

Broomhill Infant School



School Development Plan

SDP 2026-7

Broomhill Infant School

SCHOOL DEVELOPMENT PLAN 2026/27

At Broomhill Infant School, we strive to ensure that everyone—children, staff, families and visitors—feels welcomed, valued and respected. We believe that every member of our community should experience a genuine sense of belonging and feel safe, supported and able to thrive. Together, we have intentionally created a culture where kindness, inclusion, safeguarding and high expectations underpin all that we do, ensuring that everyone feels safe, valued and able to succeed.

We are committed to enabling every child to achieve their very best through an enriching, engaging and relevant curriculum that nurtures curiosity, creativity and a lifelong love of learning. We keep children's futures at the heart of our work, equipping them with the knowledge, skills, attitudes and confidence they need to lead happy, successful and fulfilling lives. We celebrate diversity and recognise the strength that comes from learning from one another's experiences, perspectives and identities.

Our School Development Plan reflects our commitment to continuous improvement and to securing the best possible outcomes for every child. Inclusion and safeguarding are fundamental to this work and are embedded across all aspects of school life, ensuring that every child is known, valued, protected and supported to fulfil their potential.

The priorities within this plan are designed to move us closer to our vision for every child: to be a confident, capable and well-rounded individual who is ready for the next stage of their education and life beyond Broomhill. Our improvement strategy is built on a simple belief:

Children excel when they belong, experience high-quality teaching, achieve highly, attend regularly, develop as confident individuals and are supported by strong, purposeful leadership.

These principles provide the foundation for our priorities and underpin our ambition to ensure that every child at Broomhill Infant School has the opportunity to grow and achieve.

Where are we now? See summary of the Self-Evaluation;

Outcomes: Over time the outcomes for pupils are good or better.

EYFS Good Level of Development (GLD)		
Year	GLD - school	GLD - National
2026	82%	
2025	70%	68.3%
2024	65%	67.7%
2023	72%	65.2%

Phonics Screening Check Y1 (PSC)		
Year	PSC - BIS	PSC – National
2026	89%	
2025	83%	80%
2024	89.5%	79%
2023	85%	79%

Phonics Screening Check Y2 (PSC)		
Year	PSC - school	PSC - National
2026	78%	
2025	44%	89%
2024	37.5%	89%
2023	100%	89%

KS1 end of year assessment data					
Data Aspect	School 2023	School 2024	School 2025	National Average 2025	School 2026
Reading EXS	89%	73%	79%	71%	73%
Reading GDS	42%	24%	34%		27%
Writing EXS	76%	70%	71%	63%	70%
Writing	8%	11%	5%		3%

GDS					
Maths EXS	84%	73%	87%	72%	77%
Maths GDS	34%	22%	34%		30%
Science		76%	82%		87%

Attendance:

Year	Attendance	Persistent Absence
July 2022	92.6%	27.4%
July 2023	93.8%	24.4%
July 2024	93.3%	17.8%
July 2025	94.4%	12.5%
July 2026		

"Only through the effective engagement of others, can leaders at any level make change happen" (Andy Buck)

School Development Plan Overview



CORE PRIORITIES 2026/27

	Not On Track Little/no evidence of progress
	Partially on Track Some Evidence of progress
	On-Track Strong evidence of progress

Priority 1	Inclusion – every child belongs
Rationale	At Broomhill Infant School, we believe that inclusion is the foundation upon which successful learning, personal development and wellbeing are built. When children, families and staff feel that they belong—that they are valued, respected and an important part of our school community—they are more likely to engage, participate and succeed. When children feel safe, accepted and included, they are more willing to take risks, persevere through challenges and achieve their very best. Inclusion is therefore not simply about ensuring access; it is about creating the conditions in which every child can flourish. Our commitment to inclusion extends beyond supporting individual needs. It is about embedding inclusive practice in every aspect of school life—from the curriculum we teach and the environments we create, to the relationships

	we nurture and the opportunities we provide. We want every child to experience the full depth and breadth of our curriculum, to see themselves represented and valued, and to recognise that their unique strengths and contributions enrich our whole school community. By placing inclusion at the heart of our School Development Plan, we are committing to removing barriers to learning and participation, fostering a culture of belonging, and ensuring that every member of our community has the opportunity to RISE through resilience, independence, success and empowerment. We believe that when everyone feels that they belong, everyone is better able to learn, contribute and flourish.
Success Criteria	• Barriers to learning and participation are identified early and addressed effectively. • Children, families and staff report a strong sense of belonging and feel safe, valued, respected and listened to. • All children make strong progress from their individual starting points, with gaps identified and addressed promptly. • Assessment systems provide accurate and meaningful information which enables staff to identify need, track progress and respond effectively. • Emerging issues are identified early, with timely and appropriate support leading to improved outcomes. • Children's voices are actively sought and used to shape provision and school improvement. • Curriculum, resources, environments and experiences reflect and celebrate the diversity of our school community. • Case studies demonstrate the impact of inclusive practice and show how barriers have been removed, enabling children to participate, achieve and flourish.
Monitoring and Evidence	• Children report that they feel safe, included, listened to, valued and that they belong. Particular attention given to identified groups and children who may be vulnerable to exclusion. • Families report that they feel welcomed, listened to and able to access support. Feedback identifies any barriers to engagement or participation. • Staff feel confident in meeting diverse needs, identifying barriers and implementing inclusive practice. Staff identify areas where further support is required. • Evidence of inclusive teaching, appropriate adaptations, high expectations, pupil participation and children having equitable access to the full curriculum. • Curriculum plans, resources and learning environments reflect diversity, representation and accessibility. Barriers to participation are identified and addressed.

