

# Talavera Infant School

## School Improvement Plan

### 2025-2026

#### Talavera Infant School Strategic Goals 2023-2026

- Leaders at all levels are ambitious and uncompromising in the drive for excellence and secure the highest levels of achievement.
- Children can articulate their learning with confidence, demonstrating their secure knowledge and understanding.
- Children celebrate their strengths and differences, whilst barriers to learning are reduced and removed for everyone.
- Partnerships with home are strong and Talavera is at the heart of a learning community.

#### Talavera Infant School Objectives 2025-26

##### Our Curriculum and Attainment

All groups of children develop detailed knowledge and skills across a broad and balanced curriculum, make good progress from their starting points, and achieve well. Children can confidently articulate their learning, demonstrating secure understanding and pride in what they know and can do.

##### Our Community

All children learn about the world, celebrate what makes them special, and work together with their families and other schools to ensure everyone has a sense of belonging and feels proud of who they are.

##### Our Behaviour and Attitudes

All children consistently demonstrate positive attitudes and commitment to their learning which is reflected in their ambition, pride, kindness and respect for others.

##### Our Leadership Culture

Leaders at all levels are ambitious and uncompromising in the drive for excellence and secure the highest levels of achievement.

## School Context

### Characteristics:

The school is a large infant school with currently 300 pupils serving the garrison town of Aldershot. 58% of the school population are Service children from the British Army. The school has a culturally diverse community and is in the top 20% of all schools for the

| On roll | FSM (incl ever 6) |    | Minority Ethnic groups |     | EAL |       | SEN School Support |      | SEN EHC Plan |      | Service |     | Adopted /PLAC |   |
|---------|-------------------|----|------------------------|-----|-----|-------|--------------------|------|--------------|------|---------|-----|---------------|---|
| No      | No                | %  | No                     | %   | No  | %     | No                 | %    | No           | %    | No      | %   | No            | % |
| 300     | 15                | 5% | 249                    | 83% | 194 | 67.1% | 24                 | 8.3% | 20           | 6.9% | 169     | 58% | 1             | 0 |

proportion of EAL with 67.1% this has increased from 37% in 2018. 64% of children come from ethnic minority backgrounds.

### **SEN:**

Currently 15.2% of our children are on the SEN register, 6.9% of the school have an EHCP.

### **FSM:**

The school is in the lowest 20<sup>th</sup> centile for deprivation with 3.8% of children entitled to Pupil Premium, 11 FSM children and 1 post looked after. In order to support the SEMH needs of some of the most vulnerable pupils, the school employs two full time Emotional Literacy Support Assistant. The school works closely with the Hampshire Behaviour Support Service to support identified pupils to access their learning and minimise the impact of their behaviour on their peers both in lessons and at play times. Identified pupils in EYFS and KS1 are supported through Nurture and Social Skills groups. For children who have a parent currently deployed the school offers further support in Camo Club. In the academic year 2023-24 the school opened two additional classes mid year to support the demand of the local area. In February 2024, an additional year 1 class opened with only 6 children out of the 30 children having attended school previously. 93% of the children in the class had English as an additional language. Then in April 2024, the school opened an additional year R class with 7 children out of the 30 children having previously attended school and 86% of the children had English as an additional language.

### Leadership:

The school has been led by an experienced Headteacher since 2018 and a new Deputy Head teacher was appointed in Jan 2020.

'The headteacher and deputy headteacher know their school well and provide strong leadership. Leaders are relentless in evaluating the strengths of the school and seeking ways to overcome any barriers to learning so that all children including those with complex needs are able to succeed (LLPR 2025) Due to the context of the school and the very high mobility of the pupils it has been a challenge to keep members of the Governing Body. At present, the school is trying to recruit governors that are settled in the community too.

### KS1 Outcomes:

Outcomes for children at the end of key stage one are no longer reported nationally. Internal assessment at the end of 2025 showed attainment at the end of Key Stage One to be significantly above the 2023 National expectations in Reading, Writing and Maths in both achieving ARE and GDS.

### **Summer 2023 – KS 1 outcomes were moderated externally by Hampshire**

- Outcomes for all children at the end of KS 1 were significantly above the national standard in Reading, Writing and Maths for the children achieving expected.

- Pupils achieving Greater Depth in Reading, Writing and Maths were above national expectations.
- % of children achieving reading, writing and maths combined was 65.5% above National at 56%

### **Y1 Phonics:**

Outcomes in Phonics are strong and have been consistently above or in line with the National expectations over the last five years, with the exception of the 2024-25 academic year where exceptional circumstances applied.

Outcomes in 2024 without the additional Year 1 class, who joined mid year, was 86.2% above the National expectation at 80.4% . However, with the additional class who joined mid year with only 20% of children having attended school previously the outcome was 76.3% (-4.1% from National). The impact of the Little Wandle phonic programme in school has had a significant impact on the progress children who are new to the school have made.

### **Summer 2025**

- 84.7% passed the screening test compared to 78.9% Nationally
- 77.1% of Year 2 children passed

### **EYFS:**

Outcomes in the EYFS has strengthened considerably over the last five years. The proportion of pupils achieving a GLD remained above the National expectations in 2022 & 2023. Outcomes at the end of 2024 were 65.5% compared to 67.7% Nationally, these outcomes were directly impacted by the additional Early Years class opening in April 2024 with only 23% of the children having attended school for the previous two terms. Results without the additional class were 75% and continued to be significantly above National expectations. The EYFS was moderated externally to ensure judgements were accurate in 2019 & 2023.

### **Summer 2023 – EYFS outcomes were moderated externally by Hampshire**

- 72.5% of EYFS children achieved GLD above the national average of 67.3%

### **Summer 2024**

- 65.5% of EYFS children achieved GLD below the national average of 67.7%
- Without the additional new class 75% of EYFS children achieved GLD above the national average of 67.7%

### **Summer 2025**

- 76.4% of EYFS children achieved GLD above the national average of 68.3%

### **Progress since Last Inspection:**

The school was last inspected in May 2022 and had the following improvement areas:

■ Pupils do not find it easy to remember and articulate some important learning. This makes it hard for them to deepen their understanding. Leaders need to be clear about the most important knowledge that pupils need to learn and remember in each subject. Staff need to implement with consistency supportive pedagogies to develop pupils' talk. This will help pupils to remember more of their learning. (Ofsted 2022)

As a result of this improvement area, the SLT have reflected on the unique characteristics of our community, identifying barriers and researching ways to support the children to remember and articulate the important learning. This school improvement plan focusses on ensuring all staff are secure with pedagogies to support the development of talk and strategies to support children in remembering the key learning identified in the curriculum.

## Our Curriculum and Attainment

### Key Priorities:

- Drive excellence in inclusive teaching by embedding adaptive and evidence-informed strategies that ensure accelerated progress and high achievement for every learner, including the most vulnerable.
- Strengthen curriculum design to ensure progression of Oracy skills are embedded and children are able to collaborate in discussions, share opinions and learn to present information to different audiences.
- Raise writing attainment for all pupil groups by systematically embedding transcription skills such as spelling, handwriting and sentence construction across the curriculum to build fluency, accuracy and stamina in writing.
- Enrich the curriculum with diverse, inclusive, and meaningful experiences that broaden childrens' horizons, promote cultural understanding, and ensure all children see themselves reflected and valued in their learning.

### Expected Outcomes:

- Quality of teaching and learning is judged to be strong across all subjects
- Attainment across all year groups in all subjects is above National Expectation for Expected and progress is good, if not accelerated for all children
- Children demonstrate progression in oracy through confident collaboration in discussions, clear expression of opinions, and effective presentation of information to varied audiences
- Children apply secure transcription skills across the curriculum, resulting in improved writing outcomes for all groups through increased fluency, accuracy, and confidence
- Talavera Infant School is a visibly inclusive and culturally responsive environment where children thrive, staff lead with confidence, and families feel deeply connected to a community that celebrates and values every identity.

