

ST STEPHEN'S C OF E JUNIOR SCHOOL
SCHOOL STRATEGIC PLAN
2025 – 2026

Learning to **Change** the World
'Do **justly**, love **mercy** and walk **humbly** with your God'
Micah 6:8



EXPLORATION INNOVATION AMBITION



St. Stephen's C of E Junior School 'Learning to **Change** the World'

'Act **justly**, love **mercy** and walk **humbly** with your God.'

OUR VISION

We want our learners to understand and respect the world they have been given and to believe that they can change the world, for the better. By the end of their time at St. Stephen's, our learners will be equipped with the mind-set and skills to continue their journey as 'change makers'.

In Learning to Change the World, our learners will be encouraged in **exploration, innovation** and **ambition**.

- Exploration: engagement, research, discovery
- Innovation: practice, mistakes, solutions
- Ambition: desire, drive, challenge, achieve

Through these aspects we purposefully expose learners to the world as it is, and enable them to re-imagine how it could be by enhancing their own experience. We intend to increase their ability to engage, challenge and communicate what they know powerfully to different audiences whilst promoting Christian values and developing their social and emotional resilience. We want our learners to understand where society has come from and where it could go. Our ambition for learners is expecting them to apply skills and knowledge gained to generate real, practical solutions that will change the world around them.

Using the United Nations Global Goals as a vehicle, our enquiry-led curriculum will enable them to explore, innovate and be ambitious for the future and beyond.

We would like our learners to show curiosity and empathy, upholding values of justice and mercy in a humble way so that, through their actions, they can have a positive impact on their world and on those who share it with them.

OUR VALUES

Our vision is underpinned by Micah 6:8

'Act **justly**, love **mercy** and walk **humbly** with your God.'

As a church school, values are at our core and underpin everything that we do. We teach our learners to understand the values of **JUSTICE, MERCY** and **HUMILITY** and ensure that they are able to, along with associated values, display these values in everything they do so that we can change the world.



St Stephens C of E Junior School Strategic Plan 2025 - 2026

Our Strategic Intent

‘Learning to **Change** the World’

Do **justly**, love **mercy** and walk **humbly** with your God

We ensure that our mission and vision are met by having a three-year strategic intent. The purpose of this intent is to outline our ambition for the school and how this will be addressed. In addition, our ambition is in line with those aims and priorities identified by the Mosaic Partnership Trust. These aims and priorities are based on evidence collated from both St Stephen’s and our partner schools within the Trust.

Ambition

In order to meet our intent; our ambition over the next three years (2024 - 2027) is to

- Increase the percentage of learners meeting age related expectations in reading, writing and maths at the end of Key Stage Two and in the Multiplication Check at the end of Year 4;
- Improve outcomes for those learners who are disadvantaged and/or have additional educational needs (SEND);
- Ensure that all pupils experience high quality education;
- Improve attendance so that it is above the national average particularly for those pupils who are disadvantaged and/or have additional educational needs (SEND);

Ofsted Area of Development

In order to meet this ambition, over three years the school will work with the Trust in securing following priorities:

	2024 - 2027
High Quality and Inclusive Education	Ensure that all pupils have access to high quality teaching
	Develop a purposeful approach to Trust wide assessment
	Ensure that all children can fluently read by the end of primary school
	Develop a Trust wide approach to Inclusion
	Improve pupils spoken communication skills

RAG Rating for evaluating actions

Red = not complete

Orange = Partially complete

Green = Complete

SSJS Implementation Plan: TEACHING AND LEARNING 2025- 2026 Lead: Tom Monks

EXPLORATION	INNOVATION		AMBITION
Problem	Intervention description (what?)	Implementation strategies (how?)	Final outcomes (and so?)
<p>Understanding Learning There is variation in the depth of knowledge and understanding of staff across the school in how learning happens and why this matters when teaching. This knowledge is not always prioritised.</p> <p>Thinking about learning Not enough time is prioritised for developing <u>teacher expertise</u>.</p> <p>Professional Development Time to practise and develop professional expertise is not yet valued by all staff.</p> <p>Opportunities to embed, revisit, review and monitor Professional Development (PD) cycles and teaching techniques are not yet systematically planned for.</p> <p>Delivering Teaching and Learning Whole class teaching is the main strategy for developing learning. This limits opportunities to work with small groups in developing specific knowledge and skills.</p> <p>There are not enough opportunities for revisiting learning and therefore embedding it.</p>	<p>Launch the Mosaic Teaching & Learning Framework across the school</p> <p>Spotlight two key areas from the Mosaic Teaching & Learning Framework:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attention, Focus, Routines <input type="checkbox"/> Check & Respond <p>Prioritise bite sized T&L sessions across the school every term with support from the Trust</p> <p>Further develop and implement the use of IRIS as an integral tool for developing teacher expertise.</p> <p>Further develop and implement the use of rehearsal as an integral tool for developing teacher expertise.</p>	<p>Professional Development All staff receive full day PD from Sarah Cottinghatt & Lauren Harris Cue (2.9.25)</p> <p>Staff to have access to Mosaic T&L Framework and videos.</p> <p>Bite sized T&L retrieval at school-based PD meetings 3 times per term (retrieval and developing knowledge).</p> <p>3 cycles of T&L PD programme linked to Iris across the year (Model / Rehearse / Reflect).</p> <p>Regular opportunities for rehearsal of specific teaching techniques.</p> <p>Leadership Monitoring Leaders demonstrate an understanding of the T&L framework and <u>champion this across their school</u>.</p> <p>Leaders participate in bite sized CPD at Mosaic Heads' School Improvement Meetings.</p> <p>Leaders prioritise professional dialogue around T&L at school-based PD meetings including the use of IRIS.</p> <p>Leaders work with staff to clearly establish elements of 'tight' & 'loose' for techniques that suit the context of the school.</p> <p>Leaders robustly monitor the implementation of techniques to support the T&L Framework and support teachers to develop expertise and understanding of the evidence.</p>	<p>All staff understand how learning happens in line with the T&L Framework.</p> <p>Teachers develop greater expertise in spotlight areas (attention, focus, routines & Check and Respond) which enables them to adapt and accurately respond to pupils.</p> <p>Teachers make full use of IRIS seeing it as an integral tool to support their own expertise.</p> <p>Leaders' monitoring evidences greater teacher expertise as demonstrated through more responsive teaching in the moment.</p>

