



STOCKHAM PRIMARY SCHOOL POSITION STATEMENT

Strengths

- Safeguarding is robust
- Warm and inclusive school, pupils have positive relationships with staff
- Behaviour is calm and respectful
- Pastoral care and children's wellbeing is at the heart of what we do
- Pupils benefit from a wide range of opportunities outside the classroom

Areas for development

- Leaders should ensure that the needs of **pupils with special educational needs and/or disabilities, and disadvantaged pupils** are identified precisely to inform teaching and enables them to achieve well
- Leaders should continue their work **strengthening the curriculum**, so it is of a consistently high quality, especially in the wider curriculum subjects and **early years**, so that pupils develop the detailed knowledge and skills they need to succeed for the next stage of learning
- Leaders should ensure that staff **identify gaps in pupils' knowledge and skills** with greater precision and take effective action to address them, so that pupils learn and remember the curriculum as intended
- **Governors should sharpen their understanding of the effectiveness of leaders'** actions in improving outcomes, particularly for the most disadvantaged pupils, so that they can hold leaders to account more effectively

Opportunities

- Working with OFSTED quarterly to discuss success, we are ambitious to have them back December 2027
- Working with the SLP to further develop opportunities for enrichment
- The Head working with the Oxford Education Partnership (OEP) in developing and delivering the SEND Reform strategy across the county
- Have a new Regional Educational Partner (REP) to work with to drive forward improvement
- Continuing to develop the Enhanced Provision so that more children in school can benefit from therapeutic methods
- Continuous provision in EYFS and KS1

Risks

- SEND and disadvantaged children aren't identified and supported to make progress from the start of their school journey
- Children in KS2 leave school unable to read fluently
- Assessment isn't monitored, challenged and used to support teaching to close gaps
- Curriculum isn't refined and taught with precision
- Continuous provision is not understood and taught correctly
- Governors and school do not work together to be effective



KEY PRIORITIES FOR IMPROVEMENT

Aims	
1: Inclusion	1.1 CLOSE THE GAP FOR DISADVANTAGE PUPILS ACHIEVEMENT 1.2 Further develop systems to measure and demonstrate the impact of the enhanced provision over time 1.3 Embed consistent trauma-informed practice across all classrooms 1.4 Strengthen the support in academic classroom practises for adaptive teaching
2: Curriculum and Teaching	2.1 Finalise a streamlined, knowledge-rich curriculum that clearly identifies the essential content pupils must learn in each subject and year group (National Curriculum, 2014) 2.2 Fully implement and evaluate the impact of the Mastery Science curriculum and use of Kapow 2.3 Strengthen subject leadership so leaders confidently monitor, evaluate and drive improvements in their subjects (CPD Focus) 2.4 Develop consistent assessment approaches that demonstrate pupil learning and inform next steps 2.5 Improve communication with parents so they understand curriculum expectations and can support learning at home 2.6 Prioritise disadvantaged pupils, ensuring gaps diminish over time (DfE Pupil Premium guidance, 2023)
3: Achievement	3.1 Embed the consistent use of the Insight system across all classes and extend its use to foundation subjects 3.2 Ensure all staff use assessment information precisely to inform teaching and address gaps in learning 3.3 Develop robust moderation processes to ensure accuracy and consistency of teacher assessment (internally and across the SLP) 3.4 Refine the use of testing and assessments so that outcomes are used effectively to support progress 3.5 Strengthen analysis of group performance, particularly disadvantaged pupils, to ensure differences diminish over time
4: Attendance and Behaviour	4.1 Whole school attendance to be above national average. 4.2 Persistent absence reduced below national average. 4.3 100% of persistent absentees have targeted support plans. 4.4 Improved attendance for disadvantaged and SEND pupils.
5: Personal development and wellbeing	5.1 Continue to reduce behaviour incidents and repeat incidents. Continue with reducing education in suspensions and internal exclusions. 5.2 JIGSAW is taught at a consistently high quality, and children can talk about their learning. 5.3 Increased pupil voice indicating they feel safe and respected. 5.4 Consistent application of behaviour systems and therapeutic techniques by all staff
6: Leadership and Governance	6.1 Governors confidently analyse attainment and progress data for all groups. 6.2 Regular monitoring of disadvantaged and SEND outcomes. 6.3 Clear evidence of challenge and support within governing board minutes. 6.4 Governors can articulate the impact of school improvement actions. 6.5 Executive and Senior Leadership Teams are embedded and working effectively to drive forward this plan
7: Early Years (and KS1)	7.1 Continuous provision across EYFS and KS1 to improve the quality of the learning environment, ensuring it is ambitious, well-resourced and aligned to children's next steps. 7.2 Review of the curriculum and how it links to the rest of the school, reducing low impact activities ie: worksheets 7.3 Raising expectations for writing, ensuring all children engage in daily purposeful writing opportunities 7.4 Embedding the application of phonics within independent reading and writing across the provision 7.5 Strengthening adult deployment so that staff actively scaffold, support and challenge learning, particularly in writing areas and in developing reading