## Our Leadership Culture

### Key Priorities:

- Leaders at all levels promote consistently high expectations related to school values and are proactive in reflecting on current practice, researching innovative solutions to barriers (CPD)
- Ensure subject leaders lead with clear accountability and an understanding of their role as a leader to drive standards for the children and ensure progression in their specialist subjects.

### Expected Outcomes:

- All staff members demonstrate leadership skills and are accountable for their roles in the school they understand the need for distributive leadership
- All staff meet their performance management targets
- Subject leaders have ownership and accountability for their subject across the school and ensure the curriculum provision is at least good with outstanding elements

## Our Behaviour and Attitudes

### Key Priorities:

- Super Learner Powers, including listen, think, concentrate, collaborate, wonder and persevere are celebrated and embedded throughout the

### Expected Outcomes:

- All members of the community hold each other to account for embedding school values and learning behaviours

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| <p>school to develop confident, independent learners equipped with the skills and mindset to thrive in all areas of school life.</p> <ul style="list-style-type: none"> <li>• Embed the My Happy Mind programme across the school to promote positive mental health, emotional literacy and resilience, ensuring all children develop the skills to understand themselves, build healthy relationships and thrive</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>➤ Children develop a strong sense of self-awareness, emotional regulation and resilience, enabling them to build positive relationships, manage challenges confidently and contribute to a supportive school community</li> </ul>                                                                                                                                                                                                                                                                                          |
| <h2>Our Community</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Key Priorities:</b></p> <ul style="list-style-type: none"> <li>• Become a centre of excellence for SEND by championing inclusive practice, supporting schools across the county to implement high-quality ordinarily available provision, and leading collaborative work across the Aldershot cluster to build shared expertise through CPD.</li> <li>• Continue to create a strong sense of belonging by helping all children and families feel seen and supported, offering targeted help through the Talavera Family Support Hub, and building stronger links with our EAL community.</li> </ul> | <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>➤ Staff demonstrate increased confidence and expertise in inclusive teaching and SEND provision gaining a deeper understanding of ordinarily available provision and a pride in being recognised for our strengths</li> <li>➤ Children and families feel a stronger sense of belonging, with increased engagement from SEND and EAL families, as evidenced by participation in school events, feedback surveys, and uptake of support through the Talavera Family Support Hub.</li> </ul> |

## Our Curriculum and Attainment

All groups of children develop detailed knowledge and skills across a broad and balanced curriculum, make good progress from their starting points, and achieve well. Children can confidently articulate their learning, demonstrating secure understanding and pride in what they know and can do.

*1.1 To drive excellence in inclusive teaching by embedding evidence-informed strategies that accelerate progress and secure high achievement for all learners, with a particular focus on supporting the most vulnerable.*

*1.2 To Improve language and communication by embedding progressive Oracy skills across the curriculum, enabling all pupils to talk, listen, and present their ideas effectively.*

*1.3 To increase the percentage of pupils achieving age-related expectations in writing by embedding transcription skills across the curriculum to improve fluency, accuracy, and stamina.*

**1.4 Increase the percentage of pupils who feel represented and valued in the curriculum by enriching learning with diverse, inclusive, and meaningful experiences that promote cultural understanding and broaden horizons.**

| Milestones/Impact                                                                                                                                                                                 |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                             |
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| Autumn                                                                                                                                                                                            | Spring                                                                                                                                                                                                                                              | Summer                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Performance management targets relate to improving inclusive teaching and learning</li> <li>Teacher profiles have identified next steps for CPD</li> </ul> | <ul style="list-style-type: none"> <li>Whole school understanding of inclusive teaching and learning policy</li> <li>Observations show strategies developed through teacher sprints are having a positive impact on outcomes in learning</li> </ul> | <ul style="list-style-type: none"> <li>Quality of teaching and learning is judged to be strong across all subjects</li> <li>Attainment across all year groups in all subjects is above National Expectation for Expected and progress is good, if not accelerated for all children</li> </ul>               |
| <ul style="list-style-type: none"> <li>Senior leaders have a good understanding of the Oracy Framework</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>All staff have an understanding of Oracy strands and Principles of Communication</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Progressive planning for oracy across the four strands of physical, linguistic, cognitive and social emotional is in place</li> <li>Children show increased confidence in speaking and listening which is show cased during a whole school Oracy day</li> </ul>      |
| <ul style="list-style-type: none"> <li>Observations of lessons show fidelity to the handwriting programme</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Book scrutinies across all year groups show improved transcription skills and letter formation for children working towards expectations</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Increased % of children achieving ARE in writing</li> <li>Children apply secure transcription skills across the curriculum, resulting in improved writing outcomes for all groups through increased fluency, accuracy, and confidence</li> </ul>                     |
| <ul style="list-style-type: none"> <li>Staff conferencing and initial pupil voice indicate increased awareness of inclusive practice</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Curriculum audits completed by subject leaders show clear plans to enhance representation, and the school environment begins to reflect inclusive values through updated displays and signage.</li> </ul>    | <ul style="list-style-type: none"> <li>School environment is visibly inclusive and culturally responsive</li> <li>Parent questionnaires and pupil conferencing reflect stronger relationships with EAL families and a school culture where diversity is celebrated and belonging is felt by all.</li> </ul> |

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| <b>Monitoring:</b><br>Follow monitoring plan to ensure leaders monitor planning, complete book scrutinies, participate in learning walks, pupil conferencing and feedback to staff using school format.<br>School tracking with Hampshire Assessment Model<br>Behaviour incidents<br>Lesson observations<br>Governors to participate in monitoring schedule (see Governors’ monitoring plan) |                                                                                                                                                                                  |                                                                                                                      | <b>Evaluation:</b><br>HT & LLP learning review<br>Governor visit reports<br>Year group leaders report to Governors<br>Review progress against milestones in Aut, Spr & Sum |                       |                |
| <b>Objective</b><br><i>To drive excellence in inclusive teaching by embedding evidence-informed strategies that accelerate progress and secure high achievement for all learners, with a particular focus on supporting the most vulnerable.</i>                                                                                                                                             |                                                                                                                                                                                  | <b>Succes Criteria</b>                                                                                               | <b>Lead Person</b>                                                                                                                                                         | <b>Timescale</b>      | <b>Cost</b>    |
| 1                                                                                                                                                                                                                                                                                                                                                                                            | Facilitate the co-creation of a shared, school-wide vision for inclusive education through structured dialogue and collaboration with all staff.                                 | All staff can celebrate and define the inclusive culture of our school                                               | HT and AHT                                                                                                                                                                 | Autumn Term           | INSET          |
| 2                                                                                                                                                                                                                                                                                                                                                                                            | Develop a collaborative teaching and learning policy which reflects the inclusive vision and practice within the school                                                          | Whole school has a clear understanding of expectations and inclusive strategies are evident in planning and teaching | HT & Year Group Leaders                                                                                                                                                    | Autumn term           | INSET          |
| 3                                                                                                                                                                                                                                                                                                                                                                                            | Develop a Talavera Teaching Framework which captures and identifies all of the aspects of High Quality Teaching and Learning throughout the school                               | A clear framework is produced and used to support staff induction, appraisal and CPD                                 | HT & Staff                                                                                                                                                                 | Autumn term           | INSET          |
| 4                                                                                                                                                                                                                                                                                                                                                                                            | SENCo to provide targeted guidance to teachers in developing IEP’s and one page profiles focussed on golden threads of communication, sensory development and arousal regulation | Children’s needs are supported and strong progress in their learning is evident                                      | SENCo                                                                                                                                                                      | Autumn term           | Cover          |
| 5                                                                                                                                                                                                                                                                                                                                                                                            | Year group workshops with the Educational Psych to support inclusion of the most complex needs.                                                                                  | Shared understanding of strategies and curriculum planning is eveident across the year groups                        | SENCo                                                                                                                                                                      | Autumn term & ongoing | Twilight & SLA |

