



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Old Mill Primary School



Core Strategic Plan 2026/2027

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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2026-2027	2027-2028	2028-2029
1. Leadership and Management	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Embed	Review / Implement	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Embed	Review / Implement	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Embed	Review / Implement	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Embed	Review / Implement	Embed
	2b	Develop projects to improve pedagogy across the MAT	Embed	Review / Implement	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Embed	Review / Implement	Embed
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Embed	Review / Implement	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Embed	Embed	Review / Implement
4. Outcomes for Pupils and groups	4a	Above national average for progress and for standards in all schools for all key national assessments	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Embed	Review / Implement
5. Outward Looking and Growth	5a	To maintain the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Embed	Embed	Review / Implement
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Embed	Review / Implement	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Embed	Embed	Review / Implement
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Leadership Team

Alison Smith Stewart Headteacher	Sophie Foster Deputy Headteacher	Amy Howlett Assistant Headteacher
• Standards and Progress • Teaching and Learning • Curriculum lead • Safeguarding Lead • Performance Management • Assessment lead • Attendance • Self-Evaluation • Induction tutor • Marketing • CPD	• Quality First Teaching lead • English lead • ECT lead • OMSA liaison • Pupil Premium Lead • Designated Teacher • Newsletter	• Inclusion lead • Mental Health and Wellbeing Lead • SEND • In-house Alternative Provision • Behaviour lead • ELSA provision • Line manager - 1:1/SEN staff • Intervention co-lead
Donna Hughes Business Manager	Rosie Gillett EYFS Leader	Sarah Vaughan Assistant SENCo
• Finance • Premises • HR • Procurement • Health and safety • Marketing	• EYFS standards and progress • Line manager – EYFS staff • Maths lead • Intervention co-lead	• Speech and Language • SEN Intervention co-lead • Quality Assurance of targets and intervention for SEN

Subject Responsibilities		
Subject / area	Staff name	Governor link (if applicable)
EYFS	Rosie Gillett	TBC
Maths	Rosie Gillett	TBC
Reading	Sophie Foster	TBC
Writing	Sophie Foster	TBC
Science	Rachel Blount	TBC
Phonics	Helen Sampson	TBC
Computing and E-Safety	Keith Butler	TBC
Music	Elisha Jones	TBC
History	Emily Danaher	TBC
Geography and Eco Leader	Eve Birt	TBC
Art and Design	Kirsty Smith	TBC
Design and Technology	Ani Hadjiyiakoumi	TBC
RE	Ella Jeffries	TBC
PSHE and RSE	Jo Lacey	TBC
MFL - Spanish	Izzy Blick	TBC
PE including swimming	Paul Butler	TBC
School Council	Chloe Dexter	TBC

Long Term Development Plan

Focus Area	2026/2027	2027/2028	2028/2029
1. Leadership and management (including governance)	- The school website meets all statutory requirements - All data protection duties are followed - The governing body ensure that all statutory duties are met for the year - Budget maintained with surplus	- The school website meets all statutory requirements - All data protection duties are followed - The governing body ensure that all statutory duties are met for the year - Budget balanced	- School website meets all statutory requirement - School meets all data protection requirements - The governing body ensures that all statutory duties are met for the year - Budget balanced
2. Teaching and Learning	- Quality Assurance activities identify accurate intent and implementation of the curriculum - Foundational knowledge priority	- Quality Assurance activities identify accurate intent and implementation of the curriculum - Foundational knowledge priority	Quality Assurance activities identify accurate intent and implementation of the curriculum
3. Standards in Core subjects	- End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. - GDS to at least match national average - KS2 combined to be at least above national average - Phonics screening to be above national average	- End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. - GDS to be above national average - KS2 combined to be at least above national average - Phonics screening to be above national average	- End of KS1 and KS2 (at least) above national averages in each of Reading, Writing and Maths. - GDS to be above national average - KS2 combined to be at least above national average - Phonics screening to be above national average
4. Standards in other subjects	- At least 82% of pupils working at the expected standard or above in foundation subjects. - To increase the % of pupils working at GDS in foundation subjects	- At least 84% of pupils working at the expected standard or above in foundation subjects. - To increase the % of pupils working at GDS in foundation subjects	- At least 86% of pupils working at the expected standard or above in foundation subjects. - To increase the % of pupils working at GDS in foundation subjects
5. Standards in EYFS	- Good Level of Development to be above national - At least 10% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. - At least 10% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs	- Good Level of Development to be above national - At least 15% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. - At least 13% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs	- Good Level of Development to be above national - At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. - At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs
6. Progress of different groups of learners	- To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading - An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school - Pupils with SEND achieve at least 2 small step targets termly	- To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading - An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school - Pupils with SEND achieve at least 2 small step targets termly	- To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading - An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school - Pupils with SEND achieve at least 2 small step targets termly