ACTION PLANS

1: Inclusion	
Aims: 1.1 CLOSE THE GAP FOR SEND AND DISADVANTAGE PUPILS ACHIEVEMNET 1.2 Further develop systems to measure and demonstrate the impact of the enhanced provision over time 1.3 Embed consistent trauma-informed practice across all classrooms 1.4 Strengthen the support in academic classroom practises for adaptive teaching	Led by: Sally Cooper and Headteacher Support from: <i>Pastoral Team:</i> <i>HSLW: Emma Joyce</i> <i>ELSA: Aimee Watt</i>
Actions	Success Measures
1.1 Raise the profile of disadvantaged children; Pupil Premium, Free School Meals, SEND. These children will be called the 'Thrive Tribe' and they will be known to everyone and celebrated by everyone via a board in the staff room. 1.2 Use INSIGHT to track and assess the children using the Bungalow and Red Kites. SOL, SC and EB will analyse data and report to governors. 1.3 Introduce the 'Good Morning Mrs Foster' techniques and language to school. The school environments will all be consistent in line with 'The Stockham Way'. The Stockham Way is in the staff handbook and will be trained during INSET. 1.4 Support staff and teachers will use the EEF research from 2025 to develop practise. SC to monitor.	1.1 All staff can identify Thrive Tribe pupils, their attendance, engagement and participation improve, and gaps in outcomes begin to close. 1.2 All pupils accessing support have measurable targets on INSIGHT which demonstrate improved attendance, wellbeing, engagement and readiness to learn 1.3 Consistent routines, language and expectations are evident across the school, leading to improved behaviour, belonging and pupils' belief in themselves. Teaching and support staff consistently use evidence-informed strategies that improve engagement, inclusion and outcomes for vulnerable learners. (Adaptive teaching)



2 Curriculum and Teaching	
Aims: 2.1 Finalise a streamlined, knowledge-rich curriculum that clearly identifies the essential content pupils must learn in each subject and year group (National Curriculum, 2014) 2.2 Fully implement and evaluate the impact of the Mastery Science curriculum and use of Kapow 2.3 Strengthen subject leadership so leaders confidently monitor, evaluate and drive improvements in their subjects (CPD Focus) 2.4 Develop consistent assessment approaches that demonstrate pupil learning and inform next steps 2.5 Improve communication with parents so they understand curriculum expectations and can support learning at home 2.6 Prioritise disadvantaged pupils, ensuring gaps diminish over time (DfE Pupil Premium guidance, 2023)	Led by: Emma Burson and Headteacher Support from: Subject Leaders Class Teachers
Actions	Success Measures
2.1 Embed a knowledge-rich curriculum that clearly identifies the essential knowledge and skills to be taught and remembered in every subject and year group. We will use Kapow and Bespoke planning. 2.2 Make sure everyone has access to the kapow and OUP systems. Monitor the data from Kapow and Mastery Science end of unit assessments to see the impact. 2.3 Targeted CPD, led by SOL and EB on effective Subject Leadership. Using the book: Middle Leadership Mastery Adam Robbins. 2.4 Coach teachers (and Governors) in using INSIGHT. 2.5 Plan meet the teacher events, termly overviews, interactive website, parents' evenings, Settling in reports. 2.6 Targeted monitoring, support and adaptive teaching.	1.1 Curriculum monitoring (through lesson observations, book looks, learning walks) demonstrates that all teachers consistently deliver the agreed knowledge-rich curriculum using Kapow and bespoke planning. 1.2 Assessment data shows that at least 80% of pupils are meeting age-related expectations across foundation subjects and science. 1.3 From January 2027, all subject leaders complete termly monitoring and can evidence the impact of their actions on teaching, learning and pupil outcomes. 1.4 100% of teachers and governors confidently use INSIGHT to monitor attainment, progress and vulnerable groups, informing actions and challenge. 1.5 in the January parents survey there will be a positive response to understanding curriculum expectations 1. 6 Attainment and progress gaps for disadvantaged and SEND pupils reduce from their 2024/25 baseline, with attendance and engagement improving year on year.