INNOVATION



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INNOVATION					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>All staff revisit 'how learning happens' (INSET 2.9.25)</p> <p>All staff to receive training on 'Checking and Responding' (Inset 2.9.25)</p> <p>KP ensures that new staff utilise the T&L framework on Iris to understand cycle 1 and cycle 2.</p> <p>Drop in's by R,W, M, SENDCo and HT (plus TM) focused on Cycle 1 and 2 (w.b 8.9 then weekly) plus subject specific</p> <p>Lesson Design Observations (LDO) to be planned based on drop in outcomes.</p> <p>Staff meeting focus T and L - PD Cycle 3 delivered 17.9 – Model 22.9 – Rehearse 15.10 - Reflect</p> <p>All teachers record a minimum of one lesson to review technique from Cycle 3 by 15.10.25</p> <p>INSET Focus T&L based on findings from monitoring 24.10.25</p>	<p>Complete 3 bite sized retrieval sessions completed (revisiting 'the why' from the T&L Framework) in PD meetings.</p> <p>All teachers record a minimum of one lesson to review techniques from Cycle 1/2/3.by 21.11.25</p> <p>Drop in's by R,W,M SENDCo and HT (plus TM) monitor the implementation of techniques from Cycles 1,2 & 3 and evaluate how securely teachers understand the 'why?' plus subject specific (weekly)</p> <p>Lesson Design Observations (LDO) to be planned based on drop in outcomes.</p> <p>Staff meeting focus T and L</p> <p>LW updates Strategic Plan and share with CC 2.12.25</p>	<p>Drop in's to R,W,M by SENDCo and HT (plus KP) monitor the implementation of techniques from Cycles 1,2 & 3 and evaluated how securely teachers understand the 'why?' plus subject specific (weekly)</p> <p>Lesson Design Observations (LDO) to be planned based on drop in outcomes.</p> <p>PD Cycle 4 delivered on hold 21.1 – Model 28.1 – Rehearse 11.2 - Reflect</p> <p>Staff meeting focus T and L</p>	<p>All teachers record a minimum of one lesson to review techniques from cycle 1/2/3/4.</p> <p>Complete 3 bite sized retrieval sessions (revisiting 'the why' from the T&L Framework) in PD meetings. dates tbc</p> <p>Drop in's by R,W,M SENDCo and HT (plus TM) monitor the implementation of techniques from Cycles 1,2 & 3 and evaluated how securely teachers understand the 'why?' plus subject specific (weekly)</p> <p>Lesson Design Observations (LDO) to be planned based on drop in outcomes.</p> <p>Teachers utilise the IRIS T&L to support expertise</p> <p>LW to update Strategic Plan and share with CC 24.3.26</p>	<p>Drop in's by R,W,M SENDCo and HT (plus TM) monitor the implementation of techniques from Cycles 1,2,3& 4 and evaluated how securely teachers understand the 'why?' plus subject specific (weekly)</p> <p>Lesson Design Observations (LDO) to be planned based on drop in outcomes.</p> <p>PD Cycle 5 delivered 22.4 – Model 29.4 – Rehearse 20.5 - Reflect</p> <p>Staff meeting focus T and L</p> <p>Teachers utilise the IRIS T&L to support expertise</p>	<p>All teachers record a minimum of one lesson to review techniques from cycle 1/2/3/4/5</p> <p>Complete 3 bite sized retrieval sessions completed (revisiting 'the why' from the T&L Framework) in PD meetings.dates tbc</p> <p>Drop in's by R,W,M SENDCo and HT (plus TM) monitor the implementation of techniques from all cycles and evaluated how securely teachers understand the 'why?' plus subject specific (weekly)</p> <p>Lesson Design Observations (LDO) to be planned based on drop in outcomes.</p> <p>Use information to evaluate the impact of this priority on teaching & learning across the school.</p>



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EVALUATION					
<p>All staff engaged in training at beginning of new academic year. Excellent professional discussions around purpose at MOSAIC inset day.</p>	<p>Previous actions:</p> <p>ACTION: SL's identify that Principle 2 needs to be monitored further to ensure consistent and appropriate use. TM particular focus during drop ins (including wider curriculum) and identify where support required.</p>				
<p>Staff meetings delivered on new principle, offering clear model to staff team and prompting discussions around consistent use. All teachers have filmed at least once using technique, following IRIS guidelines when reflecting. Professional conversations were productive.</p>	<p>Monitoring of front loaded instructions shows it is being used by teachers with increased regularity. Opportunity in Terms 3 and 4 to refine the technique across the curriculum.</p>				
<p>Lesson drop ins have identified use of techniques where appropriate using agreed tight features whilst teachers use discretion to adapt for the class context. Continued dropins during term 2 with focus on all three principles - recording window set with staff.</p>	<p>Leaders to continue monitoring fidelity of techniques from all cycles.</p>				
<p>Lesson dropins have also identified use of principles 1 and 2 (Countdown and When I say...)</p>	<p>ACTION: KP (ECT mentor) to refresh training of ECT's during ECT time using IRIS platform.</p>				
<p>ACTION: SL's identify that Principle 2 needs to be monitored further to ensure consistent and appropriate use. TM particular focus during drop ins (including wider</p>	<p>KP used ECT time to remind ECT1's of strategies and techniques. TM also discusses strategies as part of year group team.</p> <p>New: Staff engaged in the sessions where bitesize information was presented. This was a useful reminder of the principles of cognition and learning for children.</p>				



