Our vision

Exceptional. Together.



Our mission

#together we create a unique organisation with high expectations for our children and people that make us #exceptional.

We are...

5
schools

200+
colleagues

1200+
children

We lead with our values...

#friendly #growth #trust

At Edukos Trust, we will...

Education

Provide an exceptional education which prepares our children for the next stage of life.

Infrastructure

Provide efficient and effective use of our resources ensuring long term sustainability.

People

Provide a supportive and innovative community in which our specialists in education and care can collaborate.

Growth

Provide opportunities that increase capacity, building strong relationships, strong leadership and an exceptional reputation.











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Our ambition is that those in Edukos Trust will...

benefit from a curriculum which is broad, sequenced and knowledge rich.

attend a school rated at least Good or Outstanding for QoE; or are at a school which is moving rapidly towards Good.

be supported to aspire to meet the national expectation in Reading, Writing and Maths.

benefit from a consistent, exceptional offer where children are considered as disadvantaged.

experience a safe, supportive and friendly environment in which they are encouraged to attend regularly.

be supported by a Centralised Finance function enabling resources to be allocated efficiently; balancing short-term and long-term needs.

benefit from the use of financial data and knowledge to build a strong, long-term plan making best use of resources and help to spot ways to improve and work more efficiently.

benefit from a capital strategy using additional funding

be supported to build reserves, providing sufficient contingency for cashflow, unplanned & urgent expenditure.

have access to strong a financial MIS, ensuring data compliance, effective oversight & robust risk management.

experience a working environment which is restorative and supportive.

be provided with a strong, well sequenced and planned programme of CPD, equipping them with the knowledge and skills to deliver a high ambition curriculum for all.

be able to access our engagement plan which aims to improve and develop a manageable workload, prioritised wellbeing and promotion of equality, diversity and inclusivity.

be recognised as an employer with a culture of enhanced and sustained HR practices.

be part of a strong, growing and sustainable trust.

benefit from a renowned provision, supporting our most vulnerable children.

enjoy strong collaborative links within and beyond Edukos Trust.

experience a thriving, sustainable, Governance and Leadership structure.

investing in the devlopment of people; providing opportunities for growth.

Our school aim is to respect and nurture everyone in our community.

At BSN we lead with our values of respect, resilience, nurture and community.

We are...

10 classes

50+ colleagues

275+ children

Beverley St Nicholas Primary School

At Beverley St Nicholas Primary School, our key foci will be...

Attainment

To improve attainment and progress in reading, writing and mathematics across all phases of the school by securing consistently high-quality teaching and by strengthening foundational knowledge and skills.

Inclusion

To develop a consistently inclusive, nurturing and aspirational school culture in which the needs of all pupils are met and pupils experiencing social, emotional or mental health barriers, are identified accurately and addressed promptly.

Attendance and Behaviour

Strengthen the school's role at the heart of its community through trusted relationships with pupils, families and local partners. Ensure every child and family feels welcomed, valued and a sense of belonging by increasing opportunities for participation, while promoting regular attendance and positive behaviour.









School Development Plan '26

Attainment

To improve attainment and progress in reading, writing and mathematics across all phases of the school by securing consistently high-quality teaching and by strengthening foundational knowledge and skills.

- Ensuring that all pupils, including disadvantaged pupils and those with **SEND**, achieve their full potential.
- Secure pupils' foundational knowledge and develop a culture of language, reading and vocabulary from **EYFS** onwards.
- Further strengthen the quality and consistency of teaching in English and maths.

Inclusion

To develop a consistently inclusive, nurturing and aspirational school culture in which the needs of all pupils are met and pupils experiencing social, emotional or mental health barriers, are identified accurately and addressed promptly.

- To further strengthen the prompt identifcation and assessment of needs.
- Fully embed high quality adaptive teaching and improve **SEND** support and in class provision.
- Embed the Six Principles of Nurture

Attendance and Behaviour

Strengthen the school's role at the heart of its community through trusted relationships with pupils, families and local partners. Ensure every child and family feels welcomed, valued and a sense of belonging by increasing opportunities for participation, while promoting regular attdance and positive behaviour.

- Work collaboratively with families and external agencies to identify and address barriers to regular attendance, reduce persistent absence and increase the proportion of pupils attending school consistently
- To provide meaningful opportunities for pupils, families, staff and partners to work together, develop pride in the school and contribute positively to school life.
- Strengthen behaviour, relationships and attitudes to learning.

Provide an exceptional education which prepares our children for the next stage of life.

Development Plan – Attainment

Objective 1

Ensuring that all pupils, including disadvantaged pupils and those with **SEND**, achieve their full potential

Key Actions:

- Refine lesson design so new learning builds securely on prior knowledge and misconceptions are addressed promptly.
- Embed consistent retrieval, recall, modelling, guided practice and feed-forward approaches.

Success Indicators:

- ARE and Greater Depth outcomes improve from agreed autumn baselines.
- Disadvantaged pupils and pupils with **SEND** make improved progress from their starting points.
- Assessment shows improved reading fluency, vocabulary, writing accuracy and mathematical fluency.

Objective 2

Secure pupils' foundational knowledge and develop a culture of language, reading and vocabulary from **EYFS** onwards.