3 Achievement	
Aims: 3.1 Embed the consistent use of the Insight system across all classes and extend its use to foundation subjects 3.2 Ensure all staff use assessment information precisely to inform teaching and address gaps in learning 3.3 Develop robust moderation processes to ensure accuracy and consistency of teacher assessment (internally and across the SLP) 3.4 Refine the use of testing and assessments so that outcomes are used effectively to support progress 3.5 Strengthen analysis of group performance, particularly disadvantaged pupils, to ensure differences diminish over time	Led by: Emma Burson and Headteacher Support from: Class Teachers Governors Subject Leads
Actions	Success Measures
3.1 Train teachers how to use of Insight across all subjects to improve assessment and tracking. 3.2 EB, SC and SOL to work with teachers to use assessment information precisely to adapt teaching and close gaps in learning. 3.3 Plan termly internal moderation during staff meetings (all staff) to ensure accurate and consistent assessment. 3.4 EB and SOL coach teachers to use testing and assessment outcomes effectively to improve pupil progress. 3.5 EB, SOL, SC and Gov analyse the performance of key groups, particularly disadvantaged pupils, to reduce attainment gaps over time.	3.1 Insight data is complete, accurate and up to date in every class and subject, and leaders can use it confidently to identify trends and next steps. 3.2 Lesson visits, planning scrutiny and pupil progress meetings show teachers are using assessment information to adapt teaching and close gaps in learning. 3.3 Moderation records demonstrate that assessment judgements are consistent and correct, for the age expected level, across classes, phases and SLP schools with few discrepancies. 3.4 Assessment outcomes lead to clear actions, interventions and curriculum adjustments, and pupils make expected or better progress from their starting points. 3.5 Assessment outcomes lead to clear actions, interventions and curriculum adjustments, and pupils make expected or better progress from their starting points. If this isn't happening, we take swift action.



4 Attendance and Behaviour	
Aims: 4.1 Whole school attendance to be above national average. 4.2 Persistent absence reduced below national average. 4.3 100% of persistent absentees have targeted support plans 4.4 Improved attendance for disadvantaged and SEND pupils.	Led by: Jess Wylde and Headteacher Supported by: HSLW: Emma Joyce Class teachers School office
Actions 4.1 Implement a whole-school attendance strategy that promotes, monitors and celebrates good attendance. 4.2 Provide targeted support and challenge for pupils at risk of persistent absence. 4.3 Develop and review personalised attendance plans for every persistent absentee. 4.4 Implement targeted attendance interventions to remove barriers and improve attendance for disadvantaged and SEND pupils. Targeted interventions to include: • Attendance mentoring with a trusted adult. • Daily meet-and-greet or check-in at the school gate. • Personalised attendance targets and rewards. • Parent attendance meetings and support plans. • Early Help referrals. • Adjusted start-of-day routines for anxious pupils. • Support from the SENDCo where attendance is linked to SEND needs. • Referrals to the Attendance Officer, School Nurse or other external agencies. • Transport or practical support where barriers have been identified.	Success Measures 4.1 Whole-school attendance is consistently above the national average, and attendance is a visible priority across the school. 4.2 The proportion of pupils who are persistently absent is below the national average and continues to reduce. 4.3 All persistent absentees have an active attendance plan that is regularly reviewed and demonstrates impact. 4.4 Attendance for disadvantaged and SEND pupils improves over time, with gaps compared to their peers reducing year-on-year.