7. Behaviour	- Zero permanent exclusions (of children who have been at the schools for more than 2 years) - Behaviour for learning judged to be at least good in 100% quality assurance activities	- Zero permanent exclusions (of children who have been at the schools for more than 2 years) - Behaviour for learning judged to be at least good in 100% quality assurance activities	- Zero permanent exclusions (of children who have been at the schools for more than 2 years) - Behaviour for learning judged to be at least good in 100% quality assurance activities
8. Attendance	- Average attendance of all pupils at least 97.0% - Average attendance of disadvantaged is at least 95.0%	- Average attendance of all pupils at least 97.5% - Average attendance of disadvantaged is at least 95.5%	- Average attendance of all pupils at least 97.5% - Average attendance of disadvantaged is at least 96.0%
9. Inclusion	- The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 - In house Alternative Provision extended	- The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 - In house Alternative Provision extended	- The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 - In house Alternative Provision maintained
10. Safeguarding	Annual Safeguarding Audit identifies that the school meets all statutory duties	Annual Safeguarding Audit identifies that the school meets all statutory duties	Annual Safeguarding Audit identifies that the school meets all statutory duties
11. Health	2 hours per week of quality PE lessons - Continue to promote physical activity - Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 - Fully trained Forest School staff lead sessions	2 hours per week of quality PE lessons - Continue to promote physical activity - Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 - Continue to provide Forest School	2 hours per week of quality PE lessons - Continue to promote physical activity - Offer a greater number and variety of extra-curricular and enrichment activities to Y1-6 - Continue to provide Forest School
12. Parents and the Wider Community	100% of parents have downloaded the Old Mill app - At least 90% of parents will attend parents' progress meetings - At least 90% of disadvantaged families will attend parents' evenings - Parents invited to a performance/assembly once per year - Regular visitors to lead assemblies - Develop further links with the local community - PTA to organise and run at least 4 events during the year - The school takes part in at least 2 visits in the local community - Parent volunteers engaged to support learning - Engage local police officers to support BV links	100% of parents have downloaded the Old Mill app - At least 95% of parents will attend parents' progress meetings - At least 95% of disadvantaged families will attend parents' evenings - Parents invited to a performance/assembly once per year - Regular visitors to lead assemblies - Develop further links with the local community - PTA to organise and run at least 4 events during the year - The school takes part in at least 3 visits in the local community - Parent volunteers engaged to support learning - Maintain local police officer links	100% of parents have downloaded the Old Mill app - At least 95% of parents will attend parents' progress meetings - At least 95% of disadvantaged families will attend parents' evenings - Parents invited to a performance/assembly once per year - Regular visitors to lead assemblies - Develop further links with the local community - PTA to organise and run at least 5 events during the year - The school takes part in at least 3 visits in the local community - Parent volunteers engaged to support learning - Maintain local police officer links
13. British Values	- Each class to have a School Council member and Eco Warrior representative voted for by the class. - Governors' awards	- Each class to have a School Council member and Eco Warrior representative voted for by the class. - Governors' awards	- Each class to have a School Council member and Eco Warrior representative voted for by the class. - Governors' awards

	• Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • Engage local police officers to support BV links	• Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • Maintain engagement with local police	• Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values • Maintain engagement with local police
14. Staff CPD	• Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD	• Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD	• Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD

Review of Priorities for 2026/27

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
Priority 1 Improve provision and outcomes in multiplicative thinking across KS2 Improve outcomes in MTC check	- Year 4 and Year 5 teachers joined the Maths Hub Working Group and attended workshops and training through the year - All classes in Year 4 and 5 participated in mastering number sessions x5 per week - Year 4 and 5 received periodic coaching from Maths lead - Mastering number sessions were monitored by Maths lead - Weekly times tables tests in KS2; changes to Maths homework; TTRS; Numberstacks intervention - MTC outcomes 2026 Increased average score of 19.1(21.6 NA av score) Increased % of pupils achieving full marks 23% (NA =44%)	- Continue to embed the mastering number program in KS2 - Y4/5 daily sessions - Y3 to begin Y4 sessions in the Summer term - Meet NA for MTC % achieving full marks
Priority 2 3D curriculum - vertical links	- Staff training on cognitive science and sequencing a curriculum - Staff coached to map out vertical links and identify key concepts and knowledge - Time and support in staff meetings to map out vertical links; disseminate to staff - Meetings between SLT and subject leaders - Links made in subjects, across the school	Ensure links are made in subject lessons moving forward
Priority 3 Adaptive Teaching and High Quality Effective Instruction	- Teachers follow the 4 Active Ingredients - CPD revisited on Adaptive Teaching - Quality Assurance demonstrated impact (including Ofsted)	- Continue to prioritise adaptive teaching as a core ingredient to inclusion within class - Continue to deliver learning utilising high quality and effective instruction

Headline Results July 2026

Key	Below NA	Approx at NA	Above NA	
GLD	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	81%	- 9%	72% approx	+9%
Phonics screening y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	91%	+2%	82% approx	+9%
MTC	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	23% Av score 19.1	+9% +0.5	44% Av score 21.6	-21%

KS2

KS2 SATs Reading		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 107 (NA 106)	Difference from previous year (+/-) -
	EXP and ab	84%	+2%	75%	+9%		
	Greater depth	39%	-4%	30%	+9%		
KS2 SATs Writing		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	87%	+10%	73%	+14%		
	Greater depth	6%	+1%	13%	-7%		
KS2 SATs Maths		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 105.1 (NA105)	Difference from previous year (+/-) -1.9
	EXP and ab	76%	-15%	75%	+1%		
	Greater depth	32%	-	27%	+5%		
KS2 SATs GAPS		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score 101.1 (NA 105)	Difference from previous year (+/-) -0.9
	EXP and ab	58%	-11%	74%	-16%		
	Greater depth	10%	+1%	30%	-20%		
KS2 SATs Combined		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)		
	EXP and ab	73%	-	63%	+10%		
	Greater depth	5%	+1%	8%	-3%		

Key Priorities for 2026/27

Priority 1	English (Writing, Spelling and Grammar)	Leader(s)	Sophie Foster		
Start Date:	August 2026	Mid-Review:	February 2027	Evaluation Date:	June 2027

What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
- Current spelling scheme is not fit for purpose - Sentence Stacking does not help prepare pupils for independent writing - Current approach (The Write Stuff) is not age appropriate for EYFS and KS1	- Pupils do not write as confidently and accurately as they should - Pupils are not confident in spelling and continue to make foundational errors across the curriculum - Pupils are not confident in grammar and punctuation and continue to make foundational errors across the curriculum	- End of KS2 GPS SATs outcomes needs to improve - End of KS2 GDS SATs outcomes need to improve

