



St Ives Primary and Nursery School

Main priorities for 2026-2027

- 1. To ensure a consistent approach to a whole school behaviour curriculum that is understood by all and enables all children to thrive across the school and beyond.**
- 2. To strengthen the spelling and SPAG curriculum from phonics into independent spelling, to enable pupils to become accurate spellers and apply grammar and punctuation securely in writing**
- 3. To continue to embed the Trust arithmetic programme within school and across the trust to increase fluency**

‘Inspiring bright futures and minds’

To ensure a consistent approach to a whole school behaviour curriculum that is understood by all, and enables all children to thrive across the school and beyond.	Strategic lead: Laura Crossley	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm	
Outcomes: What success will look like for children - Children receive a well-sequenced behaviour curriculum that prepares them for their next steps. - All children understand the school's expectations for behaviour and why these expectations are important. - Children increasingly demonstrate self-regulation, respect, resilience and responsibility. - Children make substantial and sustained progress in their behaviour and attitudes to learning. - Children feel safe, valued and respected across the school. - Quality of teaching is good or better, with consistent routines and expectations supporting learning. - Staff demonstrate increased confidence and competence in delivering the behaviour curriculum. - There is consistency of approach in behaviour expectations and responses across the school. - Behaviour incidents reduce, particularly repeated or more serious incidents. - Pupils demonstrate improved engagement, readiness to learn and attitudes to learning. - Children increasingly take responsibility for their own behaviour and are able to make positive choices and resolve difficulties appropriately. - Parents understand and support the school's behaviour expectations, engage positively with staff and work in partnership with the school to support their child's behaviour, learning and wellbeing. - The behaviour curriculum successfully supports pupils to thrive across the school and beyond.			
Target	Actions	Monitoring & Evaluation	Funding
1. To develop and embed a clearly sequenced whole-school behaviour curriculum that establishes consistent expectations from EYFS through to Year 6.	1.1 Audit current behaviour expectations, routines and provision across the school. 1.2 Develop a clearly sequenced behaviour curriculum which identifies the knowledge, skills, attitudes and behaviours pupils need to develop at each stage of their education. 1.3 Define clear, consistent expectations for behaviour, relationships, conduct and routines across all areas of school life. 1.4 Ensure key behaviours and expectations are explicitly taught, modelled, practised and revisited. 1.5 Develop/utilise age-appropriate resources to support the teaching of the behaviour curriculum. 1.6 Ensure the behaviour curriculum prepares pupils for successful transition between year groups, secondary school and life beyond school.	Teaching staff audit and review current provision and expectations - Curriculum documentation and progression reviewed termly. - Learning walks to evaluate consistency of routines and expectations. - Pupil voice to establish whether pupils understand behaviour expectations and why they are important. - Staff voice to assess confidence and consistency. - Review behaviour data termly to identify trends and areas requiring further development.	Behaviour Curriculum £1000

	1.7 Ensure on-boarding of new starters and families to develop a rapid understanding of schools behaviour expectations.		
2. To ensure all staff consistently implement the agreed behaviour curriculum, routines and expectations.	2.1 Provide whole-school staff training on the behaviour curriculum and agreed approaches. 2.2 Ensure all staff understand the importance of consistency. 2.3 Agree and communicate consistent language and responses to behaviour. 2.4 Model effective classroom routines and behaviour management strategies. 2.5 Provide coaching and support where inconsistencies are identified. 2.6 Ensure new staff receive appropriate induction into the school's behaviour curriculum and expectations.	• Learning walks and observations across all year groups. • Staff questionnaires/feedback to assess confidence and understanding. • SLT monitoring of consistency in language, routines and responses. • Behaviour records analysed to identify patterns between classes/year groups. • Coaching/support evaluated through follow-up observations. • Induction records reviewed for new staff.	Staff Training and supply costs £2500
3. To ensure pupils understand the behaviour curriculum and take increasing responsibility for their own behaviour and relationships.	3.1 Explicitly teach pupils the school's behaviour expectations and the reasons behind them. 3.2 Ensure pupils understand the link between behaviour, learning, relationships and wellbeing. 3.3 Provide opportunities for pupils to practise appropriate responses to different situations. 3.4 Develop pupils' understanding of respect, responsibility, self-regulation and making positive choices. 3.5 Use assemblies, MyHappymind/PSHE and curriculum opportunities to reinforce key messages. 3.6 Develop pupil leadership opportunities to promote positive behaviour and relationships - 'Ambassadors'	• Pupil voice conducted termly. • Learning walks assess whether pupils demonstrate understanding of expectations. • Review behaviour incidents and reasons for referrals. • Monitor pupil participation in leadership/ambassador roles. • Analyse pupil questionnaires to measure understanding and attitudes. • Monitor improvements in pupils' ability to regulate behaviour and resolve conflict appropriately.	Supply costs £2500
4. To strengthen positive behaviour, relationships and recognition across the school.	4.1 Review and embed consistent approaches to recognising and celebrating positive behaviour. 4.2 Ensure staff explicitly recognise behaviours that demonstrate	• Monitor recognition systems across year groups. • Pupil voice on whether pupils feel their	Existing staffing/resources