5 Personal Development and Wellbeing	
Aims: 5.1 Continue to reduce behaviour incidents and repeat incidents. Continue with reducing education in suspensions and internal exclusions. 5.2 JIGSAW is taught at a consistently high quality, and children can talk about their learning. 5.3 Increased pupil voice indicating they feel safe and respected. 5.4 Consistent application of behaviour systems and therapeutic techniques by all staff	Led by: Jess Wylde and Headteacher Jigsaw Subject Lead Supported by: Class Teachers
Actions	Success Measures
5.1 Every class display and uses a consistent behaviour approach to reduce behaviour incidents, repeat incidents and exclusions. 5.2 Teachers deliver high-quality JIGSAW lessons so pupils can confidently discuss their learning. Subject Leader and Assistant Head to observe and QA 5.3 Strengthen pupil voice opportunities to ensure pupils feel safe, valued and respected. Use regular QR code surveys and CPOMS to be used to alert DSLs to any concerns 5.4 Ensure all staff consistently apply behaviour systems and therapeutic approaches across the school by monitoring and holding people to account.	5.1 Behaviour incidents, repeat incidents and exclusions reduce over time, with a consistent approach evident in every classroom. 5.2 Monitoring shows JIGSAW is taught consistently well, and pupils can confidently explain what they have learned. Including how to stay safe online and what 'British Values' are. 5.3 Pupil surveys show increasing numbers of pupils feel safe, respected and listened to, with concerns acted upon promptly. 5.4 Monitoring (specifically in T4) demonstrates that all staff apply behaviour systems and therapeutic approaches consistently, resulting in improved pupil behaviour and wellbeing.



6 Leadership and Governance	
Aims: 6.1 Governors confidently analyse attainment and progress data for all groups. 6.2 Regular monitoring of disadvantaged and SEND outcomes. 6.3 Clear evidence of challenge and support within governing board minutes. 6.4 Governors can articulate the impact of school improvement actions 6.5 Executive and Senior Leadership Teams are embedded and working effectively to drive forward this plan	Led by: Headteacher and Chair of Governors ELT and SLT Support from: Middle Leaders and the wider governing board
Actions	Success Measures
6.1 Provide governors with termly attainment and progress data training to strengthen their understanding and challenge. 6.2 Include disadvantaged and SEND outcomes as a standing item in governor monitoring and committee meetings. 6.3 Ensure governing board minutes accurately record challenge, support and agreed actions. 6.4 Link governor monitoring visits directly to school improvement priorities and evaluation of impact. 6.5 Establish clear roles, responsibilities and accountability across the Executive and Senior Leadership Teams to drive school improvement priorities.	6.1 Governors confidently discuss attainment and progress data and provide appropriate support and challenge. 6.2 Governors can clearly identify trends and evaluate outcomes for disadvantaged and SEND pupils. 6.3 Governor minutes consistently evidence strategic challenge, support and follow-up actions. 6.4 Governors can articulate the impact of school improvement actions on pupil outcomes and school effectiveness. 6.5 The Executive and Senior Leadership Teams work cohesively, fulfil agreed responsibilities and deliver the priorities within the School Improvement Plan.



7 Early Years and KS1	
Aims: 7.1 Run continuous provision across EYFS and KS1 to Improve the quality of the learning environment, ensuring it is ambitious, well-resourced and aligned to children's next steps. 7.2 Review the curriculum and how it links to the rest of the school, reducing low impact activities ie: worksheets 7.3 Raising expectations for writing, ensuring all children engage in daily purposeful writing opportunities 7.4 Embedding the application of phonics within independent reading and writing across the provision 7.5 Strengthening adult deployment so that staff actively scaffold, support and challenge learning, particularly in writing areas and in developing reading	Led by: Beccy Hackwood and Headteacher Emma Burson Supported by: Class Teachers Support Staff Subject Leaders
Actions 7.1 Implement high-quality continuous provision across EYFS and KS1 that is ambitious, well-resourced and responsive to children's next steps. 7.2 Review and align the EYFS and KS1 curriculum to strengthen progression and reduce low-impact activities. 7.3 Increase expectations for writing through daily purposeful writing opportunities across all areas of provision. 7.4 Embed the application of phonics within independent reading and writing opportunities throughout the day. 7.5 Strengthen adult deployment to provide effective scaffolding, support and challenge, particularly in reading and writing.	Success Measures 7.1 Children are highly engaged in a well-resourced environment that supports strong progress from their starting points. 7.2 Learning is purposeful, progressive and closely aligned with the wider school curriculum. 7.3 Children write regularly, independently and with increasing stamina, confidence and accuracy. 7.4 Children consistently apply phonics knowledge when reading and writing independently. 7.5 Adults intervene effectively to extend learning, resulting in improved outcomes in reading, writing and communication.



