadshow event for SEND parents</p> <p>Continued attendance events</p> <p>Parents to school for lunch and other activities.</p> <p>Parents supported by Nurture room.</p> <p>Promote use of school Apps and My Happy Mind</p> <p>Hand over in place and music plan written by September</p> <p>Charanga Music in place with training booked.</p> <p>Music leads to undertake cultural champions program through ROH.</p> <p>Teachers to take over productions and choirs</p>	
		<p>RB/LC/GA/MD</p>		

	Ensure a smooth transition for Music subject leadership			
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IMPACT

Upon successful completion of this school improvement plan, the school will have stronger partnerships with external services, leading to more tailored support for vulnerable students. The holistic approach to well-being will be enhanced, ensuring that the diverse needs of the student population are met effectively. Regular communication, joint training sessions, a referral system, and well-being workshops will contribute to a comprehensive support network for students and families. The school will be able to monitor and evaluate these partnerships to ensure ongoing improvement in meeting the well-being needs of all students. By continuing to engage parents and the community in the school's vision and activities there will be a more cohesive and supportive school community. Increased parental involvement and understanding of the school's vision will lead to improved communication, stronger partnerships, and ultimately enhanced student outcomes. By fostering a positive relationship with parents and the community, the school can create a more inclusive and engaging environment for all stakeholders.

Once this improvement plan is successfully implemented, the impact will be a seamless transition for Music subject leadership, ensuring continuity in the delivery of Music education at Thomas Willingale School & Nursery. The new Music subject leader will be well-equipped and supported to lead the department effectively, maintaining and enhancing the quality of Music provision for all learners. This will contribute to the overall improvement of the school's curriculum and the educational experience of its students.

Ofsted Key Judgement	Key priorities 2024-25	responsible persons	Whole School Action	Key Questions for Governors
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Quality of Education-

<p>•Strengthening Assessment Practises:</p> <p>Explore innovative assessment methods to provide a more comprehensive understanding of student progress.</p> <p>Ensure learning is checked more effectively to ensure pupils are secure in their prior knowledge before moving on to new content.</p> <p>•Improving Learning</p> <p>Ensure pupils make richer connections between different strands of learning to deepen understanding.</p> <p>Ensure the gap closes in writing for children on pupil premium</p> <p>Ensure Spelling is taught and tracked systematically throughout the school.</p> <p>•Deepen SEND Provision:</p> <p>Explore innovative, planning, interventions. assessment strategies for pupils with SEND to ensure personalised learning experiences.</p>	<p>TP</p> <p>SD/MO TP/SLT LC</p>	<p>Reading fluency/comprehension rolling training program for new staff. Spelling a systematic approach to be embedded with assessment-spelling tracking created and put in place- analysed by SL. Explore Air AI for writing Explore use of Quizzes for end of units. Explore Hinge and exit questions- look at ECT framework</p>	<ul style="list-style-type: none"> Where are the widest gaps? How will pupils, to be supported, be identified? How will progress / impact be measured? How long will pupils be supported for? Do staff have access to the training they need and how? How will the Catch-up sessions work? Can catch-up sessions be funded by the recovery premium? What are the benefits of whole-class reading? Are more-able pupils held back by the needs of the less able? How do you know if pupils enjoy reading? Do pupils have access to high quality reading books? Are all teachers able to assess accurately against their year group expectations? Do all teachers make effective use of AfL techniques and strategies to ensure any learning gaps are filled and all children make progress. Is a rigorous training programme planned? Has it been effectively implemented? Are staff confidently delivering phonics sessions as part of the whole class and Keep Up Catch Up programmes? Are all LSAs actively promoting 100% engagement from all children during whole class sessions? Are the vast majority of children meeting age related expectations in all classes. Does classroom practice take into account the specific needs of the lowest 20%. Is there an all children will learn to read attitude amongst all staff? Is a love of reading promoted for all pupils? Are the reading resources and materials available to children of a sufficiently high quality? Do teachers make use of high-quality texts in all reading sessions? Have the children been provided with opportunities to explore and develop their vocabulary? Are classroom displays compliant with school policy? Is a wide variety of vocabulary promoted? How is vocabulary promoted across the school? Is vocabulary evident in displays? Are teachers making good use of knowledge organisers? Are children being provided with effective models of handwriting throughout all lessons?
	<p>TP Phase leaders</p>	<p>CPD on adaptive teaching, AFL and Mastery All staff to demonstrate to each other walkthrough's in practice for adaptive and mastery teaching, Monitoring to be focussed on checking children are secure.</p>	
	<p>ALL SLT</p>	<p>Continued Use of Knowledge and adaption of organisers, to support concepts and connections Teachers identify what children have previously learnt and relate to this in each subject. All teachers to create a connections working wall and at the start of each topic/science to create this with the class. Year 5 and 6 to do in books too. KWL grids- refer back to and make connections. Teachers to ensure the Enterprise project includes cross curricular learning and makes sure student apply knowledge from various subjects. SLT to monitor</p>	
	<p>LFR/ JB ALL</p>	<p>Data carefully analysed and children targeted during specific PP time, that is timetabled and monitored by JB. Children taught to edit own writing. Booster and</p>	
	<p>MO/SD /ALL</p>	<p>Spelling tracking grid created, policy reviewed, and lessons monitored.</p>	
	<p>LFR/RR JB/NE</p>	<p>Explore provision planning software and tracking tools. Create a new system for managing SEND processes in school. Ensure personalised learning plans for SEND children and SMART targets. Explore Squiggle Wiggle intervention. Implement Clicker Train new staff through inductions Develop new sensory room – training on usage</p>	