|   |                                                                                                                                                                                         |                                                                                                                              |                         |                  |                                       |
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| 6 | Ensure all staff complete TSEND professional development module on inclusive behaviour to enhance understanding and practice                                                            | Current excellent practice is embedded through the collective understanding of the school's support for inclusive behaviour. | SENCo                   | Spring term      | Staff meeting                         |
| 5 | Deliver ongoing professional development using Teacher Sprints, focusing on high-impact strategies such as modelling, retrieval practice, formative assessment, and effective feedback. | Observations and staff feedback show ongoing reflective practice built on strong pedagogy                                    | HT/DHT                  | Autumn 2         | Staff meetings                        |
| 6 | Set performance management objectives that explicitly support the enhancement of inclusive teaching and learning across the school.                                                     | Teaching, learning and provision within the school enable all children to make good progress                                 | HT/DHT                  | Autumn           | Cover                                 |
| 7 | Leverage teacher profiles to identify professional development needs and strategically drive improvements in pedagogy and inclusion.                                                    | Staff feedback celebrates the impact tailored CPD has on developing their own practice                                       | HT & Year Group Leaders | Autumn & Ongoing | Perf Mn Cover/Year group leader cover |
| 8 | Take a lead role in working with local schools to strengthen ordinarily available provision – See target within community                                                               | Ordinarily available provision is observed to be strong and show cased across the cluster schools                            | HT & SENCo              | Autumn & Ongoing | HT/ SENCo<br>½ termly meetings        |

Impact

|                                                                                                                                                                                                         |                        |                    |                  |             |
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| <b>Objective</b><br><i>To Improve language and communication by embedding progressive Oracy skills across the curriculum, enabling all pupils to talk, listen, and present their ideas effectively.</i> | <b>Succes Criteria</b> | <b>Lead Person</b> | <b>Timescale</b> | <b>Cost</b> |
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|    |                                                                                                                                                                                                                                       |                                                                                                                                                                                       |                                  |                             |                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|---------------------|
| 1  | Provide targeted professional development for all teaching staff in the Oracy Framework, with a focus on enhancing understanding of the physical, linguistic, cognitive, social, and emotional dimensions of effective communication. | All teaching staff have an understanding of the Oracy Framework and the four strands                                                                                                  | HT                               | Spring term                 | Staff meeting/INSET |
| 2  | Ensure the English Lead attends Hampshire's three-day training programme on <i>Developing Oracy and Spoken Language for Learning</i> , to deepen subject expertise and lead strategic implementation across the school.               | English lead shares key learning and supports in implementing whole school CPD                                                                                                        | English lead                     | Aut 1, Aut 2 & Spr 2        | £325                |
| 3. | Integrate the communication strategies and principles for communication into the Talavera teaching framework to strengthen pupils' expressive and receptive language skills throughout the school                                     | Observations show the principles of communication continue to be implemented in teaching and learning                                                                                 | HT/SENCo                         | Aut 2 in policy and ongoing | INSET               |
| 4. | Design and implement a coherent, whole-school progression map for oracy skills from Early Years Foundation Stage through to Year 2, ensuring consistent and purposeful integration across all areas of the curriculum.                | A structured oracy progression framework is developed and implemented, with clear expectations for each year group from EYFS to Year 2                                                | English lead /year group leaders | Spring                      | Leadership time     |
| 5. | Celebrate children's oracy skills with a whole school oracy celebration day to showcase the children's achievements and promote confidence in communication.                                                                          | Children demonstrate progression in oracy through confident collaboration in discussions, clear expression of opinions, and effective presentation of information to varied audiences | English lead /year group leaders | Summer                      | Leadership time     |

#### **Impact**

| <b>Objective</b><br><i>To increase the percentage of pupils achieving age-related expectations in writing by embedding transcription skills across the curriculum to improve fluency, accuracy, and stamina.</i> |                                                                                                                                                                                                                                       | <b>Succes Criteria</b>                                                                                                                         | <b>Lead Person/Monitoring</b>          | <b>Timescale</b>                            | <b>Cost</b>                      |
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| <b>1.</b>                                                                                                                                                                                                        | Deliver comprehensive staff training on the Kinetic Letters programme, focusing on its four core strands: developing stronger bodies, accurate letter formation, effective pencil grip, and promoting flow and fluency in handwriting | All staff have an understanding of the four elements involved in handwriting and are prepared to deliver the programme.                        | AHT & Year group leaders               | Aut 1                                       | Training included with resources |
| <b>2.</b>                                                                                                                                                                                                        | Embed Kinetic Letters across EYFS and KS1, with an emphasis on the assess, detect, and correct approach to ensure early identification and targeted support for handwriting development.                                              | Correct posture, grip, and letter formation seen in observations.                                                                              | Learning walks & book scrutiny.<br>SLT | Ongoing                                     | Year group leader time           |
| <b>3.</b>                                                                                                                                                                                                        | Establish a consistent system for teachers to report on pupils' handwriting progress during pupil progress meetings, enabling informed assessment and timely intervention.                                                            | Teachers are able to detect children's next steps and ensure provision is in place to enavle children to make progress                         | SLT – Pupil progress meetings          | Once per term                               | Staff meetings                   |
| <b>4.</b>                                                                                                                                                                                                        | Engage staff in a series of four professional development webinars led by the HIAS English team, focusing on key elements of effective writing instruction and curriculum delivery.                                                   | Lesson observations show teachers skilled in supporting the development of writing. Increased % of children achieving ARE in writing           | English lead                           | Autumn & Ongoing<br>7/10, 11/11, 27/1, 10/3 | £155                             |
| <b>5.</b>                                                                                                                                                                                                        | Collaborate with the HIAS English advisor to revise and enhance the sequence of learning for writing in Year 1 during the Spring term, ensuring alignment with best practice and pupil needs.                                         | Sequence of learning adheres to children's next steps and developmentof transcription skills appropriate to their age and stage of development | Year One leader                        | Aut 2<br>19/11                              | £360                             |
| <b>6.</b>                                                                                                                                                                                                        | Conduct a thorough review of the Year 2 spelling provision, integrating elements from both the Little                                                                                                                                 | Spelling programme will align with the content of the lessons within the classroom                                                             | Year two leader                        | Aut 1                                       | Leadership time                  |