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<p>curriculum) and identify where support required.</p> <p>ECT's continue to be supported through both SL's and ECT mentor. During the reflect phase of IRIS, ECT's have been paired with mentors, allowing good reflection of agreed ongoing targets.</p> <p>ACTION: KP (ECT mentor) to refresh training of ECT's during ECT time using IRIS platform.</p>	<p>ACTION: Ensure this remains a key priority at the beginning of staff meetings.</p> <p>Dropins have not been weekly due to capacity, these will increase in Term 3 to monitor regular use of the principles so far. Cycle 3, the use of Think, Pair, Share is developing in strength. In some instances, opportunities need to be given to allow children thinking time before sharing or discussing an answer with a partner.</p> <p>ACTION: Increased monitoring will allow leaders to identify where teachers are using principles effectively whilst proving feedback and targets where necessary.</p> <p>LDO's designed as a result of actions.</p>				
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SSJS Implementation Plan: READING - AMBITION FOR ALL 2025- 2026 Lead: Hannah Nicholas			
EXPLORATION	INNOVATION		AMBITION
Problem	Intervention description (what?)	Implementation strategies (how?)	Final outcomes (and so?)
<p>Attainment Not all children can read fluently by the end of primary school especially disadvantaged children.</p> <p>Fluency Not enough children are reading at expected fluency norms (baseline Term 1 25)</p> <p>End of KS2 End of KS2 school outcomes 2025 for expected standard 68% of all pupils and 52% for disadvantaged children.</p> <p>Training Not all staff have been trained in how to teach and lead reading/ phonics catch up.</p> <p>Not all reading / phonics leaders are experienced in analysing and responding to school level assessment information.</p>	<p>Mosaic Reading Framework to be <u>embedded</u> with fidelity across the trust.</p> <p>Accurate assessment and response</p> <p>Fluency assessments embedded with fidelity across the school. Leaders respond to fluency assessment information <u>swiftly</u> (e.g. additional class sessions / targeted catch up groups etc)</p> <p>Phonics – children not securing term by term expectations in line with SSP receive swift catch up from the most skilled adult.</p> <p>Phonics – children not securing 40 in the PSC continue to be taught phonics beyond KS1.</p> <p>Highly trained adults Ensure that any adult teaching phonics and reading is <u>highly trained</u>.</p> <p>Risk swiftly identified Leaders identify and review risk areas every term and update school risk register and share with MPT central team – no surprises.</p> <p>Training Reading and phonics leaders are trained in how to analyse whole school data to identify risk areas, training needs, teaching adaptations.</p>	<p>Mosaic Reading IRIS Group Reading leaders to utilise the Mosaic Reading Framework and training videos to ensure all teachers understand the approach to reading particularly those new to the Trust.</p> <p>Further development of videos and sharing of good practice to exemplify different elements of the Mosaic Reading Framework and group reading.</p> <p>Ongoing Professional Development All phonics and reading leaders to lead fortnightly coaching (training) sessions for teachers and support staff to ensure all teaching is of the highest quality in line with SSPs and Mosaic Reading Framework.</p> <p>Leadership Monitoring Reading leaders and Phonics Leaders monitor the quality of teaching including any catch-up sessions (this can be done via IRIS) and impact on children’s learning.</p> <p>Risk Registers Leaders review and update risk registers every term to clearly identify any risks and clear mitigation. There should be no surprises.</p>	<p>Teaching Phonics and reading lessons are of the highest quality to reduce the likelihood that pupils might need extra support.</p> <p>Fluency (baseline data Term 1 25) Increased numbers of children reading at expected rates of fluency in each year group, <u>especially those that are disadvantaged compared to baseline.</u></p> <p>End of KS2 School meet the Trust standard of 85% of all children meeting the expected standard in Reading.</p> <p>School to meet the Trust standard of 75% of all disadvantaged children meeting the expected standard in Reading.</p>