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| | <ul style="list-style-type: none">• Progress and attainment are analysed by relevant groups to identify gaps, underachievement or emerging concerns. Actions are put in place promptly and reviewed for impact.• Individual provision is reviewed to ensure that identified barriers are being addressed and that interventions and reasonable adjustments are having an impact.• Attendance, persistent absence, lateness and participation are monitored to identify patterns or barriers affecting individual pupils or groups.• Concerns are identified early, responded to appropriately and reviewed for impact. Patterns and themes are analysed to inform whole-school provision.• Incidents, patterns and pupil relationships are reviewed to identify any barriers to belonging, safety or participation.• Case studies demonstrate how barriers have been identified, appropriate support provided and outcomes improved. These should include the child's voice wherever possible.• Books and learning demonstrate that all pupils have access to ambitious learning, appropriate support and opportunities to achieve from their individual starting points.• Each inclusion priority is evaluated against intended outcomes, with evidence used to determine whether actions should be continued, adapted or stopped. |
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Priority 2	Excellence in Curriculum, Teaching and Learning – every child receives exceptional teaching and learning
Rationale	At Broomhill Infant School, we believe that every child deserves an exceptional education. High-quality teaching, underpinned by a carefully designed, ambitious curriculum, has the greatest impact on children's achievement and life chances. Our curriculum should not just provide engaging experiences; it should enable children to acquire, retain and apply knowledge and skills over time, preparing them for the next stage of their education and beyond. To achieve this, we are committed to continually strengthening both our curriculum and our teaching and relating this to real-life problems and solutions. Subject leaders play a pivotal role in driving improvement and therefore require the time, professional development and support to effectively lead their subjects. Through a structured cycle of planning, implementation and review, leaders will evaluate the impact of their curriculum by triangulating curriculum planning, pupils' work and pupil voice, with a particular focus on what children know, understand and can remember over time. This process must be purposeful and impactful. Findings from curriculum reviews will directly inform future planning and professional development, ensuring that improvement is continuous rather than cyclical for its own sake. By embedding this evaluative approach, we will ensure that our curriculum remains ambitious, coherent and responsive to the needs of our learners. Alongside curriculum development, we remain committed to evidence-informed classroom practice. Live marking, immediate feedback and adaptive teaching enable misconceptions to be addressed in the moment, reducing cognitive overload and ensuring that pupils receive the support or challenge they need to be successful. These approaches create responsive classrooms where teaching is continually adapted to maximise learning. Professional collaboration is equally important. Teachers will work alongside one another through coaching, peer observation and reflective dialogue, sharing effective practice and supporting each other's professional growth. By fostering a culture of openness, trust and continual learning, we will strengthen teaching across the school and improve outcomes for all pupils.

	A further priority is the explicit development of children's executive function skills. Planning, attention, working memory, cognitive flexibility and self-regulation underpin successful learning across the curriculum. By intentionally developing these skills through our teaching, routines and curriculum design, we will enable pupils to become increasingly independent, resilient learners who can organise themselves, sustain attention, manage emotions, solve problems and apply their learning with confidence. Ultimately, our ambition is to create classrooms where excellent teaching and an ambitious curriculum work together to ensure that every child learns more, remembers more and achieves more in every area of the curriculum.
Success Criteria	• Curriculum is ambitious for all pupils and broadens children's understanding of the wider world, including careers and future opportunities. • The curriculum is coherently sequenced, with clear progression in knowledge and skills from EYFS through to the end of KS1. • Children experience a rich range of enrichment opportunities that broaden their experiences, develop aspirations and contribute to their personal development. • Children can articulate what they have learned and demonstrate that they can recall, apply and transfer knowledge and skills across different contexts. • Pupils make strong progress from their individual starting points, with gaps identified and addressed promptly. • Teaching is consistently high quality, ambitious and adaptive, enabling all pupils to make progress and overcome barriers to learning. • Teachers increasingly use approaches that develop pupils' executive function, independence, resilience and self-regulation. • Subject leaders have the time, knowledge and expertise to evaluate the effectiveness of their curriculum and make evidence-informed improvements. • Curriculum adaptations are evaluated for impact and demonstrably improve pupils' learning, retention and application of knowledge. • Professional development, coaching and collaboration lead to measurable improvements in teaching practice.