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|                                                                                                                                                                                                                                                    | Wandle and No Nonsense Spelling programmes to ensure a robust and systematic approach.                                                                                                                                        |                                                                                                                                                             |                               |                  |                     |
| 7.                                                                                                                                                                                                                                                 | Introduce structured weekly spelling homework in Year 2, directly linked to the revised spelling programme, to reinforce learning and promote home-school consistency.                                                        | Assessments show a positive impact on the children's attainment in spelling                                                                                 | Year two leader               | Ongoing          | Leadership time     |
| <b>Impact</b> <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                   |                                                                                                                                                                                                                               |                                                                                                                                                             |                               |                  |                     |
| <b>Objective</b><br><i>Increase the percentage of pupils who feel represented and valued in the curriculum by enriching learning with diverse, inclusive, and meaningful experiences that promote cultural understanding and broaden horizons.</i> |                                                                                                                                                                                                                               | <b>Succes Criteria</b>                                                                                                                                      | <b>Lead Person/Monitoring</b> | <b>Timescale</b> | <b>Cost</b>         |
| 1.                                                                                                                                                                                                                                                 | Subject leaders will conduct a comprehensive audit of current curriculum content and experiences. They will develop enhancement plans to ensure pupils see themselves reflected, respected, and valued within our curriculum. | Children see themselves reflected in the curriculum, boosting self-esteem, motivation and ambition                                                          | Subject leaders               | Spring term      | Subject leader time |
| 2.                                                                                                                                                                                                                                                 | Review the physical and social environment to ensure it is welcoming, inclusive and representative of the diverse community we serve.                                                                                         | The school environment visibly affirms diversity, helping pupils feel welcomed and valued, and enabling staff to foster a culture of respect and belonging. | IDP team                      | Summer term      | £3,000 for signage  |
| 3.                                                                                                                                                                                                                                                 | School Library Service to carry out an inclusion and diversity audit of all library and reading corner books within school                                                                                                    |                                                                                                                                                             | Library Lead                  | Autumn term      | SLA subscription    |
| 4.                                                                                                                                                                                                                                                 | Create and implement a <i>Talavera Cultural Calendar</i> that celebrates key cultural, religious, and community                                                                                                               | Children develop empathy and cultural awareness through meaningful celebrations, while                                                                      | AHT & EAL leader              | Autumn Term      | Leadership time     |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | events—promoting respect, understanding, and shared celebration across the school.. | families feel recognised and staff have a clear framework to promote inclusion.                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                         |  |
| <b><u>Evaluation/Impact</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                         |  |
| Our Leadership Culture                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                     |                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                         |  |
| Leaders at all levels are ambitious and uncompromising in the drive for excellence and secure the highest levels of achievement.                                                                                                                                                                                                                                                                                                                        |                                                                                     |                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                         |  |
| <ul style="list-style-type: none"><li>• Leaders at all levels promote consistently high expectations related to school values and are proactive in reflecting on current practice, researching innovative solutions to barriers (CPD)</li><li>• Ensure subject leaders lead with clear accountability and an understanding of their role as a leader to drive standards for the children and ensure progression in their specialist subjects.</li></ul> |                                                                                     |                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                         |  |
| Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                         |  |
| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                     | Spring                                                                                                                                                                                                                                                                    |  | Summer                                                                                                                                                                                                                                                                                                                                                  |  |
| <ul style="list-style-type: none"><li>• Monitoring plan and leadership responsibilities revised to align with SIP priorities and pupil attainment needs.</li><li>• SLT begins coaching middle leaders through joint observations.</li><li>• Senior leaders complete leadership audit to identify CPD for leadership</li><li>• Profiles launched during appraisal meetings to identify strengths and development needs.</li></ul>                        |                                                                                     | <ul style="list-style-type: none"><li>• Revised monitoring plan implemented.</li><li>• Middle leaders lead observations with SLT support, focusing on inclusive teaching.</li><li>• HT begins individual coaching for SLT members focused on leadership growth.</li></ul> |  | <ul style="list-style-type: none"><li>• Middle leaders conduct independent observations; SLT reviews impact and supports reflection.</li><li>• Teacher profiles finalised with appraisal outcomes; used to plan CPD for next year.</li><li>• SLT reflect on growth in handling sensitive conversations and identify future development needs.</li></ul> |  |
| <b><u>Monitoring &amp; Evidence</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                                                                                                                                                                                                           |  | <b><u>Evaluation</u></b>                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                     |                                                                                                                                                                                                                                                                           |  | HT & LLP learning review                                                                                                                                                                                                                                                                                                                                |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                    |                                                                                                                                                                |                    |                  |                 |
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| <p>LEAD: Headteacher, Governors,SLT &amp; Subject leaders</p> <p><u>Monitoring:</u><br/> Follow monitoring plan to ensure leaders monitor planning, complete book scrutinies, participate in learning walks, pupil conferencing and feedback to staff using school format.<br/> School tracking with Hampshire Assessment Model<br/> Subject leader action plans<br/> Governors to participate in monitoring schedule (see Governors' monitoring plan)</p> |                                                                                                                                                                    | <p>Governor visit reports<br/> Staff surveys<br/> Subject leaders report to Governors<br/> Review progress against milestones<br/> HT Reports to governors</p> |                    |                  |                 |
| <p><b>Objective</b><br/> Leaders at all levels promote consistently high expectations related to school values and are proactive in reflecting on current practice, researching innovative solutions to barriers</p>                                                                                                                                                                                                                                       |                                                                                                                                                                    | <b>Succes Criteria</b>                                                                                                                                         | <b>Lead Person</b> | <b>Timescale</b> | <b>Cost</b>     |
| <b>1.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluate and revise the school's monitoring schedule and leadership responsibilities to ensure alignment with current SIP priorities and pupil attainment needs    | Monitoring plan is updated and shared with staff. Roles are clearly defined and understood. Monitoring activities reflect SIP priorities.                      | SLT                | Aut 2            | SLT meeting     |
| <b>2.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Senior leaders to accompany middle leaders during lesson observations, modelling effective feedback and focusing on inclusive teaching practices.                  | Observation records show joint participation. Middle leaders report increased confidence in delivering feedback and identifying teaching strengths.            | HT & DHT           | Ongoing          | Leadership time |
| <b>3.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Introduce teacher profiles to track professional development, strengths, and next steps for appraisal, with a focus on inclusive teaching and curriculum delivery. | Profiles are completed for all teaching staff. Appraisal targets are informed by profile data and linked to school priorities.                                 | HT                 | Aut 1            | HLTA cover      |

|    |                                                                                                                                                           |                                                                                                                                         |    |         |                                            |
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| 4. | Provide training and guidance to senior leaders on managing challenging conversations professionally and sensitively.                                     | SLT report increased confidence in handling sensitive issues. Staff feedback reflects respectful and constructive dialogue              | HT | Spring  | SLT meetings                               |
| 5. | Develop a skills audit for senior leaders to identify areas of strength and areas for professional development in leadership.                             | SLT will have an audit of skills linked to their leadership and be able to identify next steps for their own professional development   | HT | Autumn  | Effective leadership Training              |
| 6. | Headteacher to deliver individual coaching sessions for SLT members, focusing on leadership development, strategic thinking, and opportunities for growth | Coaching logs show regular sessions. SLT members demonstrate improved leadership capacity and take on new responsibilities confidently. | HT | Ongoing | Leadership Time Solutions/Coaching<br>£400 |

#### Evaluation/Impact

| <b>Objective</b><br>Ensure subject leaders lead with clear accountability and an understanding of their role as a leader to drive standards for the children and ensure progression in their specialist subjects |                                                                                                                                                                        | <b>Succes Criteria</b>                                                                                                             | <b>Lead Person</b> | <b>Timescale</b> | <b>Cost</b>   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------|---------------|
| 1.                                                                                                                                                                                                               | Review the role of the subject leader to ensure all staff are aware of the monitoring and evaluation required to drive standards and be a 'champion' for their subject | All staff can articulate the role of subject leaders. Subject leaders demonstrate confidence and clarity in their responsibilities | SLT                | Aut 1            | Staff meeting |

|    |                                                                                                                                                            |                                                                                                                             |                 |                                               |                                 |
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| 2. | Provide structured coaching sessions for subject leaders each term, focusing on leadership impact, curriculum development, and identifying staff CPD needs | Coaching logs show targeted support. Subject leaders identify and implement CPD that improves teaching quality.             | SLT             | Termly                                        | Leadership time                 |
| 3. | Review subject content on the school website and in newsletters to celebrate achievements and showcase progress                                            | Website and newsletters showcase subject achievements. Stakeholders report improved awareness of curriculum strengths       | HT/Gov          | Spring                                        | ????                            |
| 3. | Subject leaders to attend cluster meetings to gain specialist knowledge to feedback to all staff in professional development meetings.                     | Subject leaders attend at least one cluster meeting per term. Feedback is shared with staff and informs practice            | Subject leaders | Termly                                        |                                 |
| 4. | Subject leaders to lead monitoring activities (e.g. book looks, learning walks, pupil voice) to evaluate curriculum fidelity and inclusive teaching.       | Monitoring identifies strengths and areas for development. Actions taken lead to measurable improvements in pupil outcomes. | Subject leaders | Spring/Summer                                 | Leadership time                 |
| 5. | Subject leaders to prepare and present a position statement on the quality of education in their subject, including curriculum impact and pupil progress.  | Governors receive clear, evidence-based updates. Subject leaders are confident in articulating strengths and next steps.    | Subject leaders | 3 x times a year plan over a three year cycle | Children and Learning Committee |