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INNOVATION					
Implementation outcomes (how well?)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>HN to devise and implement a monitoring, and training schedule (sent to CC/MPT by 19.9.25)</p> <p>HN plan timetable for children to have extra daily phonics practice with a well-trained adult.</p> <p>All new teachers / TAs to access the Mosaic Reading Framework on the IRIS Reading Group and / or access the training for the school's SSP.</p> <p>HN to monitor the quality of phonics and reading lessons for any teachers / TAs <u>new to the school</u> or <u>those whose practice needs further development</u></p> <p>Fortnightly coaching sessions in place in all schools (week one support staff, week two teachers) to be run during 1 assembly each week.</p> <p>Assessment checks for off track pupils - Reading fluency, w.b. 6.10 and 13.10</p> <p>HN to work with LW to identify any high-risk areas (teaching, groups of pupils, year groups etc) to inform school's risk register.</p>	<p>HN to monitor the quality of phonics and reading lessons for all other teachers to ensure fidelity to both the framework and SSP.</p> <p>HN to monitor the quality of any member of support staff teaching phonics and / or reading to ensure fidelity to both the framework and SSP</p> <p>HN to identify any teachers requiring more targeted support for teaching reading and/or phonics.</p> <p>HN to work with LW to identify any high-risk areas (teaching, groups of pupils, year groups etc) to inform school's risk register.</p> <p>Fluency assessments – all pupils (w.b 1.12.25)</p> <p>HN to analyse assessments, present to SLT and update action plan</p>	<p>HN to ensure support in place for any identified members of staff.</p> <p>Assessment checks for off track pupils - Reading fluency (w.b. 2.2.26)</p> <p>HN to work with LW to identify any high-risk areas (teaching, groups of pupils, year groups etc) to inform school's risk register.</p> <p>HN to devise and implement a schedule of phonics training for all staff.</p> <p>Continue Term 1 actions</p>	<p>Fluency assessments – all pupils (w.b 16.3.26)</p> <p>HN to analyse assessments, present to SLT and update action plan</p> <p>HN to work with LW to identify any high-risk areas (teaching, groups of pupils, year groups etc) to inform school's risk register.</p> <p>HN to check with Year 6 that access arrangements are in place for identified pupils in Year 6</p> <p>Continue Term 1 actions</p>	<p>Year 6 Reading test 12.5.26</p> <p>Assessment checks for off track pupils - Reading fluency, (w.b. 11.5.26)</p> <p>Continue Term 1 actions</p>	<p>All aspects of the Mosaic Reading Framework to be embedded across the school</p> <p>Standardised reading test to be completed Years 3 – 5 (w.b. 29.6.26)</p> <p>HN to analyse data ,including Year 6 SATs outcomes and present to SLT 14.7.26</p> <p>Continue Term 1 actions</p>



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	<p>HN to devise a schedule of Phonics training for all staff.</p> <p>Continue Term 1 actions</p>				
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EVALUATION					
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<p>Monitoring and training of the Mosaic reading framework delivered to teaching staff. All new staff had access to the Mosaic reading framework and IRIS reading group with a particular focus on ECTs. HN observed and delivered training to ECTs. Schedule of training devised and partly delivered for Teaching assistants.</p> <p>Action: To devise a new training schedule with an emphasis on phonics training for all staff.</p> <p>Phonics timetable devised through Little Wandle assessment data.</p> <p>Action: Develop a phonics intervention timetable for those children who did not pass the phonics screening.</p> <p>Monitoring of reading fluency, extended and close lessons taken place fortnightly of teaching staff with areas of need focused</p>	<p>Monitoring of the Mosaic reading framework completed by HN through observation and training using lesson designs and instructional coaching.</p> <p>Action: To train staff on close reads and continue to monitor the implementation and delivery of the framework.</p> <p>Phonics intervention timetable devised and implemented with RC through analysis of Little Wandle assessment data.</p> <p>Action: Monitoring and observation of TAs during phonics sessions needs to be implemented with coaching sessions in place for support staff.</p> <p>Analysis of the reading fluency data completed. Children working below ARE identified and interventions timetabled.</p> <p>Action: HN to monitor the implementation and delivery of interventions and record progress data.</p>				
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St Stephens C of E Junior School Strategic Plan 2025 - 2026



on during coaching sessions.
Action: Monitoring and observation of TAs during phonics sessions needs to be implemented with coaching sessions in place for support staff.

All assessments completed for fluency and phonics- screening and Little Wandle. HN and LW identified areas of need and children of focus for intervention.

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SSJS Implementation Plan: ASSESSMENT 2025-2026 Lead: Louisa Wilson

EXPLORATION	INNOVATION		AMBITION
Problem	Intervention description (what?)	Implementation strategies (how?)	Final outcomes (and so?)
<p>New methods and types of assessments to support judgements about children's learning are starting to be used. However, these are not yet embedded in practice.</p> <p>Some teachers lack confidence in the new assessments and in making professional judgements regarding attainment without using standardised tests.</p> <p>The school is at the early stages of implementing a new approach to assessing maths and as yet teachers do not have enough experience of this and knowledge of the maths curriculum to make these effective</p>	<p>Use the MPT annual assessment calendar to identify assessment points.</p> <p>MPT shared language around assessment to be embedded</p> <p>Develop diagnostic maths conferencing to support teachers' planning.</p> <p>Use the MPT Writing Framework to support TA.</p> <p>Ensure the MPT Reading fluency tests are consistently used.</p> <p>Use MPT agreed annual standardised test (R & M) to support TA.</p> <p>Complete interim assessments in MTC for pupils not meeting the trust expected standard in DFE assessments.</p> <p>Use MPT format for Pupil Learning Meetings (PLM's)</p> <p>Use the MPT annual reporting process to parent/carers.</p>	<p>Professional Development</p> <p><u>Use Training Videos</u> set up by MPT on Iris for the following:</p> <ul style="list-style-type: none"> - Arbor – completing different templates - Maths Conferencing – examples of conferencing and how to use the information to support teacher judgements - Reading Fluency Videos on Iris Reading Group <p><u>Drop ins for teachers</u> Assessment drop ins with LHC to support teacher assessment in maths.</p> <p><u>Moderation</u> Writing Framework implemented across the school and used as evidence at MPT moderation to support teacher assessment.</p> <p>Mosaic Assessment Framework Detailing assessments / schedule / language / documentation / reporting</p> <p>Risk Registers Clear identification of any risks to pupil outcomes / trust standards reviewed and updated every term.</p>	<p>Mosaic Assessment Framework understood and used consistently across the school (assessment schedule / reporting / language / analysis / documentation)</p> <p>Teachers' confidence, skill and accuracy in undertaking teacher judgements increased.</p> <p>Trust wide data reporting enables school leaders and trust leaders to accurately identify risks and clear mitigation.</p>