	• Disadvantaged pupils make strong progress and identified gaps in attainment and progress reduce over time. • Case studies demonstrate the impact of the school's curriculum and teaching on individual pupils, including those who face additional barriers to learning. • Pupils are increasingly confident, independent and resilient learners who can apply their knowledge and skills successfully.
Monitoring and Evidence	• Subject leaders evaluate the quality, ambition, progression and coherence of their curriculum. Reviews identify strengths, gaps and necessary adaptations. • Planning shows clear progression; pupils' work demonstrates that intended knowledge and skills are being taught; pupil voice demonstrates that children know, understand and remember key learning over time. • Children can talk confidently about what they have learned, make connections between learning and explain how they use their knowledge and skills. Children understand how learning relates to the wider world and future opportunities. • Teaching is consistently ambitious, adaptive and responsive. Teachers identify and address misconceptions, provide appropriate support and challenge, and promote independence and self-regulation. • Evidence that agreed teaching approaches are consistently embedded and having a positive impact on pupils' learning and engagement. • Pupils' work demonstrates progression in knowledge and skills, appropriate challenge, increasing independence and the ability to apply learning in different contexts. • Assessment information is accurate and used effectively to identify gaps, inform teaching and ensure pupils make strong progress from their starting points. • Progress and attainment gaps are monitored carefully. Where gaps exist, leaders identify the reasons and evaluate whether planned actions are improving outcomes. • Learning walks, pupil voice and work scrutiny show that pupils are increasingly able to sustain attention, manage emotions, organise themselves, persevere, solve problems and work independently. • Staff demonstrate increased confidence and consistency in agreed teaching approaches. Coaching and professional development lead to identifiable changes in classroom practice.

	• Teachers share effective practice, reflect on their teaching and identify strategies that improve learning. • Subject leaders have sufficient time and expertise to evaluate their subjects, identify priorities and make evidence-informed curriculum adaptations. • Tweaks to curriculum content, sequencing or pedagogy are evaluated against pupil learning, retention and outcomes to establish whether they have made a meaningful difference. • Participation and pupil voice demonstrate that enrichment experiences broaden children's knowledge, experiences, aspirations and understanding of the wider world. • Case studies demonstrate how high-quality teaching, curriculum provision and targeted support have enabled individual pupils, including vulnerable and disadvantaged pupils, to overcome barriers and achieve well. • Leaders review progress against each action, evaluate evidence of impact and identify whether actions need to be continued, adapted or discontinued.
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Priority 3	Achievement – every child succeeds and makes exceptional progress
Rationale	At Broomhill Infant School, we believe that every child can achieve highly, regardless of their starting point or background. This may look different for each child. Achievement is not defined solely by statutory outcomes; it is demonstrated through the knowledge children retain, the skills they develop, the progress they make and the confidence with which they apply their learning across the curriculum. Our ambition is for every pupil to experience an exceptional curriculum that enables them to know more, remember more and do more over time. Through high-quality teaching, effective assessment and responsive intervention, we will ensure that learning is secure and builds progressively across all subjects. Children will

	leave at the end of Y2 with the knowledge, understanding and skills they need to be successful in the next stage of their education. Achievement must be equitable. We recognise that pupils start from different places and face unique barriers. To make achievement equitable, support and resources must be tailored to individual needs rather than treating everyone the exact same. We are committed to ensuring that all pupils, irrespective of their starting points, make strong progress. Particular attention will be given to disadvantaged pupils and those who are vulnerable, ensuring that barriers to learning are identified and addressed promptly so that attainment gaps continue to diminish. Our expectation is that every child achieves their personal best while benefiting from the same ambitious curriculum offer as their peers wherever possible. We will evaluate the impact of our work through a wide range of evidence. Assessment information, book scrutiny, pupil voice, curriculum impact reviews and case studies will demonstrate that children retain key knowledge, apply skills confidently and experience the full breadth and depth of our curriculum. These measures, alongside statutory outcomes, will provide a comprehensive picture of achievement across the school. Ultimately, our aim is that outcomes at the end of each key stage are consistently at or above national averages, whilst ensuring that every child has made excellent progress from their individual starting point. Success will be measured not only by the standards pupils attain, but by the learners they become—confident, knowledgeable and well prepared for the next stage of their education.
Success Criteria	• Statutory assessment outcomes are consistently at or above national averages, with areas of underperformance identified and addressed promptly. • All pupils make strong progress from their individual starting points, with appropriate support and challenge enabling pupils to achieve their personal best. • Pupils demonstrate secure retention and increasingly confident application of knowledge and skills across the curriculum. • Curriculum reviews and case studies demonstrate that all pupils have equitable access to an ambitious, broad and enriching curriculum. • Disadvantaged pupils make strong progress and identified attainment gaps continue to narrow.