#### Evaluation/Impact

#### **Our Behaviour and Attitudes**

| All children consistently demonstrate positive attitudes and commitment to their learning which is reflected in their ambition, pride, kindness and respect for others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Improve whole school attendance by addressing any barriers and providing targeted support for children and families</li> <li>Embed the My Happy Mind programme across the school to promote positive mental health, emotional literacy and resilience, ensuring all children develop the skills to understand themselves, build healthy relationships and thrive.</li> </ul>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>Attendance for all pupil groups is above national average for the year to date.</li> <li>Attendance Strategy group have identified key actions for the school year</li> <li>Family Support has established relationships with identified families</li> <li>Success is celebrated with identified families</li> <li>All non-teaching staff complete initial training and demonstrate understanding of programme principles.</li> <li>My Happy Mind resources reviewed and mapped to RSE curriculum; website updated with core materials.</li> <li>Parent app launched with at least 50% engagement; baseline pupil survey and behaviour data collected.</li> </ul> | <ul style="list-style-type: none"> <li>Attendance for all pupil groups is above national average for the year to date.</li> <li>Reduced number of children identified as persistent absentees compared with 2024/25 data</li> <li>Improvements in attendance are noted and celebrated with families</li> <li>Communications with families is positive and sign posts to further support if required</li> <li>Monitoring shows consistent delivery across classes; pupil voice and staff feedback indicate positive impact.</li> <li>Staff participate in reflection and CPD sessions; best practice examples shared.</li> </ul> | <ul style="list-style-type: none"> <li>Attendance for all pupil groups is above national average for the full academic year.</li> <li>No significant gaps between groups (e.g., SEND, disadvantaged, EAL).</li> <li>Overall percentage of persistent absentees is below national average (aim for &lt;8%)</li> <li>Pupil conferencing shows children who were previously identified are happy and confident at school</li> <li>High-quality delivery sustained; end-of-year pupil survey and behaviour data show measurable impact.</li> <li>CPD completed for all units; staff report confidence and readiness for next academic year.</li> <li>Website fully populated with updated resources and guidance.</li> </ul> |
| <u>Monitoring</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Evaluation</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <u>LEAD:</u> HT, Attendance Lead, SLT, Governors and all staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | HT & LLP report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                                                         |                                                                                                                    |                                                                                                                      |                                                                                        |                      |                 |
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| Daily attendance report<br>Weekly attendance report for vulnerable families<br>Observations of celebration and pupil conferencing<br>Attendance action plans for individual families<br>School tracking and reports from Arbor (management system)<br>Pupil conferencing, parent feedback, staff survey |                                                                                                                    |                                                                                                                      | Governor visits report<br>VYED DfE reports<br>HT report to Governors<br>SIP milestones |                      |                 |
| <b>Objective</b><br>Improve whole school attendance by addressing any barriers and providing targeted support for children and families                                                                                                                                                                 |                                                                                                                    | <b>Succes Criteria</b>                                                                                               | <b>Lead Person</b>                                                                     | <b>Timescale</b>     | <b>Cost</b>     |
| 1                                                                                                                                                                                                                                                                                                       | Attendance Lead monitors daily registers to identify patterns in absence and lateness.                             | Attendance concerns are identified swiftly and supportive relationships are established with families                | Attendance lead                                                                        | Daily                | Attendance lead |
| 2                                                                                                                                                                                                                                                                                                       | Attendance Lead works proactively with families to understand and address barriers to attendance                   | Individual action plans are created with families facing barriers and there is clear evidence of improved attendance | Attendance lead                                                                        | Daily                | Attendance lead |
| 3                                                                                                                                                                                                                                                                                                       | Contact families when attendance drops below 95% to offer support and prevent further decline.                     | Supportive relationships are established with families and there is evidence of improved attendance                  | Attendance lead                                                                        | As and when required | Attendance lead |
| 4                                                                                                                                                                                                                                                                                                       | HT & Family Support attend attendance Network meetings to keep up to date with information and share best practice | Strategies from support meetings are used to help families improve children’s attendance.                            | Attendance lead & HT                                                                   | Termly               | SLA             |
| 5                                                                                                                                                                                                                                                                                                       | Weekly and termly class celebrations to recognise improved attendance and promote positive culture.                | Children and parents feedback that the increased awareness provide motivation for attendance                         | Attendance lead & Year group leaders                                                   | Weekly               | £100            |

|                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                                               |                                      |                  |                 |
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| 6                                                                                                                                                                                                                                                       | Complete monthly analysis of data using the view your own data & school tracking to highlight concerns                                                                                         | Accurate recording and analysis enables children and families to be identified and improvements monitored closely             | Attendance lead & HT                 | Monthly          | Attendance lead |
| 7                                                                                                                                                                                                                                                       | Regular use the VYED similar schools report to identify areas of strength and areas of weakness.                                                                                               | Comparative analysis enables school to highlight strengths and implement strategies to address identified weakness.           | HT & SLT                             | ½ termly         | N/A             |
| 8                                                                                                                                                                                                                                                       | Regular reports and updates to Governor responsible for Attendance and sharing of VYED reports for triangulation                                                                               | Governors have a clear understanding of the level of absence and the strategies used to support families within school.       | HT, Attendance lead & Attendance Gov | Termly           | N/A             |
| <b><u>Evaluation/Impact</u></b>                                                                                                                                                                                                                         |                                                                                                                                                                                                |                                                                                                                               |                                      |                  |                 |
| <b>Objective</b><br>Embed the My Happy Mind programme across the school to promote positive mental health, emotional literacy and resilience, ensuring all children develop the skills to understand themselves, build healthy relationships and thrive |                                                                                                                                                                                                |                                                                                                                               |                                      |                  |                 |
|                                                                                                                                                                                                                                                         |                                                                                                                                                                                                | <b>Success Criteria</b>                                                                                                       | <b>Lead Person</b>                   | <b>Timescale</b> | <b>Cost</b>     |
| 1                                                                                                                                                                                                                                                       | Deliver initial training for all non teaching staff on the My Happy Mind programme ensuring understanding of its core components and relevance to the school's personal development curriculum | All non-teaching staff attend training and demonstrate understanding of programme principles through feedback and observation | AHT                                  | Autumn term      | INSET           |

|          |                                                                                                                                                                                                                                            |                                                                                                                                              |                 |             |                   |
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| <b>2</b> | Systematically review and integrate new My Happy Mind resources to enhance the RSE curriculum, ensuring statutory requirements and the needs of all pupil groups are met.                                                                  | Resources are mapped to the RSE curriculum and integrated into planning. Staff report increased confidence in delivery                       | PSHE Lead       | Autumn term | Leadership time   |
| <b>3</b> | SLT and PSHE Lead to monitor the quality and consistency of My Happy Mind delivery through regular learning walks, pupil voice activities, and structured staff feedback, ensuring the programme is coherently embedded across the school. | Monitoring schedule is implemented. Feedback from learning walks, pupil voice, and staff surveys shows consistent and high-quality delivery. | SLT & PSHE lead | Termly      | Leadership time   |
| <b>4</b> | Launch and promote My Happy Mind parent resources, ensuring all families are able to access the app and associated materials, and providing targeted support to those who may face barriers to engagement.                                 | All parents receive access instructions. At least 70% of families engage with the app. Feedback indicates usefulness and accessibility.      | HT & PSHE lead  | Autumn term |                   |
| <b>5</b> | Facilitate regular opportunities for staff to reflect on their delivery of My Happy Mind, share best practice, and collaboratively address challenges, fostering a culture of continuous improvement.                                      | Termly staff meetings include reflection time. Best practice examples are documented and shared.                                             | SLT             | Termly      | 3 x Staff meeting |
| <b>6</b> | Ensure all relevant staff access ongoing CPD as new My Happy Mind units are introduced, maintaining high standards of delivery and up-to-date knowledge of best practice in personal development and well-being                            | Staff attend CPD linked to new units. Reflections show improved confidence and understanding                                                 | SLT             | Termly      | Staff meeting     |

|   |                                                                                                                                                                                                                                                      |                                                                                                   |                       |             |                 |
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| 7 | Use a range of evidence—including pupil surveys, behaviour data, and well-being indicators—to robustly assess the impact of My Happy Mind on pupils' emotional literacy, resilience, and overall well-being, with findings informing future planning | Data shows improvement in emotional literacy and resilience. Pupil voice confirms positive impact | HT, SLT & PSHE lead   | Termly      | Monitoring plan |
| 8 | Ensure My Happy Mind resources are accessible on the school website, supporting transparency, parental engagement, and equitable access for all stakeholders                                                                                         | School website promotes the use of MyHappyMind for all stakeholders.                              | HT, PSHE Lead & Admin | Summer term | Leadership time |