	the school's values and expectations. 4.3 Celebrate examples of positive behaviour and contribution through assemblies, newsletters and wider school communication. 4.4 Ensure recognition systems support intrinsic motivation and pupils' understanding of positive choices. 4.5 Develop opportunities for pupils to demonstrate responsibility and contribute positively to the school community.	positive behaviour is recognised. • Staff feedback on effectiveness and consistency. • Monitor behaviour data for reductions in repeated incidents. • SLT learning walks to identify positive relationships and interactions. • Review examples of pupil leadership and contribution.	
5. To use behaviour data effectively to identify patterns, address barriers and improve outcomes for all pupils.	5.1 Establish consistent recording and analysis of behaviour incidents. 5.2 Analyse behaviour data termly by year group, class, type of incident and identified pupil groups. 5.3 Identify pupils requiring additional support and implement appropriate interventions. 5.4 Work with parents/carers and external agencies where appropriate to support pupils' behaviour and engagement. 5.5 Use data to identify whole-school trends and adapt the behaviour curriculum accordingly. 5.6 Monitor the impact of interventions and adapt provision where necessary.	• Termly behaviour data analysis by SLT. • Pupil progress/behaviour meetings for identified pupils. • Review impact of individual and group interventions. • Monitor attendance, exclusions/suspensions and behaviour incidents alongside contextual information. • Report key findings and actions to LSC/Trust where appropriate.	DCPro Behaviour £800
6. To ensure pupils who experience difficulty regulating their behaviour receive appropriate support while maintaining high expectations.	6.1 Identify pupils who require additional behavioural or emotional support. 6.2 Ensure staff understand appropriate strategies and reasonable adjustments for individual pupils. 6.3 Develop individual behaviour/support plans where appropriate. 6.4 Provide targeted interventions to develop self-regulation, emotional literacy and social skills.	• Review individual plans and interventions termly. • Monitor behaviour frequency and severity before and after intervention. • Pupil and parent feedback. • Staff feedback on effectiveness of strategies. • SLT/SENCO monitoring of identified pupils.	DCPro