	• Teachers use assessment effectively and responsively to identify misconceptions, adapt teaching and accelerate learning. • Pupils can articulate what they have learned, recall important knowledge over time and make connections within and across subjects. • Assessment, curriculum and transition evidence demonstrates that pupils leave Year 2 well prepared for the next stage of their education.
Monitoring and Evidence	• Assessment information is accurate, purposeful and used to identify pupils who are not making expected progress. Leaders and teachers identify gaps and take timely action. • Progress and attainment of disadvantaged pupils, SEND pupils and other identified vulnerable groups are carefully analysed. Any gaps are identified, understood and addressed through appropriate action. • Teachers can identify pupils' strengths, gaps and barriers to learning and can articulate the actions being taken to accelerate progress. The impact of previous actions is reviewed. • Pupils' work demonstrates progression in knowledge and skills, increasing independence, appropriate challenge and the ability to retain and apply learning over time. • Subject Leaders evaluate whether the intended curriculum is being learned. Evidence from planning, pupils' work, assessment and pupil voice demonstrates that knowledge and skills are building progressively. • Pupils can articulate what they have learned, recall key knowledge and make connections between learning. They can explain how they apply their knowledge and skills in different contexts. • Retrieval activities and curriculum reviews demonstrate that pupils retain important knowledge over time rather than simply recalling recently taught content. • Teachers use assessment responsively to identify and address misconceptions, adapt teaching and provide appropriate support and challenge. • Targeted interventions are based on identified need, have clear intended outcomes and are evaluated to establish whether they are accelerating progress. Ineffective approaches are adapted or discontinued. • The impact of support, intervention and resource allocation for disadvantaged pupils is evaluated. Evidence demonstrates whether actions are improving progress, attainment and access to the curriculum. • Individual case studies demonstrate how pupils with different starting points have been supported to overcome barriers, make progress and access an ambitious curriculum. • EYFS, Phonics Screening, KS1 and other relevant outcomes are analysed against national data and previous school performance. Trends and areas for improvement inform future action.

	• End-of-year and end-of-key-stage information demonstrates that pupils have acquired the knowledge, skills and independence needed for the next stage of their education. •
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Priority 4	Attendance and Behaviour - Children want to come to school every day because they feel valued, successful and part of the Broomhill community.
Rationale	At Broomhill Infant School, we recognise that excellent attendance is fundamental to children's academic achievement, wellbeing and personal development. Children cannot benefit fully from an exceptional curriculum if they are not in school. Every day matters, and every child deserves the opportunity to access the rich learning experiences, relationships and routines that enable them to thrive. Over recent years, attendance has steadily improved, with year-on-year increases in overall attendance and a significant reduction in persistent absence. This reflects the positive relationships we have built with our families and our unwavering commitment to ensuring that every child feels welcomed, valued and part of our school community. We know that children who experience a strong sense of belonging are more likely to attend school regularly, develop positive relationships and approach learning with confidence and enthusiasm. We will therefore continue to strengthen our inclusive, nurturing culture, recognising that belonging is a key driver of attendance. Alongside this, we will maintain high expectations and work in partnership with families, providing support where needed whilst ensuring that parents understand and fulfil their legal responsibility to secure their child's regular attendance. Our approach will continue to be informed by evidence and evaluation. Leaders will use the DfE Attendance Toolkit to monitor trends, identify barriers, evaluate the effectiveness of strategies and benchmark our performance against similar schools. Through attendance and inclusion networks, we will continue to learn from best practice, refine our approaches and ensure that our systems remain proactive rather than reactive.

	Attendance will remain a relentless priority. By maintaining a laser focus on absence, intervening early and working collaboratively with families and external agencies, we will ensure that every child is present, engaged and able to benefit from the full breadth of opportunities that Broomhill Infant School provides. Attendance is viewed not simply as a measure of compliance, but as the outcome of a culture where children feel they belong, enjoy learning and are supported to attend every day.
Success Criteria	• Whole school attendance is sustained at or above the national average. • Persistent absence continues to reduce year-on-year and remains below the national average. • Attendance of disadvantaged pupils improves, with the gap between disadvantaged and non-disadvantaged pupils continuing to narrow. • Attendance of pupils with SEND is closely monitored, with appropriate support leading to improved attendance where barriers exist. • All pupil groups demonstrate positive attendance trends over time. • The DfE Attendance Toolkit is used consistently to evaluate attendance patterns, identify trends and inform strategic actions. • Attendance data is reviewed regularly by leaders and governors, with clear evidence that actions taken have a measurable impact. • Early intervention systems ensure pupils at risk of persistent absence are identified promptly and supported effectively. • Leaders benchmark attendance against similar schools and adapt practice in response to findings. • Effective partnerships with external agencies are established where appropriate to remove barriers to attendance. • Pupils report that they enjoy coming to school and feel safe, valued and that they belong. • Parents understand the importance of good attendance and engage positively with the school's attendance expectations. • Staff consistently promote excellent attendance through positive relationships, high expectations and a nurturing approach.

	Attendance remains a whole-school responsibility, with all staff contributing to promoting regular attendance.
Monitoring and Evidence	Success will be evidenced through: - Whole-school attendance and persistent absence data. - Attendance analysis for key groups, including disadvantaged pupils and pupils with SEND. - Case studies demonstrating successful intervention and improved attendance. - Pupil and parent voice indicating a strong sense of belonging and positive attitudes towards school. - Governor monitoring reports and attendance reviews. - Evidence from DfE Attendance Toolkit evaluations and benchmarking against similar schools.