#### Evaluation/Impact

#### **Our Community**

All children learn about the world, celebrate what makes them special, and work together with their families and other schools to ensure everyone has a sense of belonging and feels proud of who they are.

- Become a centre of excellence for SEND by championing inclusive practice, supporting other schools to implement high-quality ordinarily available provision, and leading collaborative work across the Aldershot cluster to build shared expertise through CPD.
- Continue to create a strong sense of belonging by helping all children and families feel seen and supported, offering targeted help through the Talavera Family Support Hub, and building stronger links with our EAL community.

#### **Milestones**

| <b>Autumn</b>                                                                                                                                                                                                     | <b>Spring</b>                                                                                                                                                                                     | <b>Summer</b>                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• Cluster-wide SEND and OAP audit completed.</li> <li>• Ordinarily Available Provision launch across all cluster schools and areas for CPD have been identified</li> </ul> | <ul style="list-style-type: none"> <li>• Model Ordinarily available resource bank developed</li> <li>• CPD session implemented and support for training available from cluster schools</li> </ul> | <ul style="list-style-type: none"> <li>• CPD session implemented and support for training available from cluster schools</li> <li>• Cluster wide project shared with stakeholders</li> <li>• Celebration event held to showcase inclusive practice</li> </ul> |

|                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                              |                  |                             |
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| <ul style="list-style-type: none"> <li>The IDP team meets and finalises the strategic action plan, ensuring alignment with national guidance and the school's vision.</li> <li>Vision for equity and belonging is shared with staff and embedded in school documentation.</li> </ul> |                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>SENCo's have an understanding of best practice within cluster school's</li> <li>IDP team presents the Equality and Diversity Self-Evaluation Tool and action plan to all teaching staff.</li> <li>Staff demonstrate increased understanding of inclusive practice through discussion, feedback, and classroom application.</li> </ul> | <ul style="list-style-type: none"> <li>IDP team presents the Equality and Diversity Self-Evaluation Tool and action plan to all teaching staff.</li> <li>Staff demonstrate increased understanding of inclusive practice through discussion, feedback, and classroom application.</li> </ul> |                  |                             |
| <u>Monitoring</u><br>Audit and questionnaire<br>Learning walks, staff conferencing, pupil conferencing<br>Governor visits<br>SENCo observations of best practice within the cluster schools                                                                                          |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              | <u>Evaluation</u><br>Feedback from cluster SLT<br>HT & LLP review<br>HT governor reports<br>SIP Milestones                                                                                                                                                                                   |                  |                             |
| <b>Objective</b><br>Become a centre of excellence for SEND by championing inclusive practice, supporting othr schools to implement high-quality ordinarily available provision, and leading collaborative work across the Aldershot cluster to build shared expertise through CPD.   |                                                                                                                                                                                   | <b>Succes Criteria</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Lead Person</b>                                                                                                                                                                                                                                                                           | <b>Timescale</b> | <b>Cost</b>                 |
| 1                                                                                                                                                                                                                                                                                    | Develop and share a unified vision for inclusion and ordinarily available provision across the cluster schools which aligns with Hampshire's SEND guidance and graduated approach | A shared vision is co-created with SENCos and senior leaders and published across all cluster schools.                                                                                                                                                                                                                                                                       | HT & SENCo                                                                                                                                                                                                                                                                                   | Sum Term         | HT, SENCO & Leadership time |
| 2                                                                                                                                                                                                                                                                                    | Lead a cluster wide audit of current SEND and OAP practices using a questionnaire for all teaching staff and senior leadership teams                                              | Audit tool is distributed to all teaching staff and SLTs across the cluster.<br>At least 90% response rate from schools.                                                                                                                                                                                                                                                     | HT & SENCo                                                                                                                                                                                                                                                                                   | Aut term         | HT, SENCO & Leadership time |

|          |                                                                                                                                               |                                                                                                                                                                                                                                                                         |                                      |          |                                                       |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------|-------------------------------------------------------|
|          |                                                                                                                                               | Audit results are collated and analysed to identify common strengths and areas for development                                                                                                                                                                          |                                      |          |                                                       |
| <b>3</b> | Identify strengths and areas for development within the schools and use the findings to plan support and CPD across the cluster               | A summary report of audit findings is shared with all schools.<br>CPD priorities are clearly linked to identified needs.<br>CPD plan is agreed and scheduled with measurable outcomes for each session.                                                                 | HT & Cluster SENCos                  | Aut term | SENCo & Leadership time<br><br>Hampshire SEND advisor |
| <b>4</b> | Design and deliver termly CPD sessions focussed on pedagogy, adaptive teaching and SEND support strategies                                    | Three CPD sessions delivered across the academic year with 100% cluster school participation.<br>Staff feedback shows increased confidence and understanding of inclusive pedagogy.<br>Evidence of implementation observed through learning walks or staff reflections. | HT & Professional learning community | Termly   | Staff meetings & leadership time                      |
| <b>5</b> | Create a professional learning community for SENCos to share best practice, resources, case studies and use of Hampshire's e-learning modules | PLC is established with regular meetings (at least half-termly).<br>SENCos actively share resources, case studies, and reflections.<br>Use of Hampshire's e-learning modules is tracked and discussed within the PLC.                                                   | HT & Professional learning community | ½ termly | SENCo time                                            |

|   |                                                                                                                                |                                                                                                                                                                                                                       |                                      |         |                         |
|---|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------|-------------------------|
| 6 | Create a centralised bank of model resources eg visual scaffolds, regulation tools which are accessible to all cluster schools | Resource bank includes visual scaffolds, regulation tools, and inclusive planning templates. All schools have access via a shared platform. Usage is monitored and feedback collected to ensure relevance and impact. | HT & Professional learning community | Ongoing | SENCo & Leadership time |
|---|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------|-------------------------|