INNOVATION					
Implementation outcomes (how well?)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



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<p>LW to share MPT assessment calendar with all staff.</p> <p>Year 3 carry out baseline assessments in maths, phonics and fluency</p> <p>Phonics screening Year 3/4 (those not yet passed PSC) wb 20.10.25</p> <p>LW to train teachers and ensure understanding of how to enter and analyse data using the Arbor system using the available training videos on Iris.</p> <p>LW to share the Pupil Learning Meeting (PLM) proforma and guidance in preparation for PLM's</p> <p>PLM's to take place (w.b 22.9 Years 4 and 5; w.b 29.9 Years 6 and 3) with LW and RC during PPA time</p> <p>Assessment checks for off track pupils - Reading fluency, MTC (all of Year 4 plus Years 5 and 6) w.b. 6.10 and 13.10</p> <p>All data uploaded to Arbor by 21/10/25</p>	<p>LW and R,W,M leads analyse data and identify any new risks & mitigations and share with MPT DoE (7.11.25)</p> <p>LW and R,W,M leads to identify any further training needs and act upon immediately</p> <p>Maths conferencing – all pupils (w.b. 3.11.25 and 10.11.25)</p> <p>PLM's to take place (w.b 18.11 Years 6 and 3; w.b 25.11 Years 4 and 5) with LW and RC during PPA time</p> <p>Fluency assessments – all pupils (w.b 1.12.25)</p> <p>Phonics screening Whole School (those not yet passed PSC) wb 1.12.25</p> <p>Writing assessments – all pupils (w.b 8.12.25)</p> <p>Maths TA: LW and ZE drop-in session (w.b. 8.12.25) LW and ZE to identify any further training needs and act upon immediately</p> <p>All data on Arbor by end of 12.12.25</p>	<p>LW and R,W,M leads analyse data and identify any new risks & mitigations and share with MPT DoE (9.1.26)</p> <p>LW and R,W,M leads to identify any further training needs and act upon immediately</p> <p>Phonics screening Whole School (those not yet passed PSC) wb 12.1.26</p> <p>LW to train teachers and ensure understanding of how to enter and analyse data using the Arbor system using the available training videos on Iris. 14.1.26</p> <p>Year 6 SATs practice week (w.b. 12/1/26)</p> <p>PLM's to take place (w.b 20.1 Years 4 and 5; w.b 27.1 Years 6 and 3) with LW and RC during PPA time</p> <p>Assessment checks for off track pupils - Reading fluency (w.b. 2.2.26)</p> <p>Year 4 MTC Practice (w.b. 9.2.26)</p> <p>All data uploaded on Arbor by 12.2.26</p> <p>Phonics screening Year 3/4 (those not yet passed PSC) wb 2.2.26</p>	<p>LW and R,W,M leads analyse data and identify any new risks & mitigations and share with MPT DoE (27.2.26)</p> <p>LW and R,W,M leads to identify any further training needs and act upon immediately</p> <p>Maths Conferencing (w.b. 23.2.26)</p> <p>PLM's to take place (w.b 2.3 Years 6 and 3; w.b 9.3 Years 4 and 5) with LW and RC during PPA time</p> <p>Maths TA: LW and ZE drop-in session week beginning 16/3/26</p> <p>LW and ZE to identify any further training needs and act upon immediately</p> <p>Fluency assessments – all pupils (w.b 16.3.26)</p> <p>Writing assessments – all pupils (w.b 23.3.26)</p> <p>All data uploaded to Arbor by 25/3/26</p> <p>Phonics screening Year 3/4 (those not yet passed PSC) wb 16.3.26</p>	<p>LW and R,W,M leads analyse data and identify any new risks & mitigations and share with MPT DoE (24.4.26)</p> <p>LW and R,W,M leads to identify any further training needs and act upon immediately</p> <p>Maths Conferencing (w.b. 20.4.26)</p> <p>Year 4 MTC Practice (w.b. 27.4.26)</p> <p>PLM's to take place (w.b 27.4 Years 6 and 3; w.b 4.5 Years 4 and 5) with LW and RC during PPA time</p> <p>Year 6 SATs Week 11.5.26</p> <p>Assessment checks for off track pupils - Reading fluency, MTC (all of Year 4 plus Years 5 and 6) w.b. 11.5.26)</p> <p>All data uploaded to Arbor by 20/5/26</p> <p>Phonics screening Year 3/4 (those not yet passed PSC) wb 11.5.26</p>	<p>LW and R,W,M leads analyse data and identify any new risks & mitigations and share with MPT DoE (5.6.26)</p> <p>LW and R,W,M leads to identify any further training needs and act upon immediately</p> <p>Maths Conferencing (w.b. 1.6.26 and 8.6.26)</p> <p>Year 4 MTC (w.b.8.6.26)</p> <p>PLM's to take place (w.b 8.6 Years 6 and 3; w.b 15.6 Years 4 and 5) with LW and RC during PPA time</p> <p>Maths TA: LW and ZE drop-in session week beginning 29/6/26</p> <p>Standardised reading and maths test to be completed (w.b 29.6.26)</p> <p>LW and ZE to identify any further training needs and act upon immediately</p> <p>Parent Assessment Sheet completed 3.7.26</p> <p>All data uploaded to Arbor by 10/7/26</p> <p>Phonics screening Year 3/4 (those not yet passed PSC) wb 29.6.26</p>
EVALUATION					
<p>Year 3 have an accurate baseline from which to plan</p>	<p>Intervention groups have been updated in line with assessment outcomes;</p>				