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Purchase and implement a new English curriculum (Literacy Tree - writing roots and spelling seeds) Implement and embed the new approach to the teaching of writing, grammar and spelling from August 2026 Improve outcomes for pupils in writing and spelling	https://literacytree.com/ The Writing Framework 2025 EEF: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/writing-roots-trial	CPD: teacher day training, online year group training, staff meetings Coaching: in-house support for year groups from English lead Monitoring: monitor implementation and impact on pupils outcomes through standards week, book scans Teaching: writing x5 per week; spelling x3 per week; handwriting x3 per week Autumn term (then x2 KS2) Texts: purchase books linked to new writing and spelling units Intervention: handwriting intervention Autumn 1; writing intervention Autumn 2 + Spring 1	Old Mill Writing outcomes (3 year average) 75% EXS - National 72% - GDS OM 10% - National GDS 13% Writing 2027 outcomes - GDS outcomes to match National and EXS outcomes to remain higher than National

Activity	New writing and spelling scheme	Books
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Cost	£716 per yr (3 yrs sign up)	£1000
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Priority 2	Presentation and Feedback	Leader(s)	Alison Smith-Stewart, Sophie Foster, Amy Howlett
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Start Date:	August 2026	Mid-Review:	February 2027	Evaluation Date:	June 2027
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:
- Feedback is inconsistent (Ofsted) - Time is a factor in relation to fitting all areas of the curriculum into the school day - Feeding back to each child, in every book, every day is unmanageable for workload	- Pupils make repeated errors in foundational knowledge and skills, particularly in relation to spelling (Ofsted) - Pupils handwriting is not consistently neat and formed correctly (and joined from Year 3)	- Not all pupils take pride in their work - Pupils are not able to spell age-appropriate words accurately

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Continue to improve standards and expectations in pupil books	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	CPD: teacher day training (Trust SEL), staff meetings	Pupils take pride in their work
Continue to improve standards in handwriting across the school		Teaching: handwriting sessions x3 per week; feedback during lessons and after lessons; presentation expectations within lessons; feedforward planned for	Pupil books show excellent standards in relation to presentation of work and books reflect high quality learning outcomes
Ensure consistency in feedback across the school, demonstrating impact to pupils		Learning: high quality and varied learning outcomes including photos, drawings and diagrams, creative activities	Pupils handwriting follows the Handwriting Policy and pupils are able to neatly start joining from Year 3 onwards
Ensure the impact of learning is reflected in pupil books		Monitoring: weekly book checks, checks during standards week, staff meeting book sharing	Pupils receive consistent feedback from their teachers, meaning pupils do not make persistent errors in foundational knowledge and spellings
		Policy implementation: Revised Feedback Policy implemented consistently; continuation of Handwriting Policy	Pupils know next steps in their learning and can action these
		Coaching: portfolios shared by the Trust showing high expectations of standards (display); Literacy Tree exemplification materials	

Activity	Quality Assurance	CPD
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Cost	£0	£0
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Priority 3	Positive Attitudes and Expectations	Leader(s)	Alison Smith-Stewart, Sophie Foster, Amy Howlett
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Start Date:	August 2026	Mid-Review:	February 2027	Evaluation Date:	June 2027
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
- Some pupils are not as respectful as they could be, in relation to their conduct and behaviour - The Behaviour Policy is not having the desired impact on deterring unexpected behaviour for some pupils	- Routines are clear and consistent. - Pupils are listened to. - A minority of pupils do not show expected behaviours in all areas of school life.	N/A

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Improve pupil attitudes and behaviour in relation to conduct, learning and respect both in classrooms and around the school	https://educationendowmentfoundation.org.uk/education-evidence/primary	Policy: revised Behaviour Policy followed consistently by all staff Routines: implement and embed strong routines across the school day Expectations: high expectations practised and maintained by pupils and staff (books, cloakrooms, rooms, conduct etc) Monitoring: standards week monitoring of rooms, books, routines etc Lunchtime provision: continue to enhance and improve lunchtime provision	Pupils show respect in all areas of the school, e.g. assembly, corridors, classroom, playground Pupils follow established routines consistently and transitions between activities are smooth, purposeful and efficient.