### Evaluation/Impact

| <b>Objective</b><br>Continue to create a strong sense of belonging by helping all children and families feel seen and supported, offering targeted help through the Talavera Family Support Hub, and building stronger links with our EAL community. |                                                                                                                                                                                                         | <b>Succes Criteria</b>                                                                                                                          | <b>Lead Person</b> | <b>Timescale</b> | <b>Cost</b>   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------|---------------|
| 1.                                                                                                                                                                                                                                                   | The Inclusion and Diversity Partnership (IDP) team will meet to finalise the school's strategic action plan, ensuring alignment with national guidance and the school's vision for equity and belonging | Children and families experience an inclusive school culture, while staff feel confident implementing a shared vision for equity and belonging. | IDP team & HT      | Autumn term      |               |
| 2.                                                                                                                                                                                                                                                   | IDP team will present the Equality and Diversity Self-Evaluation Tool and associated action plan to all teaching staff, fostering shared ownership and accountability for inclusive practice.           | Staff deepen their understanding of inclusive practice, leading to improved pupil engagement and a strong sense of belonging.                   | IDP team           | Autumn term      | Staff meeting |

|    |                                                                                                                                                                                         |                                                                                                                                                                |                  |                      |                      |
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| 3. | IDP leaders will attend relevant network meetings and convene regularly to monitor progress against the development plan, share best practice, and respond to emerging needs            | Leaders feel supported to continue to make ongoing improvements to inclusion                                                                                   | IDP team         | Ongoing              | Supply cover 3x pm   |
| 4. | The EAL Lead will complete the EMTAS (Ethnic Minority and Traveller Achievement Service) Award, strengthening expertise and provision for multilingual learners                         | Staff and leaders celebrate the success and achievement of the school through recognising excellent practice.                                                  | EAL leader & SLT | Summer term          | Leadership time      |
| 5. | In collaboration with EMTAS, the school will host regular coffee mornings to build connections with EAL families, foster a sense of belonging, and strengthen home-school partnerships. | EAL families feel more connected and involved in school life, leading to improved pupil confidence and stronger relationships between staff and the community. | EAL leader       | Ongoing -once a term | De-delegation budget |

**Evaluation/Impact**

**Attainment Milestones**  
**Year R % on track for GLD**

|                                   | Milestone 1 (Nov) |        | Milestone 2 (Feb) |        | Milestone 3 (Apr) |        | End of Year |        |
|-----------------------------------|-------------------|--------|-------------------|--------|-------------------|--------|-------------|--------|
|                                   | Target            | Actual | Target            | Actual | Target            | Actual | Target      | Actual |
| <b>All (90)</b>                   |                   | 34     | <b>51%</b>        | 55.5   | <b>62%</b>        |        | <b>72%</b>  |        |
| <b>Boys (44)</b>                  |                   | 34     | <b>45%</b>        | 55.8   | <b>55%</b>        |        | <b>65%</b>  |        |
| <b>Girls (46)</b>                 |                   | 34     | <b>52%</b>        | 55.3   | <b>65%</b>        |        | <b>78%</b>  |        |
| <b>FSM (3)</b>                    |                   | 33     | <b>100%</b>       | 33     | <b>100%</b>       |        | <b>57%</b>  |        |
| <b>Service (63)</b>               |                   | 33.3   | <b>54%</b>        | 57.8   | <b>63%</b>        |        | <b>72%</b>  |        |
| <b>EAL (68)</b>                   |                   | 35     | <b>42%</b>        | 55.2   | <b>53%</b>        |        | <b>66%</b>  |        |
| <b>SEND (17)</b>                  |                   | 0      | <b>10%</b>        | 0      | <b>15%%</b>       |        | <b>24%</b>  |        |
| <b>Summer Born (42)</b>           |                   | 26     | <b>40%</b>        | 57.1   | <b>51%</b>        |        | <b>62%</b>  |        |
| <b>Rabbit &amp; Hedgehog (30)</b> |                   | 40     | <b>54%</b>        | 63     | <b>63%</b>        |        | <b>73%</b>  |        |
| <b>Fox &amp; Mole (30)</b>        |                   | 37     | <b>47%</b>        | 60     | <b>60%</b>        |        | <b>75%</b>  |        |
| <b>Badger &amp; Squirrel (30)</b> |                   | 27     | <b>52%</b>        | 43     | <b>64%</b>        |        | <b>77%</b>  |        |

### Year 1 Reading -

|                 | End of Year R | Milestone 1 (Nov) |        | Milestone 2 (Feb) – 87 |        | Milestone 3 (Apr) |        | End of Year |        |
|-----------------|---------------|-------------------|--------|------------------------|--------|-------------------|--------|-------------|--------|
|                 |               | Target            | Actual | Target                 | Actual | Target            | Actual | Target      | Actual |
| All (89)        | 82            |                   | 76.4   | 80                     | 80     | 83                |        | 87          |        |
| Boys (47)       | 78.7          |                   | 70.4   | 74                     | 70.2   | 77                |        | 80          |        |
| Girls (42)      | 85.7          |                   | 88.4   | 90                     | 90.7   | 92                |        | 95          |        |
| FSM (7)         | 100           |                   | 66.7   | 80                     | 83.3   | 80                |        | 100         |        |
| Non FSM (82)    | 80.5          |                   | 77.1   | 80                     | 79.8   | 83                |        | 87          |        |
| Service (44)    | 84.1          |                   | 75     | 79                     | 82     | 83                |        | 87          |        |
| EAL (58)        | 77.6          |                   | 78     | 80                     | 79.4   | 80                |        | 82          |        |
| SEND (16)       | 42.9          |                   | 41.7   | 50                     | 40     | 55                |        | 60          |        |
| SEN Sup (11)    | 71.4          |                   | 50     | 57                     | 45     | 65                |        | 80          |        |
| In year         |               |                   | 75     | 80                     | 62.5   | 84                |        | 87          |        |
| AGD             |               |                   |        |                        |        |                   |        | 20          |        |
| CWSW (4)        |               |                   | 25     |                        | 50     |                   |        |             |        |
| Young Carer (3) |               |                   | 66     |                        | 66     |                   |        |             |        |

### Year 1 Maths –

|                  | End of Year R | Milestone 1 (Nov) |        | Milestone 2 (Feb) |        | Milestone 3 (Apr) |        | End of Year |        |
|------------------|---------------|-------------------|--------|-------------------|--------|-------------------|--------|-------------|--------|
|                  |               | Target            | Actual | Target            | Actual | Target            | Actual | Target      | Actual |
| All (89)         | 82            |                   | 79.8   | 81                | 77.8   | 84                |        | 87          |        |
| Boys (47)        | 80.9          |                   | 76.7   | 78                | 72.3   | 80                |        | 82          |        |
| Girls (42)       | 83.3          |                   | 88.4   | 90                | 83.7   | 92                |        | 95          |        |
| FSM (7)          | 100           |                   | 66.7   | 80                | 66.7   | 80                |        | 100         |        |
| Non FSM (82)     | 80.5          |                   | 80.6   | 82                | 78.6   | 84                |        | 87          |        |
| Service (44)     | 84.1          |                   | 81.8   | 84                | 82     | 86                |        | 87          |        |
| EAL (58)         | 75.9          |                   | 81.4   | 82                | 77.8   | 82                |        | 82          |        |
| SEND (16)        | 50            |                   | 33.3   | 50                | 33.3   | 60                |        | 65          |        |
| SEN Sup (11)     | 71.4          |                   | 50     | 55                | 36     | 60                |        | 66          |        |
| In year          |               |                   | 75     |                   | 62.5   |                   |        | 87          |        |
| AGD              |               |                   |        |                   |        |                   |        | 22          |        |
| CWSW (4)         |               |                   | 25     |                   | 25     |                   |        |             |        |
| Young Carers (3) |               |                   | 66     |                   | 66     |                   |        |             |        |

**Year 1 Writing**

|                 |               | Milestone 1 (Nov) |        | Milestone 2 (Feb) |        | Milestone 3 (Apr) |        | End of Year |        |
|-----------------|---------------|-------------------|--------|-------------------|--------|-------------------|--------|-------------|--------|
|                 | End of Year R | Target            | Actual | Target            | Actual | Target            | Actual | Target      | Actual |
| All (89)        | 78.7          |                   | 76.4   | 77                | 75.6   | 79                |        | 80          |        |
| Boys (47)       | 74.5          |                   | 69.6   | 71                | 70.2   | 73                |        | 75          |        |
| Girls (42)      | 83.3          |                   | 83.7   | 84                | 81.4   | 85                |        | 86          |        |
| FSM (7)         | 100           |                   | 66.7   | 80                | 66.7   | 100               |        | 100         |        |
| Non FSM (82)    | 76.8          |                   | 77.1   | 79                | 76.2   | 81                |        | 83          |        |
| Service (44)    | 79.5          |                   | 78.8   | 80                | 82     | 82                |        | 85          |        |
| EAL (58)        | 74.1          |                   | 76.3   | 78                | 74.6   | 80                |        | 82          |        |
| SEND (16)       | 35.7          |                   | 33.3   | 37                | 33.3   | 40                |        | 45          |        |
| SEN Sup (11)    | 57.1          |                   | 50     | 50                | 36     | 55                |        | 60          |        |
| In year         |               |                   | 75     |                   | 50     |                   |        | 80          |        |
| AGD             |               |                   |        |                   |        |                   |        | 15          |        |
| CWSW (4)        |               |                   | 25     |                   | 25     |                   |        |             |        |
| Young Carer (3) |               |                   | 66     |                   | 66     |                   |        |             |        |