Priority 5	Personal Development and Well-Being where every child thrives
Rationale	At Broomhill Infant School, we believe that personal development is fundamental to children's success in school and beyond. We are proud that this aspect of our provision was judged Outstanding during our most recent Ofsted inspection in 2023, and we remain committed to sustaining and further enhancing the exceptional opportunities we provide for every child. We recognise that education extends far beyond academic achievement. Our ambition is to develop confident, resilient, independent and emotionally literate young people who are well prepared for the next stage of their education and for life in modern Britain. Through carefully planned experiences, meaningful relationships and a rich curriculum, we ensure that pupils develop the character, confidence and life skills that enable them to flourish. A cornerstone of our provision is our Forest School programme, where every pupil spends one full day each week learning outdoors with a fully qualified Forest School practitioner and their teacher. This provision is carefully linked to the wider curriculum while providing a non-academic environment in which children can

	develop resilience, independence and confidence. Leaders recognise that Forest School provides an ideal environment for strengthening executive function skills, including planning, problem solving, self-regulation, working memory, cognitive flexibility and sustained attention. By removing the pressure of formal outcomes, children are free to explore, collaborate, take managed risks and develop the emotional and social skills that underpin successful learning in the classroom. Our commitment to personal development extends beyond the school day. Through our own high-quality before- and after-school provision, we provide a safe, nurturing environment that supports families while continuing to promote children's social development, independence and wellbeing. We further enrich pupils' experiences through a wide range of additional opportunities, including French, guitar, piano, singing and martial arts, enabling children to discover new interests, develop talents and broaden their cultural experiences. Learning is enriched further through a carefully planned programme of educational visits and memorable experiences that bring the curriculum to life. These opportunities inspire curiosity, deepen understanding and create lasting memories that enhance learning across subjects. Our organisation of mixed-age classes, combined with year-group based teaching for core subjects and mixed-age learning for the wider curriculum, enables pupils to experience the best of both worlds. Children benefit from targeted teaching in English and mathematics while also learning collaboratively across year groups, developing leadership, communication, empathy and teamwork through shared experiences. Ultimately, we believe that personal development and wellbeing are inseparable from academic success. By nurturing children's confidence, resilience, executive function, relationships and sense of belonging, we equip them with the attitudes, behaviours and life skills that enable them to RISE—both within our school and beyond.
Success Criteria	• Pupils demonstrate increasing resilience, confidence, independence and emotional self-regulation. • Pupils exhibit well-developed executive function skills, including planning, problem solving, sustained attention and cognitive flexibility. • Pupils work collaboratively, communicate effectively and show respect, empathy and kindness towards others.

	• Pupil voice demonstrates high levels of enjoyment, belonging and wellbeing. • Every pupil accesses the full Forest School programme throughout the year. • Forest School is explicitly linked to curriculum outcomes and personal development. • A wide range of enrichment opportunities is maintained, with strong participation across all pupil groups. • Educational visits and enrichment activities enhance curriculum intent and implementation. • All pupils, regardless of starting point or background, access the full range of enrichment opportunities. • Disadvantaged pupils and pupils with SEND participate fully in personal development opportunities. • Pupils are exceptionally well prepared for the next stage of education. • Behaviour, attitudes and relationships remain exemplary. • Parent, pupil and staff surveys demonstrate high levels of satisfaction with the school's personal development offer. • External evaluation (including governor monitoring and future inspection) recognises the continued strength of the school's personal development provision.
Monitoring and Evidence	Leaders will monitor: • Pupil views and surveys. • Discussions about wellbeing, belonging and relationships. • Pupil reflections following Forest School, trips and enrichment activities. • How confidently pupils demonstrate resilience, independence and emotional regulation (RISE). • Links between Forest School and the wider curriculum. • Provision for personal development across the curriculum. • Participation rates in enrichment activities. • Participation of disadvantaged pupils and pupils with SEND. • Equality of access across all opportunities. • Behaviour records on CPOMS

- Emotional regulation.
- Playtimes and lunchtimes.
- Relationships between pupils.
- Safeguarding concerns.
- Attendance and persistent absence.

Executive Function

- Organise themselves independently.
- Persevere when learning is challenging.
- Solve problems collaboratively.
- Regulate their emotions.
- Reflect on and improve their work.
- Transfer skills between different learning contexts.

Evidence:

- Pupil voice records.
- Survey outcomes.
- Case studies.
- Quotes from pupils.
- Learning walks.
- Forest School planning and journals.
- Curriculum plans.
- Photographs and displays.
- Governor visits.
- Registers (Parent Pay)
- Participation analysis.
- Pupil premium monitoring.

- SEND case studies.
- Behaviour logs.
- CPOMS trends.
- Attendance data.
- Wellbeing surveys.
- Lesson observations.
- Forest School observations.
- Teacher assessments.
- Pupil voice.
- Floor Books
- Case studies showing progress over time.
- Monitoring of disadvantaged and SEND pupils
- Case studies:
 - each term, produce 6–8 pupil case studies that include:
 - Starting point.
 - Barriers to learning.
 - Curriculum access.
 - Forest School participation.
 - Executive function development.
 - Attendance.
 - Pupil voice.
 - Parent voice.
 - Outcomes.