	6.5 Work collaboratively with families and relevant professionals. 6.6 Review support regularly to ensure it is effective and promotes increasing independence.		
7. To strengthen the partnership between school and parents so that parents engage positively with the school, support the school's behaviour expectations and enable teachers to teach and support their children effectively.	7.1 Clearly communicate the school's behaviour curriculum, expectations and the roles and responsibilities of pupils, parents and staff. 7.2 Reinforce the importance of parents working positively with the school and supporting agreed strategies and expectations at home. 7.3 Ensure communication with parents is clear, consistent and focused on finding solutions that support the child. 7.4 Encourage parents to trust teachers' professional expertise and allow staff to teach, manage behaviour and support pupils effectively. 7.5 Establish clear expectations for respectful and constructive communication between parents and staff. 7.6 Provide opportunities for parents to understand the school's approach to behaviour and how they can support their child's learning, relationships and behaviour. 7.7 Work collaboratively with parents where children require additional support, ensuring that agreed strategies are consistently implemented. 7.8 Address concerns promptly and professionally, maintaining a child-centred approach and ensuring that staff are supported in managing challenging conversations.	• Monitor parental engagement and feedback through questionnaires, meetings and informal feedback. • Review behaviour incidents and identify where parental engagement/support has contributed to improved outcomes. • Monitor records of parent meetings and agreed actions. • SLT review of patterns in parental concerns and complaints relating to behaviour. • Staff voice to assess whether staff feel supported by parents and confident in communicating behaviour expectations. • Pupil voice to evaluate the impact of improved home-school partnership. • Termly review of the impact of parental engagement on individual pupils and whole-school behaviour.	Existing staffing/resources
8. To evaluate the impact of the behaviour curriculum on pupils' learning, engagement and readiness for their next steps.	8.1 Establish baseline measures for behaviour, attitudes and engagement. 8.2 Monitor the relationship between improved behaviour, engagement and learning outcomes. 8.3 Gather pupil, staff and parent feedback on the impact of the behaviour curriculum.	• Termly triangulation of behaviour data, learning walks, pupil voice, staff voice and outcomes. • Book/lesson scrutiny to assess impact on learning behaviours. • Analysis of attendance,	DCPro

	8.4 Review behaviour data against baseline at the end of each term. 8.5 Evaluate the effectiveness of the behaviour curriculum at the end of the academic year and identify next steps.	exclusions/suspensions and incidents. • LSC/Trust review of progress against the SDP priority. • End-of-year evaluation against success criteria and baseline measures.	
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To strengthen the spelling and SPAG curriculum from phonics into independent spelling, to enable pupils in becoming accurate spellers and apply grammar and punctuation securely in writing	Strategic lead: Becky Bowden/Robyn Mackenzie	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm	
Outcomes: What success will look like for children • Pupils demonstrate improved accuracy in spelling within both spelling assessments and independent writing. • Pupils use taught spelling rules and strategies independently when encountering unfamiliar words. • There is a clear progression in spelling from phonics through KS1 and KS2. • Pupils increasingly identify and correct their own spelling errors without relying on adults. • Pupils demonstrate increasingly secure grammar and punctuation knowledge and apply this accurately in their writing. • Grammar and punctuation are embedded within writing rather than demonstrated only in discrete exercises. • Teachers use assessment effectively to identify and address gaps and misconceptions. • The gap between pupils’ performance in discrete spelling/SPaG activities and their application in independent writing narrows.			
Target	Actions	Monitoring & Evaluation	Funding
1. To establish a clearly sequenced spelling curriculum from the end of the phonics programme through KS1 and KS2.	• Audit current spelling provision and identify gaps/duplication in progression. • Develop and implement a whole-school spelling progression from phonics into KS1 and KS2. • Ensure spelling patterns, rules, statutory words and common exception words are systematically taught and revisited. • Establish agreed expectations for spelling lessons and independent spelling strategies. • Provide staff CPD on effective spelling instruction, including morphology, etymology, phonics knowledge and spelling strategies.	• English/phonics leader curriculum audit and report to SLT. • Planning scrutiny for sequencing and coverage. • Learning walks focused on consistency and progression. • Pupil voice on spelling strategies and confidence. • Termly review of spelling assessment data.	Existing staffing/resources
2. To improve pupils’ ability to transfer spelling knowledge into independent writing.	• Teach pupils a range of strategies for tackling unfamiliar words. • Develop consistent use of dictionaries, word banks, morphology and phoneme/grapheme knowledge where appropriate. • Provide regular opportunities to apply taught spelling patterns in sentences and extended writing. • Explicitly teach pupils to proofread and identify/correct spelling errors independently. • Develop age-appropriate spelling checklists and editing routines.	• Book scrutiny to assess transfer into independent writing. • Monitor frequency and accuracy of corrections. • Pupil voice on strategies used when unsure of a spelling. • Compare spelling assessment with independent writing. • Termly review of identified focus groups.	Subject lead cover £1500
3. To strengthen the teaching and application of grammar and punctuation across the curriculum.	• Audit the grammar and punctuation curriculum against National Curriculum expectations. • Create a clear progression of grammar and punctuation knowledge from EYFS/KS1 through KS2. • Identify key knowledge that should be explicitly taught, revisited and mastered in each year group. • Use short, regular retrieval activities to revisit previously taught	• Grammar/SPaG learning walks. • Planning scrutiny for progression, retrieval and application. • Book scrutiny for independent application. • Pupil voice on grammatical understanding. • Analysis of assessment data and writing outcomes.	Existing staffing/resources