Activity	Lunchtime provision
Cost	£500

Staff CPD 2026/27

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?
Priority 1	Improved outcomes in EGPS KS2 Implementation of new Writing and Spelling curriculum	CPD - Sophie Foster	New writing and spelling curriculum implemented Improved grammar and spelling outcomes - data and in books	£2000	Sophie Foster To LGB
Priority 2	Presentation and Feedback	Continuous CPD and updates - SLT Feedback CPD - SLT, Trust	Standards in pupil books reflect the high expectations of Old Mill Pupils learning is moved forward as a result of quality feedback	N/A	SLT Trust To LGB and Trust
Priority 3	Positive Attitudes and Expectations	CPD - SLT Policy implementation - SLT Routines - SLT Expectations - SLT	Pupils show respect in all areas of the school, e.g. assembly, corridors, classroom, playground Pupils follow established routines consistently and transitions between activities are smooth, purposeful and efficient.	N/A	SLT
Other headline CPD	Annual Safeguarding Update	Whole School CPD - LA	Staff knowledge and skills updated to ensure Safeguarding practice remains 'robust'	N/A	SLT To LGB / Trust
	First Aid Training	DH to organise based on training timetables	All relevant staff hold up to date First Aid	N/A	SLT To LGB / Trust
	Diabetic Training	NHS	All relevant staff trained to deal with diabetic pupils (EH, HH, KE, VP, NT)	N/A	SBM / SENDCo
	Anaphylaxis training including Benedict's Law	DH to organise based on new requirements	All staff	N/A	SBM To LGB / Trust

LGB Formal Monitoring Visits 2026/2027

Term	Area	Monitoring Activities	Date / Time	Monitoring by who	School Representative	Governor Representative
Autumn Term 2026	Inclusion	Pupil Premium Review	Autumn 2	LGB	HT + PP leader	Pupil Premium Governor
	Curriculum	Presentation and Feedback	Autumn 2	LGB	HT + DHT	Governor
	Safeguarding	SCR check and sign	After LGB meeting	LGB	HT + SBM	Safeguarding Governor
Spring Term 2027	Safeguarding	Annual Safeguarding Visit (to include pupil interviews)	TBC Spring Term 1 (January)	LGB	HT + SBM	Safeguarding Governor
	EYFS	EYFS visit	Spring 1	LGB	HT + EYFS leader	EYFS Governor
	Curriculum	Writing and Spelling	Spring 1	LGB	HT + English leader	English Governor
	Personal development	Mental Health and Wellbeing	Spring 2	LGB	PE lead + Pastoral AHT + PSHE lead	Wellbeing Governor
	Safeguarding	SCR check and sign	After LGB meeting	LGB	HT + SBM	Safeguarding Governor
Summer Term 2027	Health and Safety	Annual H&S Inspection	May 2027 TBC 1 – 3pm	LGB	Premises Officer + SBM	Health & Safety Governor
	SEN	Annual SEND review	Summer 1	LGB	SENCo + Ass SENCo	SEND Governor
	Safeguarding	SCR check and sign	After LGB meeting	LGB	SBM	Safeguarding Governor

Subject Visits: subject Governors to meet with respective leaders during Spring term 2027 – informal ‘check in’ not full monitoring visit.

Policy Review Cycle 2026/27

Policies for Annual Review		
Autumn Term 2026	Spring Term 2027	Summer Term 2027
• SEND Policy (AH/SV) • Local SEN Offer (AH/SV) • Safeguarding policy (AS-S) • Emergency Procedures Policy including Fire Procedures (AS-S / DH) • Behaviour Policy (AH / SV) • Attendance Policy (AS-S) • Maths Policy (RG) • English Policy (SF)	• Fire Safety Policy (DH) • Lettings Policy (DH) • School Meal Debt Policy (DH)	• School Uniform Policy (AS-S)