The following monitoring cycle will demonstrate how our curriculum, inclusion and personal development triangulate to help individual children flourish. This process will drive continuous improvement.

	Term	Monitoring Activity	Evidence Collected	Action Taken
	Autumn	Learning walk (Personal Development)	Observation notes, pupil voice	CPD or curriculum adaptations
	Autumn	Forest School observation	Executive function observations	Share best practice
	Spring	Parent survey	Parent feedback	Respond to emerging themes
	Spring	Enrichment participation review	Club attendance, disadvantaged analysis	Remove barriers to access
	Summer	Pupil case studies	Triangulated evidence	Inform next SDP cycle
	Throughout	Governor monitoring	Reports and challenge	Strategic oversight

Priority 6	Leadership and Governance
Rationale	At Broomhill Infant School, we believe that strong leadership and effective governance are the foundation of sustained school improvement. Our ambition is to create a culture of continuous improvement in which every leader, governor and member of staff shares responsibility for delivering the very best outcomes for our children. Leadership at all levels should be purposeful, evidence-informed and driven by an unwavering commitment to our vision, values and the success of every pupil. As a school, we are committed to remaining outward-facing, recognising that excellence is achieved through continual reflection, collaboration and professional curiosity. Leaders will actively engage with educational

	research, national guidance, professional networks and hubs of excellence to ensure that our practice remains current, ambitious and informed by the strongest available evidence. Equally, we will continue to contribute to the wider educational community by sharing our own expertise, supporting other schools and learning through collaboration. Leadership at every level will be characterised by high expectations, accountability and compassion. We believe that the most effective leaders are those who act promptly when improvements are needed, addressing issues with honesty and clarity whilst maintaining a warm, nurturing and supportive approach. Through coaching, professional dialogue and distributed leadership, we will continue to develop confident leaders who are empowered to drive improvement within their own areas of responsibility. Governance will continue to evolve alongside the school's improvement journey. Governors will deepen their understanding of the school's strategic priorities and the evolving inspection framework, enabling them to provide effective support, appropriate challenge and robust accountability. Through purposeful monitoring, informed questioning and a clear understanding of evidence, governors will play an active role in evaluating the impact of school improvement and ensuring that decisions remain focused on improving outcomes for all pupils. Ultimately, our aim is to foster a culture in which leadership is proactive rather than reactive, reflective rather than complacent and collaborative rather than isolated. By investing in leadership capacity, strengthening governance and embracing continual learning, we will ensure that Broomhill Infant School remains a place where children, staff and families continue to belong, learn, achieve and flourish.
Success Criteria	Leadership • Leaders at all levels confidently lead school improvement within their areas of responsibility. • Subject leaders are well supported through dedicated leadership time, coaching and high-quality professional development.

	• Leaders use evidence from monitoring, pupil voice and assessment to inform strategic decision-making. Governance • Governors have a secure understanding of the school's priorities and current educational expectations. • Governors provide effective support and challenge through informed questioning. • Governor monitoring is linked directly to School Development Plan priorities and demonstrates clear impact. • Governors receive regular training to strengthen their knowledge and effectiveness. Professional Development • Staff engage in evidence-informed professional development that leads to sustained improvements in practice. • Leaders actively participate in professional networks and collaborate with other schools. • Broomhill continues to contribute to the wider education community by sharing effective practice. School Culture • Leadership is characterised by high expectations, trust, compassion and accountability. • Staff wellbeing is prioritised alongside professional challenge. • Staff surveys demonstrate high levels of confidence in leadership and opportunities for professional growth. • A culture of continual improvement is evident across the school.
Monitoring and Evidence	How do leaders and governors know that their actions are improving the quality of education and outcomes for pupils?

	Leaders and governors will adopt a continuous improvement cycle of <i>Plan</i> → <i>Do</i> → <i>Review</i> → <i>Refine</i>. Monitoring will not be undertaken as an end in itself; rather, evidence will be used to evaluate impact, inform decision-making and drive meaningful improvements in outcomes for pupils. Leaders will monitor: • Progress against the School Development Plan. • Impact of actions taken following monitoring activities. • Quality of leadership at all levels. • Staff workload and wellbeing. • Effectiveness of communication with staff and families. • Subject leader effectiveness. • Curriculum impact reviews. • Triangulation of planning, books and pupil voice. • Consistency of teaching across classes. • Follow-up of agreed actions. • Impact of CPD. • Coaching programme. • Peer observations. • Leadership development. • Subject leader confidence. • Staff retention and recruitment. • Evidence: • SDP review documents. • SLT meeting minutes. • Leadership action plans. • Staff wellbeing surveys. • Staff meeting records.
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- Performance Management reviews.
- Subject leader files.
- Curriculum review reports.
- Learning walks.
- Book scrutiny.
- Pupil voice.
- Monitoring cycle documentation.
- CPD evaluations.
- Coaching records.
- Staff surveys.
- Professional learning journals.
- Subject leader evaluations.
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Governors will monitor:

- Progress against SDP priorities.
- Curriculum quality.
- Safeguarding.
- Attendance.
- Personal Development.
- SEND and Inclusion.
- Pupil Premium.
- Staff wellbeing.
- Finance and value for money.