	grammar and punctuation. • Ensure grammar and punctuation is explicitly applied within sentence construction and extended writing.		
4. To improve pupils' accuracy and independence when editing and improving their writing.	• Establish a consistent whole-school editing and proofreading approach. • Explicitly model how writers identify and correct spelling, grammar and punctuation errors. • Provide regular opportunities for pupils to edit their own writing before it is considered complete. • Develop pupils' use of appropriate grammatical terminology when discussing and improving their writing. • Reduce reliance on adult correction by increasing pupil ownership of editing.	• Book scrutiny for evidence of independent editing. • Learning walks to observe editing routines. • Pupil voice on confidence and independence. • Moderation of writing for accuracy. • SLT tracking of identified pupils.	Existing staffing/resources
5. To ensure teaching consistently addresses gaps in spelling, grammar and punctuation knowledge.	• Use baseline/diagnostic assessment to identify gaps within cohorts. • Establish targeted intervention and re-teaching for pupils who have not secured key knowledge. • Use assessment information to adapt teaching and revisit misconceptions. • Ensure pupils with SEND receive appropriate scaffolding while maintaining high expectations for independence. • Track progress of disadvantaged and other identified groups.	• Termly analysis of spelling/SPaG assessment data. • Pupil progress meetings to identify gaps and agree actions. • Review intervention impact through pre/post assessment. • Monitor progress of identified groups. • SLT triangulation of books, assessment and pupil voice.	Subject lead cover £1500
6. To ensure assessment is used effectively to demonstrate progress and inform teaching.	• Agree key assessment points for spelling, grammar and punctuation across the school. • Use assessment information to identify misconceptions and gaps promptly. • Moderate spelling and SPaG outcomes alongside independent writing. • Use termly data to evaluate progress and inform subsequent teaching and intervention.	• Review assessment information termly. • Moderation of outcomes across year groups. • Pupil progress meetings. • Monitor whether assessment is informing subsequent planning and teaching.	Subject lead cover £1500
7. To ensure improved spelling, grammar and punctuation knowledge is reflected in independent writing outcomes.	• Monitor pupils' independent writing for accuracy in spelling, grammar and punctuation. • Provide regular opportunities for extended writing across the curriculum. • Compare discrete spelling/SPaG outcomes with application in independent writing. • Share effective practice and address inconsistencies through coaching, CPD and leadership support.	• Termly book scrutiny and writing moderation. • Compare assessment outcomes with independent writing. • Pupil voice and learning walks. • SLT evaluation of impact and identification of next steps.	Existing staffing/resources

