2025-26 RAP

Term 1	Wk1: 1.9.25	Wk 2: 8.9.25	Wk 3: 15.9.25	Wk 4: 22.9.25	Wk 5: 29.9.25	Wk 6:6.10.25	Wk 7: 13:10.25	Wk 8: 20.10.24	T1 and T2 Priority Milestones:	T1 Impact
Priority 1: Vision - All children will thrive academically, socially and personally because of the school's mission – focusing specifically on disadvantaged children.	INSET (SB) Assembly Plan complete NF/BV	Annual Extensive Opportunites Planner complete Attendance Review for 24/25 focused on persitently absent NF	Devise paremeters for SEND parent engagement group 18.9.25 AW RB Enrichment planning linked to school mission	Publicise SEND parent engagement group 25.9.25 AW and RB Enrichment planning linked to school mission	Circulate Inclusion Expectations doc for review (SB/Trust) Staff begin researching how oracy scripts can support disadvantaged children.		SEND Parent Group 1st meeting SB JT		A There is a named leader for multi-lingual children, and they have a secure understanding of the school's position with reference to the Leaf multilingual strategy. 1B Teachers have begun reading research pertaining to oral rehearsal and sentence stems 1B Research groups have been set in line with chosen criteria 1C Expectations around attendance are clearly communicated to all families 1C The role of staff in challenging absence is codified. 1D research and nest practice in school's approach to high expectations around neurodiversity, engagement and attendance. (JT/CD) 1D: Create SEND parents' engagement group. 1E Skills and knowledge audit of Enrichment offer linked to school mission. (RB/AW) 1E Teachers plan new ambitious enrichment sessions to deliver in T2 1E: Visit/ Visitor annual planner updated	Short Term: End of term 2 1A: Newly arrived multi-lingual children benefit from an enhanced induction checklist. 1B: Some children are experiencing some oracy techniques via PGP R&D. 1C: Children who are persistently absent, and who are subject to attendance process, are showing improved attendance. EYFS, Year 1, RB and Year 4 show improved attendance in comparison to the same period 24-25. 1D: N/A 1E: Children are beginning to experience a wider range of ambitious enrichment activities, linked to the school's mission.
Priority 2: Writing - Further refine the writing strategy so that all children excel in writing, especially those experiencing disadvantage or those who could achieve the greater depth standard.	INSET (Laura and Gemma)		Shifting the dial staff meeting focuses on transciptional and fluency barriers to writing for disadvantaged boys at risk of not achieving EXS	Leaf Spotlight visit with FK with a focus on writing 24.9.25 Staff trained on new narrative progression.		Train staff on adaptive teaching in Reading and Writing during direct instruction.			Teachers' planning shows effective progression within and between narrative units. Teachers' are beginning to use new proscribed adaptive teaching strategies, although with varied fidelity. Staff plan opportunities for purposeful publishing. Teachers' planning shows effective narrative progression relating to plot. EYFS & Y1 teachers are beginning to use story mapping within	Short Term: End of term 2 There is an increase in the number of children on track to achieve EXS and GDS in all year groups Ward round / Instructional coaching shows that children are receiving high quality adaptive teaching strategies to support them in achieving EXS and GDS
Priority 3: Curriculum - Continue to review and refine the wider curriculum so that more children know and remember more.	INSET (Josh and Caroline)	Music Development Plan meeting SB SP EC 10.9					Introduce new MfL scheme Review PSHE Scheme	Friday 24.10. INSET	End of Term 2 In MfL & PSHE, teachers are beginning to use agreed skeleton plans based the newly developed knowledge development document. Skeleton plans will demonstrate the structure and display key objectives that must be taught Leaders are using PSHE themes in assembly planning – particularly for areas not covered as in depth by PSHE teaching	Short Term: End of term 2 Children are receiving accurate and effective MfL lessons. Children are receiving lessons that are selectively chosen to ensure that all statutory requirements are given in MfL. Children are being taught PSHE lessons using the standard slide deck format
MAINTAINING / EMBEDDING/INCLUSION ACTIONS:		SEND Surgeries 10.9 & 11.9 LBS Safeguarding Training 10.9.25 Leaf HT Growth Day 11.9.25				Leaf Safeguading Review with Kirsty Croasdale 7.10.25		Leaf SEND Review 22.10.25		
DATA/ PM/ PPM TASKS:			15.9.24 Vulnerable Families Mtg			PM Reviews	13.10.25 Vulnerable Families Meeting	Inset Day 24.10		
STAFF MEETINGS	Writing: Handwriting BH	Meet the Teacher Include Mission slide and how it links to your year grouo. Plus a slide om attendance and punctuality	Attendance Shifting the Dial for WTS writers BH	Writing - Narrative Progression (EG)	PGP - Oracy Scripts (BH)	Writing - Adaptive Teaching Direct Instruction EG	Language Angels and Jigsaw	Parents Evening		
SLT MEETINGS		Maths book look Multilingual Strategy Agree Instructional coaching teams Arrange PPM teams	Writing book look Plan spotlight visit (invite Laura)	Enquiry book look PM Prep	Champion 20% book look					
LEAF Governance		FGB 8.9.25 6.15pm Governor Devopment Day 9.9.25								