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<p>quality first teaching and interventions;</p> <p>SENDCo now has data to identify and target pupils for intervention accurately;</p> <p>Data is available to inform PLM meetings</p> <p>Action: Assessment Lead needs to lead CPD on how to analyse data</p>	<p>Teachers are able to use data to target pupils in class whose needs are met through our universal offer.</p> <p>Data informing PLM meetings</p> <p>Brief overview on how to analyse data taken place but needs to be in more depth.</p> <p>Action: Further CPD required re understanding data and actions that need to take place in light of the information</p> <p>Phonics screening to catch up so that it is in line with MPT timetable.</p>				
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SSJS Implementation Plan: INCLUSION 2025-2026 Lead: Rosie Cook

EXPLORATION	INNOVATION		AMBITION
Problem	Intervention description (what?)	Implementation strategies (how?)	Final outcomes (and so?)
<p>Pupils have a greater range of need which requires further training and support in mainstream classes through a universal offer.</p>	<p>Better equip and support the universal service of mainstream to meet a greater range of need.</p> <p>Address the expertise gap.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop the expertise of leaders <input type="checkbox"/> Develop expertise and teaching confidence of teachers (inclusive teaching – links to our T&L Framework) <input type="checkbox"/> Develop our inclusive environments (links to our T&L Framework) <p>Develop SENCOs understanding of the school's profile in terms of the broad areas of need and funding allocations.</p>	<p>Implementation of Mosaic Universal Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Menu of Universal Strategies utilised as part of ROC Triage meetings <input type="checkbox"/> Menu of Universal Strategies referred to during Pupil Learning Meetings each term <input type="checkbox"/> Use of re-designed Support plan and Pupil profiles that places emphasis on universal adaptations. <p>Professional Development</p> <p>Building expertise in our school leaders through bitesize at Education Priorities Meetings each term (training from LL)</p>	<p>Increased staff confidence and consistency in inclusive practice as reflected through monitoring, pupil learning meetings and staff questionnaire.</p> <p>Universal offer embedded across schools.</p> <p>Strategic school planning meetings with Trust demonstrate that SEND funding is understood and used to best effect.</p> <p>All schools have established an Inclusive Environment in line with Trust expectations</p>

		<p>Building staff expertise across the Trust from training from SENCOs.</p> <p>Building expertise in our SENCOs across the Trust in SEND funding and tracking the impact of this (training from LL & PE).</p> <p>Monitoring and evaluating</p> <p>All leaders monitoring the implementation of Menu of Universal Strategies as part of their learning walks.</p>	
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INNOVATION					
Implementation outcomes (how well?)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Baseline information gathered re staff confidence and understanding of universal strategies (LL to share a template for RC to use by 8.9.25)</p> <p>RC and LW to attend SEND Leadership network 8.9.25 (training on Wellcomm) and 30.9.25</p> <p>SEND Parent Meeting 1 (support plans) 10.9.25</p> <p>RC to complete survey share with LL by 22.9.25</p> <p>RC to create Menu of Universal Strategies training for staff.</p> <p>LW attend Menu of Universal Strategies training</p>	<p>LW and RC complete Inclusive Environment audit.</p> <p>Weekly ROC triage (EB, LW and RC) to reference Menu of Universal strategies and reasonable adjustments (every term).</p> <p>RC and LL to QA Support Plans and profiles ensuring that Universal Strategies feature in document (Cycle 1, 2, 3) (w.b. 8.12.25)</p> <p>Teachers to review Support Plan Cycle 1 and set Cycle 2 targets set (w.b. 1.12.25)</p> <p>RC to attend SEND Network 1.12.25</p> <p>RC to review SEND register and update (w.b. 15.12.25)</p>	<p>SEND Parent Meeting 2 (support plans) 7.1.26</p> <p>LW and RC monitor use of Menu of Universal Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ROC Triage – are staff making more use of universal strategies before completing a ROC? <input type="checkbox"/> Are teachers referring to the universal strategies as part of the Pupil Learning Meetings? <input type="checkbox"/> Do learning walks demonstrate use of universal strategies? <p>Findings utilised to evaluate the strategic plan which is shared with GT.</p>	<p>RC to carry out Wellcomm mid-point review (w.b. 23.2.26)</p> <p>Wellcomm data uploaded to Arbor by 6.3.26</p> <p>LW to evaluate progress towards Inclusive Environment Audit and share with LL by 20.3.26</p> <p>Teachers to review Support Plan Cycle 2 and set Cycle 3 targets set (w.b. 16.3.26)</p> <p>RC to QA support plans (w.b. 23.3.26)</p> <p>RC to attend SEND Network meeting 24.3.26</p> <p>RC to review SEND register and update (w.b. 30.3.26)</p>	<p>RC to attend SEND network meeting 12.5.26</p> <p>RC to review and update SEND register (w.b. 18.5.26)</p>	<p>LW and RC monitor use of Menu of Universal Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ROC Triage – are staff making more use of universal strategies before completing a ROC? <input type="checkbox"/> Are teachers referring to the universal strategies as part of the Pupil Learning Meetings? <p>Teachers to review Support Plan Cycle 3 and set provisional targets set (w.b. 15.6.26)</p> <p>RC to attend SEND network meeting 23.6.26</p>