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To continue to embed the arithmetic programme to increase fluency across the Trust	Strategic Lead: Sarah Wanless	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm	
Outcomes: What success will look like for children - Children demonstrate increased fluency, accuracy and confidence in arithmetic. - Children develop secure and automatic recall of key number facts, including number bonds and multiplication and division facts. - Children can select and use efficient calculation strategies with increasing independence. - Children can explain their mathematical thinking using appropriate mathematical vocabulary. - Children retain and recall previously taught arithmetic knowledge and apply it confidently to new learning. - Children are able to identify and correct errors and misconceptions in their calculations. - Children demonstrate increased independence when completing arithmetic calculations. - Children can apply their arithmetic fluency effectively when solving mathematical problems and reasoning. - Children make links between arithmetic knowledge and wider mathematical concepts. - Gaps in arithmetic knowledge are identified and addressed, enabling all children to make progress from their starting points. - Children know more, remember more and can confidently apply their arithmetic knowledge across the mathematics curriculum.			
Target	Actions	Monitoring & Evaluation	Funding
1. To ensure the Trust arithmetic programme is consistently embedded across all schools in the trust.	1.1 Ensure all staff have a clear understanding of the Trust arithmetic programme and its expectations. 1.2 Ensure arithmetic sessions are taught regularly and consistently across all year groups. 1.3 Ensure progression in arithmetic knowledge and skills is clearly understood and followed. 1.4 Provide staff with opportunities to share effective practice and address any areas of inconsistency. 1.5 Ensure teaching assistants understand their role in supporting the delivery and consolidation of arithmetic learning.	Learning walks and lesson observations. Planning and curriculum scrutiny. Staff voice. Pupil voice. Review consistency of delivery across year groups.	Subject/Trust lead cover £1500
2. To improve pupils' fluency and automatic recall of key number facts.	2.1 Provide regular opportunities to develop automatic recall of number bonds and key number facts. 2.2 Ensure regular, structured opportunities for multiplication and division fact recall. 2.3 Identify pupils who are not yet fluent and provide additional opportunities for practice and consolidation. 2.4 Use repetition and retrieval to ensure previously taught number facts are retained over time. 2.5 Encourage pupils to apply known number facts to support more efficient calculation.	Regular assessment of number facts and arithmetic fluency. Monitor progress of identified pupils. Pupil voice to assess confidence and recall. Book scrutiny and learning walks. Analysis of assessment information.	Existing staffing/resources

3. To develop pupils' confidence and accuracy in calculation.	3.1 Explicitly teach and model efficient calculation strategies. 3.2 Provide regular opportunities for guided and independent practice. 3.3 Ensure misconceptions are identified and addressed promptly. 3.4 Develop pupils' ability to explain their calculation strategies using appropriate mathematical vocabulary. 3.5 Provide appropriate challenge so that pupils develop increasingly efficient and sophisticated calculation strategies. 3.6 Develop pupils' confidence to select appropriate methods independently.	Lesson observations and learning walks. Work and book scrutiny. Pupil voice. Assessment of accuracy and fluency. Monitor pupils' ability to select and explain calculation strategies.	Existing staffing/resources
4. To use assessment effectively to identify gaps and inform teaching.	4.1 Use ongoing formative assessment to identify misconceptions and gaps in arithmetic knowledge. 4.2 Use assessment information to adapt teaching and planning. 4.3 Identify pupils requiring additional support and provide targeted intervention or additional practice. 4.4 Ensure pupils revisit areas where understanding is not secure. 4.5 Use assessment to identify opportunities for further challenge for pupils who are secure.	Analysis of arithmetic assessment information. Review planning and evidence of responsive teaching. Monitor intervention records and impact. Termly review of progress. Work scrutiny.	Subject/Trust lead cover £1500
5. To ensure pupils retain and apply arithmetic knowledge over time.	5.1 Build regular retrieval opportunities into arithmetic teaching. 5.2 Revisit previously taught calculation strategies and number facts regularly. 5.3 Provide opportunities for pupils to apply their arithmetic knowledge in different contexts. 5.4 Ensure pupils make links between previously taught learning and new mathematical concepts. 5.5 Develop pupils' independence in applying their knowledge to increasingly complex calculations.	Book scrutiny across the year. Learning walks and lesson observations. Pupil voice. Assessment evidence demonstrating retention. Monitor pupils' ability to apply previously taught knowledge independently.	Subject/Trust lead cover £1500
6. To ensure improved arithmetic fluency supports achievement across mathematics.	6.1 Make explicit links between arithmetic teaching and wider mathematical learning. 6.2 Provide opportunities for pupils to apply fluent calculation skills when solving problems.	Monitor application through lesson observations and book scrutiny. Pupil voice. Analysis of assessment data.	Existing staffing/resources

	6.3 Develop pupils' ability to use efficient calculation strategies when reasoning mathematically. 6.4 Ensure pupils understand when and how to apply different calculation strategies. 6.5 Monitor the impact of improved arithmetic fluency on pupils' wider mathematical understanding and outcomes.	Monitor progress and attainment across mathematics. Termly evaluation of impact by maths leader and SLT.	
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