**Year 2 Reading**

|                  |               | Milestone 1 (Nov) |        | Milestone 2 (Feb) |        | Milestone 3 (Apr) |        | End of Year |        | School |
|------------------|---------------|-------------------|--------|-------------------|--------|-------------------|--------|-------------|--------|--------|
|                  | End of Year 1 | Target            | Actual | Target            | Actual | Target            | Actual | Target      | Actual | 2019   |
| All (112)        | 86.6          | 87%               | 88.1   | 88%               | 88.4   | 89%               |        | 90%         |        | 79     |
| Boys (55)        | 83.6          | 84%               | 82.9   | 85%               | 85     | 86%               |        | 87%         |        | 76     |
| Girls (57)       | 89.5          | 90%               | 90.2   | 90%               | 91.6   | 90%               |        | 90%         |        | 84     |
| FSM (6)          | 100           | 100%              | 100    | 100%              | 83.3   | 100%              |        | 100%        |        | 100    |
| Non FSM (106)    | 86.1          | 86%               | 87.6   | 87%               | 88.6   | 88%               |        | 89%         |        | 78     |
| Service (56)     | 87.5          | 88%               | 91.8   | 88%               | 92     | 88%               |        | 88%         |        | 84     |
| EAL (76)         | 85.6          | 86%               | 86.3   | 86%               | 87.8   | 86%               |        | 86%         |        | 76     |
| SEND (21)        | 44.5          | 45%               | 55     | 45%               | 47.6   | 45%               |        | 45%         |        | 29.8   |
| SEN Supp (9)     | 66.6          | 67%               | 50     | 67%               | 33.3   | 67%               |        | 67%         |        | 19.6   |
| In year (11)     | 57.1          |                   | 66.7   |                   | 54.6   |                   |        |             |        | 33.3   |
| AGD              | 17            | 17%               | 21.2   | 20%               | 19.2   | 25%               |        | 31%         |        | 31     |
| CWSW (5)         |               |                   | 80     |                   | 100    |                   |        |             |        |        |
| Young Carers (4) |               |                   | 100    |                   | 100    |                   |        |             |        |        |

**Year 2 Maths**

|                  |               | Milestone 1 (Nov) |        | Milestone 2 (Feb) |        | Milestone 3 (Apr) |        | End of Year |        | School |
|------------------|---------------|-------------------|--------|-------------------|--------|-------------------|--------|-------------|--------|--------|
|                  | End of Year 1 | Target            | Actual | Target            | Actual | 2019              | Actual | Target      | Actual | 2019   |
| All (112)        | 80.3          | 80%               | 77.6   | 80%               | 78.4   | 80%               |        | 80%         |        | 78     |
| Boys (55)        | 78.1          | 79%               | 75.5   | 79%               | 73.4   | 81%               |        | 83%         |        | 78     |
| Girls (57)       | 82.4          | 84%               | 80.4   | 84%               | 83.4   | 85%               |        | 85%         |        | 78     |
| FSM (6)          | 50            | 88.8%             | 40     | 88.8%             | 33.3   | 100%              |        | 100%        |        | 71     |
| Non FSM (106)    | 81.5          | 82%               | 79.7   | 82%               | 80.7   | 84%               |        | 84%         |        | 79     |
| Service (56)     | 89.3          | 90%               | 86.9   | 90%               | 87.1   | 90%               |        | 90%         |        | 85     |
| EAL (76)         | 76.3          | 78%               | 73.8   | 80%               | 75.6   | 82%               |        | 84%         |        | 79     |
| SEND (21)        | 38.9          | 50%               | 45     | 50%               | 33.4   | 50%               |        | 50%         |        | 32.7   |
| SEN Supp (9)     | 66.6          | 67%               | 50     | 67%               | 33     | 67%               |        | 67%         |        | 33.1   |
| In year (11)     | 64.3          |                   | 50     |                   | 45.5   |                   |        | 80%         |        | 44.4   |
| AGD              | 10.7          | 16%               | 7.6    | 18%               | 6.7    | 20%               |        | 22%         |        | 22     |
| CWSW (5)         |               |                   | 40     |                   | 60     |                   |        |             |        |        |
| Young Carers (4) |               |                   | 100    |                   | 75     |                   |        |             |        |        |

**Year 2 Writing**

|                  |               | Milestone 1 (Nov) |        | Milestone 2 (Feb) |        | Milestone 3 (Apr) |        | End of Year |        | School |
|------------------|---------------|-------------------|--------|-------------------|--------|-------------------|--------|-------------|--------|--------|
|                  | End of Year 1 | Target            | Actual | Target            | Actual | Target            | Actual | Target      | Actual | 2019   |
| All (112)        | 74.2          | 75%               | 71.2   | 76%               | 74.2   | 77%               |        | 79%         |        | 75     |
| Boys (55)        | 70.8          | 71%               | 65     | 73%               | 68.4   | 75%               |        | 77%         |        | 69     |
| Girls (57)       | 77.2          | 78%               | 77.1   | 80%               | 80     | 82%               |        | 84%         |        | 81     |
| FSM (6)          | 25            | 25%               | 40     | 50%               | 33     | 100%              |        | 100%        |        | 100    |
| Non FSM (106)    | 76            | 70%               | 70.8   | 72%               | 76.3   | 74%               |        | 76%         |        | 76     |
| Service (56)     | 83.9          | 84%               | 77.1   | 85%               | 79.1   | 86%               |        | 87%         |        | 82     |
| EAL (76)         | 71.1          | 72%               | 70     | 73%               | 74.4   | 74%               |        | 75%         |        | 73     |
| SEND (21)        | 27.8          | 28%               | 20     | 28%               | 14.3   | 30%               |        | 30%         |        | 21.7   |
| SEN Supp (9)     | 50            | 50%               | 20     | 50%               | 11     | 60%               |        | 60%         |        | 19.6   |
| In year (11)     | 50            |                   | 66.7   |                   | 54.6   |                   |        |             |        | 33.3   |
| AGD              | 5.4           | 6%                | 5.1    | 10%               | 6.7    | 15%               |        | 19%         |        | 19     |
| CWSW (5)         |               |                   | 40     |                   | 40     |                   |        |             |        |        |
| Young Carers (4) |               |                   | 100    |                   | 75     |                   |        |             |        |        |

### **Key School Staff:**

Head teacher (HT) = Debbie Cook

Deputy Head Teacher (DHT) Sarah Jane Jackson

Early Years Leader (EY) Natalie Osborn

Maths Leader (ML) = Natalie Osborn/ John Rendle

English Leader (EL) = Sarah Jane Jackson

Special Educational Needs Coordinator (SENCo) = Sarah McAlindin

### **Key Governors**

Link Governor English =

Link Governor Maths=

Link Governor SEN=

Link Governor Pupil Premium =

Link Governor Safeguarding =

### **External Support:**

Leading Learning Partner (LLP)= Michaela Barber

Hampshire Early Years advisor = Lisa Sancisi

Hampshire English advisor (HIAS) = Hannah Robinson

Hampshire Maths advisor (HIAS) =Jacqueline Clift