Evidence:

- Governor visit reports.
- Governor meeting minutes.
- Governor training records.

- Governor challenge questions.
- Link governor reports.
- External reviews where appropriate.

Governors can clearly articulate the school's strengths, priorities and impact because they have first-hand evidence through monitoring visits and strategic discussions.

Outward-Facing Leadership

Leaders will monitor:

- Participation in local and national networks.
- Attendance at conferences and hubs.
- Engagement with educational research.
- School-to-school support.
- Opportunities to share best practice.

Evidence:

- Network meeting notes.
- Research reviews.
- Conference attendance.
- School improvement partnerships.
- Presentations delivered to other schools.
- Feedback from partner schools.

Impact

Ultimately this is what matters.

Leaders will evaluate whether their leadership is improving:

- Attendance
- Achievement
- Inclusion
- Behaviour
- Personal Development
- Quality of Education
- Staff wellbeing
- Staff retention
- Parent confidence

Evidence will come from:

- Internal monitoring.
- External validation.
- Parent voice.
- Staff voice.
- Pupil voice.
- Governor challenge.
- Assessment outcomes.
- Attendance data.
- Behaviour analysis.
- Ofsted readiness reviews.
- Local authority or trust reviews.

Priority 7	Safeguarding
Rationale	At Broomhill Infant School, safeguarding is everyone's responsibility and remains our highest priority. We are committed to creating a culture where every child feels safe, valued and listened to, enabling them to learn, grow and thrive. We recognise that children can only achieve their full potential when they are protected from harm and know that trusted adults will always act in their best interests. Leaders work tirelessly to maintain and continually strengthen safeguarding practice across the school. Through rigorous safer recruitment procedures, robust safeguarding systems and regular training, we ensure that safeguarding remains at the forefront of every decision we make. However, we recognise that safeguarding is never static. National guidance continues to evolve, and it is our responsibility to ensure that our practice evolves alongside it. This year, we will place a particular emphasis on embedding the latest statutory guidance, including the most recent updates to Keeping Children Safe in Education (KCSIE) 2026. Leaders will ensure that all staff understand not only what has changed, but also how these changes influence day-to-day practice and decision-making. Through regular professional dialogue, scenario-based training and ongoing quality assurance, we will develop staff confidence so that safeguarding remains everyone's responsibility, every day. Our safeguarding culture extends beyond compliance. We strive to build strong, trusting relationships with children and families, recognising that early identification and timely intervention are key to achieving the best possible outcomes. Leaders will continue to work closely with external agencies, governors and the wider community to ensure that safeguarding arrangements remain robust, responsive and child-centred.

	Ultimately, our aim is to foster a vigilant, knowledgeable and reflective safeguarding culture in which children are protected, staff are confident and well trained, and safeguarding is embedded in every aspect of school life. Safeguarding is not simply about compliance with statutory guidance; it is about creating a culture of vigilance, professional curiosity and shared responsibility in which every member of staff understands that keeping children safe underpins every aspect of school life.
Success Criteria	• All staff demonstrate a secure understanding of the latest KCSIE guidance and apply it confidently in their daily practice. • Safeguarding training is current, regular and responsive to emerging local and national priorities. • Leaders maintain rigorous safeguarding systems that are compliant with statutory requirements and consistently implemented. • Safer recruitment procedures are fully compliant and routinely quality assured. • Staff identify concerns promptly and report them appropriately, resulting in timely support and intervention for children. • Safeguarding records are accurate, comprehensive and demonstrate effective leadership oversight. • Governors receive regular safeguarding training and provide informed strategic challenge and support. • Pupils report that they feel safe, know who to speak to if they are worried and understand how to keep themselves safe, including online. • Parents have confidence that the school keeps children safe. • External monitoring and audit confirm that safeguarding arrangements are effective.
Monitoring and Evidence	Leaders will monitor: • Staff understanding of KCSIE through quizzes, discussions and scenario-based training. • Quality and timeliness of safeguarding referrals. • Accuracy and quality of safeguarding records.

	• Single Central Record compliance. • Recruitment and induction procedures. • Staff safeguarding training and updates. • Pupil voice regarding safety and wellbeing. • Governor safeguarding visits. • Outcomes of safeguarding audits. • Attendance, behaviour and safeguarding trends to identify emerging risks. Evidence: • Training records and staff signatures. • KCSIE quizzes or knowledge checks. • CPOMS • Single Central Record audits. • Safer recruitment files. • Governor monitoring reports. • External safeguarding audits (S175) • DSL supervision records. • Pupil and parent surveys. • Safeguarding reports to governors. • Annual safeguarding self-evaluation.
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Priority 8	Early Years
Rationale	At Broomhill Infant School, we believe that the Early Years provides the foundation for every child's future success. The experiences children receive during this crucial stage of their education shape their attitudes towards learning, their confidence, their relationships and their long-term achievement. Our ambition is to