IMPROVEMENT SCHEDULE

2026/2027	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Meetings						
Team meetings	Team meetings are weekly and include short CPD sessions, assessment time and phase meetings.					
SLT	ELT and SLT will be on alternate weeks and have a set agenda including SG, H&S, Budget and other focus.					
CPD	This will be twice termly and run in 3 bespoke groups. 1) Teachers and HLTA group: See Plan Below 2) Nurture Team: How to support and monitor individual plans 3) Classroom Support: researched techniques to improve interaction skills					
Monitoring Provision						
Appraisal		October: Teaching Staff and HLTA support staff		March: Teaching Staff		June: All support Staff
Supervision	SLT: Weekly	SLT: Weekly	SLT: Weekly	SLT: Weekly	SLT: Weekly	SLT: Weekly
Quality Assurance Focus	The Stockham Way: Exercise Books and Presentation	The Stockham Way: Lesson structure: Revisit to Rosenshine: Recall and Questioning	The Stockham Way: Environments: How is the school looking mid-year?	The Stockham Way: Behaviour: Analysis of incidents to look for trends	The Stockham Way: Lesson structure: Revisit to Rosenshine: Recall and Questioning	
Quality Check Work Sampling	Book presentation and pride in work	Writing process: The journey through the first term	Handwriting and spelling across the curriculum.			
Monitoring Outcomes						
Data Capture	Identify the Disadvantaged children and their focus areas	End of term Multiplication check and SATS predictions	Cross curriculum subjects' assessments	End of term Multiplication check and SATS predictions	Statutory Tests	End of Year results
SEND reviews						



GOVERNORS ACTIONS:



CPD:

Year one training:

6 sessions across 7 months 2026: This is the teacher training. There will be 2 additional groups for Nurture team and Learning Mentor TA's.

Introduction to Rosenstein and Guy Claxton What do we think about this research? What parts of it do we believe will fit in Stockham?	Working memory and long-term memory Fixed/Growth Mindset What do we think?	Sequencing and modelling What does this look like at Stockham?	Questioning What does this look like at Stockham?	Daily/Weekly/Monthly assessment What does this look like at Stockham? How is this used/reviewed 'and what?' Link to Learning Intentions	Learning Myths: Guy Claxton Daisy Christodoulou The Stockham Way
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Year 2 training 2026/27:

Curriculum design and subject leader excellence. Curriculum and Assessment Review		New National Curriculum January 2027			
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Year 3 training:

Assessment for learning. Assessment across the curriculum	TBC	TBC	TBC	TBC	TBC
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School Improvement Plan 2026/2027



Year	Term 1	Term 2	Budget	Term 3	Term 4	Budget	Term 5	Term 6	Budget
2025-26 Introducing the SIP and the aim of creating pride and ownership in the school SLT roles clarified and clear for all	Behaviour Strategy.	Developing working and meeting space for SLT.	All staff to have reading material of research evidence material. Partition wall in main office.	Begin training on research evidenced pedagogy. Combined Rosenshein and Guy C. Website updated.	Reconfigure the school environment. For enhanced pathway. Staff wellbeing and SEND. Re-evaluate everybody's roles and responsibilities. Share with all.	New furniture. Plumbing work. Staffing and recruitment budget.	School structure for 2026-27 Staffing and subject lead roles. Policies and procedures updated.	Reconfigure the school environment. Classroom teachers. Website launch.	
2026-27 Focus on Curriculum and Assessment review and new NC Reworking the vision and values to fit SPS in 2026 Work with staff on how does this impact the curriculum?	Vision and values focus Links to curriculum (Yearlong project and training) Subject leader action plans.	Consult with stakeholders on V&V.	Staffing and cover to allow subject leadership time.	New National Curriculum How does the curriculum fit with the school V&V? Work with subject leads and teachers on curriculum content.	How does the curriculum fit with the school V&V? Work with subject leads and teachers on curriculum content.		Launch new Vision and Values at a summer fete celebration. Launch the new curriculum created by the school, for the school.	Evaluate first term of new curriculum	
2027-2028 How do we assess the curriculum?	Assessment across the curriculum.	OFSTED	TBC	TBC	TBC	TBC	TBC	TBC	TBC