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<p>on 30.9.25 with reference to Pupil Learning Meetings & Inclusive Environments (LL)</p> <p>RC to review and update SEND register on Arbor (termly)</p> <p>RC to attend planning meetings with LL to include school SEND profile, update provision mapping and funding review. (Termly)</p> <p>Pupil Learning Meeting to reference use of universal strategies</p> <p>Clear timetable for support plan cycle shared with staff and visual for the APDR process.</p> <p>Training for staff to demonstrate best practice around target setting and use of ROCs/adaptive strategies</p> <p>Interactive SEND information report created by SENCO</p> <p>Revise parent community offer to ensure accessible for parents.</p> <p>Launch of SEND information report – shared with staff and then parents</p>	<p>Review enabling environments audit</p> <p>Targeted support to be provided for identified staff/new staff and ECTs to further develop practice of universal strategies.</p> <p>Training for staff to demonstrate best practice around target setting and use of ROCs/adaptive strategies</p> <p>To develop a Cognition and Learning tiered offer (literacy difficulties) ensuring a clear understanding of the process around universal/targeted and specialist</p> <p>Re-view credible interventions and form targeted offer for each area of need. Streamline use of intervention materials. Clear entry and exit data.</p>	<p>RC to provide individual teacher support where required.</p> <p>RC to attend SEND Network meeting 3.2.26</p> <p>LW to devise Inclusive Environment Development Action Plan following audit with LL. Plan shared with LL by 6.2.26.</p> <p>RC to review SEND register and update (w.b. 9.2.26)</p> <p>Review intervention tracking system with SENCOs across the Trust</p>	<p>Heads and Strategic Inclusion Lead and SENCO to complete Inclusive Environment audit to celebrate success and identify next steps.</p>		<p>RC to review SEND register and update (w.b. 7.6.26)</p>
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EVALUATION					
<p>Inset day delivered to staff to revisit school's universal offer and the school's SEN procedures and flowcharts to access support. Also reintroduced and redefined use of ROCs.</p> <p>Revised the school SEN offer and interventions in place - time spent with Libby Lines to validate interventions.</p> <p>Whole school inclusion timetable almost finalised - waiting on phonics assessments to be completed and analysed so that interventions will be reflected of need.</p> <p>2 EHCP children left at the end of term to start specialist provision.</p>					

SSJS Implementation Plan: ORACY 2025-2026 Lead: Katie Porter			
EXPLORATION	INNOVATION		AMBITION
Problem	Intervention description (what?)	Implementation strategies (how?)	Final outcomes (and so?)
<p>Children have limited vocabulary when they join our school.</p> <p>Children's quality of spoken language is lower than those of other children at the same age, with a lack of understanding of when to use certain vocabulary.</p> <p>Children lack confidence when speaking in front of an audience and when taking part in discussion and debate.</p>	<p>Introduce and discuss new vocabulary discreetly throughout a range of subjects</p> <p>Oracy opportunities to be used as part of every lesson to ensure that children are engaging in talk throughout the day.</p> <p>Ensure that all children know the four oracy strands and are able to use these within their oracy practice</p> <p>Have a sustained and wide-ranging curriculum for oracy where children are</p>	<p>Words of the Week to be used across a range of subjects and to be updated regularly and revised where possible.</p> <p>Key vocab to be pulled apart in lessons, such as reading and writing.</p> <p>Key vocab to be displayed on enquiry boards and written in children's books</p> <p>Teachers to include oracy opportunities in each lesson during PPA</p> <p>Resources to be made available for teachers to use</p> <p>Monitoring - KP to check planning and flip</p>	<p>There will be an increase in the number of children meeting the expected standard in reading and writing at the end of KS2, particularly those children who are disadvantage</p> <p>Children will be able to clearly and effectively articulate their ideas, thoughts and opinions leading to an increase in engagement within their learning and an improvement in social skills, shaping their future chance of success.</p>



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	<p>taught the value and richness of communication and language</p>	<p>charts to ensure this is happening and to support with pitching the right level.</p> <p>Strand focussed targets to be set for each class.</p> <p>Weekly oracy lesson to explicitly teach these targets</p> <p>Class talk detectives to help monitor use of strands</p> <p>Teachers to give oracy related praise when children are answering questions</p> <p>Oracy roadmap to show oracy outcomes throughout each year group to see where they need to build on each other</p> <p>Map out oracy outcomes across the curriculum to ensure a range of purposes, audiences and contexts</p> <p>Opportunities for children to celebrate different accents, languages and dialects.</p> <p>Opportunities for children to celebrate different ways of communicating</p> <p>Develop EAL practices.</p> <p>Refer to standard English as one dialect</p> <p>Spoken language to not be corrected during exploratory talk</p> <p>Speechmaking week</p>	<p>Children will have a wider understanding of different languages and dialect and will be able to speak for a range of purposes</p> <p>Become a Voice 21 Centre of Excellence</p> <p>Children will:</p> <ul style="list-style-type: none"> • Speak with confidence, using a wide range of vocabulary; • Speak confidently to a wide range of audiences; • Enriched vocabulary will be evident in their writing; • Be able to instigate, build, challenge, clarify, probe, summarise discussions.
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INNOVATION					
Implementation outcomes (how well?)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
02.09 KP to revisit oracy expectations during INSET day	KP to work with HN to plan out speech writing across the school - linking back to enquiries	22.01 KP and LH to attend Voice 21 development day	Pupil voice -focus TBD	Pupil voice -focus TBD	Pupil voice -focus TBD
18.09 KP and RC to visit another OCE		Listening walk - are all basics implemented effectively?	Monitoring flips and plans	Monitoring flips and plans	Monitoring flips and plans
			Listening walk - focus TBD	Listening walk - focus TBD	Listening walk - focus TBD