	<p>•Deepen More able provision:</p> <p>Explore extra curriculum activities to support this group</p> <p>Ensure stretch and challenge is evident in all lessons</p>	JB/ ALL	<p>Ensure Boxall profile, drawing and therapy is well utilised in Nurture time- clearly timetable and carefully identified children</p> <p>Audit intervention and ensure they are effective</p> <p>Ensure all staff know of resources and intervention tools available to them.</p> <p>Deliver training on aspects of SEND and how to best support.</p> <p>Monitor and support SEND attendance</p> <p>Teachers provide challenging opportunities for more able students and have this planned for.</p> <p>Brilliant club put in place for identified year 5's- working with PHD students. Debate club, Newspaper group.</p> <p>Find opportunities to extend the children outside of school life- such as Copped Hall.</p> <p>Philosophy lessons taught across school regularly, pre teach learning vocabulary and display in classrooms.</p> <p>CPD on adaptive teaching and mastery.</p>	<ul style="list-style-type: none"> • Are children given regular opportunities to specifically focus upon editing and improving their writing? • Are effective scaffolding and resources to support the children evident in all classes? • Are children confident in expanding their use of a range of vocabulary? • What is the provision for pupils who need to catch up with their peers? • Are pupils applying their knowledge of GPS in their other Writing? • Are pupils using subject specific vocabulary independently and spelling these words correctly? Is handwriting neatly presented in Science work? • Are pupils offered sufficient opportunities to practice handwriting? • Are they using and applying their skills across the curriculum? • Are high expectations for presentation evident in all children's books? • Are all children meeting school's age-related expectations for handwriting? • Are the physical aspects of handwriting (eg correct posture and body weight positioning) being actively promoted in all lessons? • Are children being provided with effective models of handwriting throughout all lessons? • Are children given regular opportunities to specifically focus upon editing and improving their writing? • Are effective scaffolding and resources to support the children evident in all classes? • Are high expectations for presentation evident in all children's books? • Are all children meeting school's age-related expectations for handwriting? • Are the physical aspects of handwriting (e.g. correct posture and body weight positioning) being actively promoted in all lessons? • Are teachers ensuring that modelled writing on PowerPoints is using the appropriate font? • Are the children able to make effective links between vocabulary they have read and vocabulary they use in their own writing? • Are children given regular opportunities to specifically focus upon editing and improving their writing? • Are effective scaffolding and resources to support the children evident in all classes? • How effective is children's editing and improving?
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				<ul style="list-style-type: none"> • Are all teachers clear of the expectations in terms of assessment and reporting for this academic year? • Are systems and procedures in place ready for reporting and analysing of assessment data? • Have all subject leads completed an analysis of all the data for their subject and fed back their findings? • Is improved subject knowledge evident in teacher's planning and delivery? • Are LSAs demonstrating a better subject knowledge while supporting pupils? • Is the Local environment being utilised to full effect to support teaching and learning? • Do knowledge organisers contain all the information needed to ensure effective teaching and learning? Are they succinct? Are expectations clear? • Are all children being provided with effective opportunities? • Are all identified children actively engaging with the catch up programs? • Do parents feel sufficiently supported to continue working through the program with their children at home? • Are children able to identify what skills and knowledge they have mastered and what helped them to be able to do this?
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Impact

Once this improvement plan is successfully completed, the impact will be a more cohesive and interconnected approach to learning for students, leading to deeper understanding and improved academic outcomes. Students on pupil premium will see a narrowing of the writing gap, and spelling will be systematically taught and tracked across the school, ensuring all students receive consistent support in this area

There will be a more comprehensive and accurate understanding of student progress in writing and spelling and SEND targets across the school. By exploring innovative assessment methods and ensuring learning is checked more effectively, teachers will be better equipped to identify areas of strength and areas needing improvement for each student. This will lead to personalised learning plans, targeted interventions, and ultimately improved academic outcomes for all students, including those with special educational needs or disadvantages. The use of new assessment tools will enhance teaching practises and contribute to a more holistic approach to monitoring student progress, resulting in a more inclusive and effective educational environment.