	provide an exceptional start for every child, ensuring that they leave Reception as confident, curious and capable learners who are well prepared for Key Stage 1. Our Early Years provision is underpinned by research-informed practice and a commitment to continuous improvement. Leaders actively engage with current educational research and work alongside recognised experts, including Ruth Swailes, to ensure that our provision reflects the latest evidence about how young children learn and develop. This enables us to continually refine our curriculum, teaching and learning environment so that every child receives the highest quality education. Children's safety and wellbeing remain at the heart of everything we do. We maintain rigorous compliance with all statutory welfare requirements, ensuring that paediatric first aid provision, allergy management and anaphylaxis training are current and robust. Our experienced Early Years team understands that children thrive when they feel safe, secure and nurtured, and we work closely with families to build trusting relationships that support children's development from the very beginning of their school journey. Our curriculum is ambitious, carefully sequenced and responsive to children's individual starting points. Through high-quality interactions, purposeful play and skilful adult guidance, children develop the communication, language, physical, social and cognitive skills that underpin lifelong learning. We place a strong emphasis on developing children's independence, resilience, curiosity and executive function, recognising that these characteristics are essential for success throughout school and beyond. Communication and language are central to our Early Years curriculum. We recognise that children's ability to think, learn and succeed is closely linked to their ability to communicate effectively. Through the implementation of the Tower Hamlets Structured Language Programme, we provide children with rich vocabulary, carefully modelled language and structured sentence stems that support them in expressing their ideas with increasing confidence and accuracy. By explicitly teaching the language associated with different areas of learning, we enable all children, regardless of their starting point, to develop the vocabulary, sentence structures and communication skills they need to participate fully in learning and to build strong foundations for reading, writing and future academic success.
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	Our experienced and highly skilled team shares a relentless commitment to excellence. Through continual professional development, reflection and collaboration, we strive to ensure that outcomes remain consistently above national expectations for Good Level of Development (GLD), whilst recognising that success is measured not only by attainment but by the confidence, independence and enthusiasm with which children approach learning. Ultimately, we want every child to leave our Early Years provision with a love of learning, a strong sense of belonging and the knowledge, skills and confidence to continue to RISE throughout their education. We do not simply prepare children for Year 1; we lay the foundations for a lifetime of learning
Success Criteria	Outcomes • Outcomes for Good Level of Development (GLD) remain consistently above national averages. • Children make strong progress from their individual starting points. • The proportion of children achieving the Early Learning Goals in communication and language, literacy and mathematics remains above national averages. • Children are well prepared for the transition into Year 1. Teaching and Learning • The Early Years curriculum is research-informed and regularly reviewed. • Adults consistently provide high-quality interactions that extend children's thinking and language. • Assessment informs teaching and responds to children's interests and next steps. • Executive function skills, independence and resilience are explicitly developed through provision and routines. Welfare and Safeguarding • Statutory welfare requirements are fully met. • Paediatric first aid and allergy/anaphylaxis training remain fully compliant. • Children feel safe, secure and happy in the learning environment.

- The EYFS Lead and the DSL have undergone the Safeguarding for Under 5s in Schools CPD

Leadership

- Leaders engage with current research and professional networks to continually refine practice.
- Professional development leads to measurable improvements in teaching and provision.
- Monitoring demonstrates consistently high-quality provision across all areas of learning.

Evidence

Success will be evidenced through:

- GLD and Early Learning Goal outcomes.
- Reception Baseline analysis and progress measures.
- Learning walks and environment audits.
- Child observations and assessment records.
- Pupil voice and parent feedback.
- Moderation activities.
- Case studies demonstrating progress from starting points.
- CPD evaluations and implementation reviews.
- Governor monitoring visits.

Communication and Language

- Children demonstrate increasing confidence in speaking in full sentences and articulating their ideas.
- Staff consistently model ambitious vocabulary and use the Tower Hamlets Structured Language Programme to scaffold children's language development.
- Pupils use appropriate sentence stems and subject-specific vocabulary across all areas of learning.
- Communication and Language outcomes remain above national averages.
- Pupil voice demonstrates increasing confidence in explaining, reasoning and discussing their learning.

Monitoring and Evidence	Leaders will monitor: • Quality of adult-child interactions. • Consistent implementation of the Tower Hamlets Structured Language Programme. • Children's use of sentence stems and ambitious vocabulary. • Communication and Language observations. • Progress from Reception Baseline to EYFS Profile. • Vocabulary development across the year. Evidence: • Learning walks focusing on communication and language. • Observation records. • EYFS Profile data. • Pupil voice. • Floor books and learning journals. • Video clips of high-quality interactions (where appropriate). • CPD records. • Moderation of Communication and Language judgements. Communication and Language • Children demonstrate increasing confidence in speaking in full sentences and articulating their ideas. • Staff consistently model ambitious vocabulary and use the Tower Hamlets Structured Language Programme to scaffold children's language development. • Pupils use appropriate sentence stems and subject-specific vocabulary across all areas of learning. • Communication and Language outcomes remain above national averages. • Pupil voice demonstrates increasing confidence in explaining, reasoning and discussing their learning.
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