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<p>18.09 KP to conduct drop ins to look for key expectations highlighted on INSET day</p> <p>30.09 KP Oracy Consultancy Day</p> <p>02.10 KP and LH to attend Voice21 development day (elevate learning)</p> <p>15.10 KP and LH to attend GOE</p> <p>22.10 Oracy Open Classroom</p> <p>KP to trial oracy homework in 6KP</p> <p>Classes to assign targets</p> <p>24.10 KP to lead INSET training based on feedback from consultancy day</p>	<p>16.12 Oracy Open Classroom</p> <p>Create whole school oracy event calendar</p> <p>Oracy display in hall/corridors</p> <p>Pupil voice - what oracy would we like to see in school?</p> <p>Monitoring - oracy opportunities in each lesson (check plans and flip)</p> <p>Introduce class Talk Detectives (weekly in oracy lesson)</p> <p>Oracy skills mapped out across enquiries</p> <p>KP to trial oracy homework in 6KP</p>	<p>Begin OCE application</p> <p>Work with LW on diversity in oracy</p> <p>Oracy roadmap to be finalised and shared with staff</p> <p>10.02 Oracy Open Classroom</p>	<p>KP to work with RC on EAL education at SSJS</p> <p>Oracy outcomes to be mapped across each year group</p> <p>Oracy curriculum finalised and shared with SLT</p> <p>31.03 Oracy Open Classroom</p>	<p>Complete and submit OCE application</p> <p>19.05 Oracy Open Classroom</p>	<p>14.07 Oracy Open Classroom</p>
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EVALUATION

<p>Actions that were given to staff after INSET training in September were noticed during the Voice 21 consultancy visit, however, the staff understanding of 'why' was still limited. Because of this, time was given during the latest inset day to ensure that KP could give training to staff based on support</p>	<p>During the monitoring of oracy opportunities, it was clear that although that have been used in every lesson, they are not being used as part of the lesson, rather a starter or a plenary and are still very focussed on 'what do you know and why?'. ACTION: Create a document with a bank of</p>	<p>KP and LH attended Oracy development day, where they discussed applying for OCE and looked at how to elevate the classroom practice of oracy.</p> <p>KP listening walk - more children were focused on explaining the idea that they were building on from</p>			
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<p>given during both the visit and the development day. KP will continue to monitor the impact of this through the next 2 terms.</p> <p>New timings given to Oracy classrooms - 30 minutes at the end of the school day instead of 15 minutes before and after school). Positive feedback from both staff and parents about this as siblings can be collected before if needed.</p> <p>Visit to OCE cancelled due to unforeseen meetings that couldn't be moved. ACTION: KP to check in with RC for new dates in Term 3.</p> <p>Homework has not been sent out or trialled in 6KP as KP was researching effective ways to do this. KP has decided to use the Google Classroom platform for this. ACTION: KP to set up oracy homework during Term 2 using Google Classroom to get children/parents to record their discussions.</p>	<p>activities that can be used during lessons that include a range oracy opportunities and purposes for talk.</p> <p>Oracy display - due to PE in the hall meaning displays aren't protected, an oracy display is going to be designed and installed professionally. ACTION: Meet with KP/LW to design and order a display</p> <p>Speech making week - discussion were started but due to a change in leadership, this has yet to be completed and finalised. Speech making will be in the last week of Term 5 and will be a whole school event, based around an enquiry that has been or is being taught. ACTION: Meet with HN and RC to finalise and plan activities for staff to use within their lessons.</p> <p>Oracy calendar has been started but this will become a working document where it can be added to throughout the year as new opportunities arise. ACTION: Create a Google Docs version of</p>	<p>and using this as a guide to make their point, particularly strong in Y5/6. KP to continue to monitor this and support in Y3/4.</p> <p>KP has begun to complete the OCE application.</p> <p>Oracy open classroom - some parents were unable to attend when they wanted because of new timings.</p> <p>Oracy homework shared with 6KP. Currently not being used as much at home.</p> <p>ACTIONS: KP needs to complete pupil voice. Support Y3/4 to build and challenge effectively in class. LDO to show how this can be done within lessons.</p> <p>KP to continue gathering evidence for OCE - staff meeting in W2 to explain the process and what is needed to staff.</p> <p>Oracy open classrooms - parents can sign up to come in during a morning slot if this has</p>			
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	<p>the calendar that can be shared and added to across the year.</p> <p>Class talk detectives were introduced along with oracy gap fill lessons. ACTION: Monitor the use of this within individual classes to see how effective it has been implemented.</p> <p>Oracy homework has been trialled in 6KP and will continue across Term 3 and to check effectiveness before rolling out at the whole school level. ACTION: Monitor parent/child engagement in oracy homework across Term 3</p>	<p>been previously arranged. Trial in T4 and adapt if needed.</p> <p>KP to email parents about oracy homework. KP to think of how to raise the profile of this within the school and extend to all of Y6 being part of it.</p> <p>KP to use pupil voice to see how oracy gap fill is being used and how talk detectives are being deployed in the classroom.</p> <p>Oracy Roadmap to be completed.</p> <p>KP to base oracy assemblies around language, dialects and accents.</p>			
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