Upon successful completion of the school improvement plan to deepen provision for more able students, the impact will be a more inclusive and engaging learning environment where more able students are consistently challenged and supported to reach their full potential. Teachers will be equipped with the necessary skills and strategies to differentiate instruction effectively, leading to increased progress and engagement among more able students. This will ultimately contribute to raising overall academic standards and fostering a culture of continuous improvement within the school.

Ofsted Key Judgement	Key priorities 2024-25	Who	Whole School Action	Questions for Governors
Behaviour and attitudes	<p>Community Engagement and Outreach:</p> <p>Organise outreach programmes and events to involve parents, carers, and external stakeholders in promoting positive behaviour and attitudes.</p> <p>Continue to Implement initiatives to enhance parental involvement in supporting student learning and progress and attendance.</p>	<p>ALL Wellbeing party working</p> <p>HT/JB/MC/ LFR/MH/EWO</p>	<p>School values promoted widely Brilliant club. Aspirations day- invite in external speakers Enterprise opportunity involving parents My Happy minds- promote parents to use the APP Engaging parents by sharing learning- APP Antibullying alliance accreditation 2 x external trip per year Parents TPP training Junior Duke- Gold awards offered Promotion of MIND events Parents to lunch OPAL stay and play organised</p> <p>Attendance champion in place Rewards heavily promoted for good attendance. Early warning letters SEND good attendance letters to be sent home New attendance policy in place and shared with parents Home school support and home visits. PP funding to provide breakfast clubs</p>	<p>How are you monitoring that children are more resilient? How do you know children live by the values? How has attendance been improving for certain groups? What extra have you done to improve attendance of the PA children? Are all staff using TTP? How has the training impacted behaviour? Has children's understanding of bullying improved? What did they learn from the workshops? Was it good value for money? Have the awards been maintained? What are children learning in Forest Schools? How does this leaning transfer to their academic learning? Did all children get to have a chance with Junior Duke? How are you extending cultural capital? What trips are the children going on? Why? And how do these impact the budget? Who will be able to use the sensory garden? How are children given opportunities to garden? How many children have achieved their junior duke?</p>

Impact

Once this school improvement plan is successfully implemented, the impact will be a more inclusive and collaborative school community. By involving parents, carers, and external stakeholders in promoting positive behaviour and attitudes, we can create a supportive environment for our students to thrive. Improved communication and engagement with families will lead to better outcomes for our students, increased parental involvement in school activities, and a stronger sense of community within and beyond the school. This will ultimately contribute to a positive school culture and enhanced student well-being and achievement. The school can expect to see increased parental involvement in supporting student learning and progress, as well as improved attendance. By addressing the specific needs of parents, providing them with valuable resources and information, and fostering better communication channels, the school can create a more collaborative and supportive environment for students. This enhanced parental involvement is likely to result in improved academic outcomes, better attendance rates, and a stronger school-home partnership.

Ofsted Key Judgement	Key priorities 2024-25	Who	Whole School Action	Questions for Governors
Personal Development	Further Embedding Mental Health Support:	DHT/HT/ LFR/MH/JB/NE/CM/RR	Continue to engage with OPAL mentor and develop program over 18-month period Peer mentors in place to support playground disputes/Upsets. Play rangers trained MIND support continued- worker in school Student Social worker in school TPP for families Rolling induction program of TPP and Mental health training Additional mental health lead trained Nurture room- Boxall profile continues New Nurture room assistant trained and supported My Happy mind continued School counsellor continued Nurture room assistant to be trained and deliver -Drawing and talking therapy Family support worker to use new level 4 SEMH accreditation to support families Ensure effective use of sensory garden Antibullying alliance accreditation	How are you monitoring that children are resilient? How do you know children live by the values? How has attendance been improving for certain groups? What extra have you done to improve attendance of the PA children? Are all staff using TTP? How has the training impacted behaviour? Have the awards been maintained? What are children learning in Forest Schools? How does this leaning transfer to their academic learning?
	Deepening Cultural Capital:	SE	Protected time for sports leadership given and the ability to attend events. Sports leader to run before school clubs and be actively involved at lunchtime.	Did all children get to have a chance with Junior Duke? What has been the impact? How are you extending cultural capital?
	Increasing opportunities for expanding cultural capital and understanding within our curriculum and extracurricular activities.	ALL CB/MH/MR/JB/AP/VL/	Plan at least 3 bespoke opportunities a year for all children to extend cultural capital. Continue Forest school. Continue Junior Duke- silver/ Gold. Gardening club Brilliant Club Aspirations day Debate club School newspaper- More able Black History month continues to be celebrated Establish partnerships with local cultural organisations Assemblies to reflect cultural awareness of diversity Diversity champions engaged for Anti bullying week	What trips are the children going on? Why? And how do these impact the budget? How are children selected for Brilliant Club? What has been the impact? How many children have achieved their junior duke?

IMPACT

Once the school improvement plan to expand mental health initiatives and resources is successfully implemented, the impact will be a school community that is better equipped to support the mental health and wellbeing of both students and staff. By conducting a needs assessment and providing training, the school will create a supportive environment

where mental health awareness is prioritised. Establishing partnerships with external organisations will ensure that additional support is readily available, and the creation of a dedicated support team will enhance the school's capacity to address mental health concerns effectively. Overall, this plan will lead to improved mental health outcomes and a more resilient school community. Students will have a more enriched learning experience that reflects a diverse range of backgrounds and perspectives. Teachers will feel more confident in integrating cultural capital into their teaching practises, leading to a more inclusive and engaging curriculum. The partnerships with local organisations will provide students with valuable extracurricular opportunities that broaden their cultural horizons. Overall, the school community will be more culturally enriched and understanding, creating a more inclusive and supportive environment for all.

Ofsted Key Judgement	Key priorities 2024/5	Who and When	Whole School Action	Governor questions
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Effectiveness of the Early Years

Improving learning:

To continue to improve language acquisition and oracy of the children in EYFS

Further Staff Development:

Provide ongoing training on best practises in early years education, including adaptive instruction and SEN support.

Community outreach:

Enhance parental involvement in

EYFS staff

SLT and teachers

Phase leader and all EYFS staff

Welcom assessment utilised and tracked
Phonics taught x2 day
Children actively role played with
New vocabulary shared daily
Pupil premium time used effectively to promote oracy and vocabulary.
All adults must correct children's speech if it is wrong
S and L university trainees to continue to be used in EYFS
Makaton use to be continued
Access to Forest school
Explore using Squiggle Wiggle intervention
Target and support children with EAL

ECT to be well supported through mentor and saffron Waldon
All teaching staff to be given opportunity to visit another setting
CPD to be given on adaptive teaching
EYFS network meetings attended
Cross school moderation
SEND training on Sensory needs

Raise the number of parents using tapestry
Increase number of parents attending parents' meetings
Engage parents in teaching language at home
Increase number of parents using My Happy Minds
Increase number of parents using school APP and website pages
Plan opportunities such as concerts for parents to come to school to see their children
Continue Reading morning Fridays
Promote the Nursery by sharing successes and events through the media

- Does classroom practice take into account the specific needs of the lowest 20%.
- Are all LSAs actively promoting 100% engagement from all children during whole class sessions?
- Are the vast majority of children meeting age related expectations in all classes.
- Are the reading resources and materials available to children of a sufficiently high quality?
- Do teachers make use of high-quality texts in all reading sessions?
- Have the children been provided with opportunities to explore and develop their vocabulary?
- Are classroom displays compliant with school policy?
- Is a wide variety of vocabulary promoted?
- Are staff confidently delivering phonics sessions as part of the whole class and Keep Up Catch Up programmes?
- Are more-able pupils held back by the needs of the less able?
- How do you know if pupils enjoy reading? Do pupils have access to high quality reading books?
- Are all teachers able to assess accurately against their year group expectations?
- Do staff know how to use the White rose effectively
- How do you know the white rose is working?
- How many parents access Tapestry?
- What do you do for parents who don't access Tapestry?
- What about children who aren't read to at home? How do you support and reward these?
- How do you support children who are less advantaged
- Why there is a gap between girls and boys and what are you doing about this?

	supporting student learning and progress and attendance.			
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IMPACT

Upon successful completion of the school improvement plan, the impact will be a significant enhancement in language acquisition and oracy skills among children in EYFS. Students will demonstrate improved phonics knowledge, language proficiency, and confidence in speaking and listening. The targeted support for EAL pupils will lead to better integration and communication within the classroom. By involving parents in supporting language development at home, there will be a holistic approach to language acquisition, fostering a positive learning environment for all children in EYFS.

There will be a more knowledgeable and skilled EYFS staff team equipped with best practises in early years education, adaptive instruction, and SEN support. This will lead to improved outcomes for vulnerable learners, including those with SEN, better communication and language skills development, and enhanced support for children with diverse needs. The ongoing training and support provided will contribute to a more inclusive and effective learning environment, ultimately leading to improved educational outcomes for all students at Thomas Willingale School & Nursery.

Enhancing parental involvement in supporting student learning and progress, as well as attendance, will lead to a more supportive and collaborative school community. By actively engaging parents in their children's education, we can expect to see improved student outcomes, increased attendance, and a stronger partnership between the school and families. This improvement plan aims to empower parents to be more involved in their child's learning journey, leading to a more positive and enriching educational experience for all stakeholders involved.