Key Actions:

- Use assessment to identify gaps in reading fluency, writing transcription and mathematical fluency.
- Provide timely, targeted support alongside high-quality classroom teaching, with clear entry and exit criteria.
- Strengthen arithmetic, number fluency and multiplication knowledge, particularly in Key Stage 2.
- Ensure pupils secure handwriting, spelling, sentence construction and vocabulary before moving to more complex tasks.
- Implement **NELI** screening and intervention to identify and address speech, language and communication needs early.
- Embed **ShREC** and Talk Through Stories in **EYFS** to secure high-quality interactions and explicit vocabulary teaching.

Success Indicators:

- Disadvantaged pupils and pupils with **SEND** make improved progress from their starting points.
- Assessment shows improved reading fluency, vocabulary, writing accuracy and mathematical fluency.

Objective 3

Further strengthen the quality and consistency of teaching in English and maths.

Key Actions:

- Identify pupils working just below **ARE** and provide precise, time limited teaching and support.
- Sustain strong phonics practice and extend fluency, comprehension and vocabulary development across school.
- Strengthen staff subject knowledge through targeted **CPD**, modelling, practice and feedback.

Success Indicators:

- Assessment shows improved reading fluency, vocabulary, writing accuracy and mathematical fluency.
- Combined **KS2** reading, writing and mathematics attainment improves from the previous published outcome.
- Disadvantaged pupils and pupils with **SEND** make improved progress from their starting points.
- Monitoring demonstrates that teaching builds on prior knowledge and provides sufficient support and challenge.

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Development Plan – Inclusion

Objective 1

To further strengthen the prompt identifcation and assessment of needs.

Key Actions:

- Embed a whole-school process for identifying academic, communication, sensory, social, emotional and mental health needs.
- Ensure the graduated approach of Assess, Plan, Do and Review is used consistently.
- Strengthen communication between teachers, the SENCO, DSLs, nurture and pastoral staff, and senior leaders.
- Ensure cause-for-concern processes lead to clear assessment, action and review.
- Seek specialist advice promptly and translate recommendations into practical classroom strategies.

Success Indicators:

- Staff identify needs promptly and use Assess, Plan, Do and Review consistently.
- Support plans are precise and agreed adaptations are implemented consistently.
- Pupils with SEND make improved progress from their starting points.

Objective 2

Fully embed high quality adaptive teaching and improve SEND support and in class provision.

Key Actions:

- Provide development on scaffolding, modelling, checking understanding and using concrete and visual support.
- Match learning to pupils' knowledge and identified needs while maintaining ambitious expectations.
- Develop staff confidence in adapting for communication, sensory, attention and SEMH needs.
- Monitor and share effective inclusive practice through learning walks, scrutiny and pupil case studies.

Success Indicators:

- Learning is closely matched to the needs of the children, evidenced by carefully and timely monitoring.
- Disadvantaged pupils and pupils with SEND make improved progress from their starting points.
- Provision in classrooms support the needs of the identified children.

Objective 3

Embed the Six Principles of Nurture

Key Actions:

- Provide whole school development on the Six Principles of Nurture and their application.
- Agree what each principle looks like in classrooms, shared spaces, routines and adult interactions.
- Ensure environments are predictable, calm, safe and communication friendly.
- Use developmental understanding without lowering expectations.
- Use language to support emotional literacy, co-regulation and safe communication.
- Plan carefully for daily, class, phase and school transitions.
- Audit nurture practice and use pupil voice to evaluate safety and belonging.
- Use Boxall Profiles systematically.

Success Indicators:

- Boxall evidence demonstrates improvement against identified developmental needs.
- Pupils identify trusted adults and strategies that help them regulate.
- The Six Principles of Nurture are evident across routines, environments, interactions and transitions.
- Nurture, ELSA and therapeutic support have clear outcomes and review evidence.

Provide an exceptional education which prepares our children for the next stage of life.

Development Plan – Attendance & Behaviour

Objective 1

Work collaboratively with families and external agencies to identify and address barriers to regular attendance, reduce PA and increase the proportion of pupils attending school consistently

Key Actions:

- Speak directly with pupils and families to understand absence.
- Consider anxiety, SEND, bullying, relationships, transport, housing, health, family circumstances and school experience.
- Address school-based barriers promptly and involve relevant leaders and agencies.
- Develop individual attendance plans with actions, responsibilities and review dates.
- Make reasonable adjustments where SEND or health needs affect attendance.
- Use supportive communication while remaining clear about expectations and statutory responsibilities.
- Plan sensitive reintegration following extended absence, suspension or emotionally based school avoidance

Success Indicators:

- Overall attendance improves and persistent absence reduces from agreed baselines.
- Identified vulnerable groups and pupils with attendance plans demonstrate measurable improvement.

Objective 2

To provide meaningful opportunities for pupils, families, staff and partners to work together, develop pride in the school and contribute positively to school life.

Key Actions:

- Communicate regularly in accessible, respectful and non-judgemental ways.
- Continue coffee mornings, stay-and-play sessions, workshops and informal opportunities to meet staff.
- Provide clear routes for families to seek support and share concerns.
- Review participation and adapt approaches for groups who engage less often.
- Gather family voice and communicate how feedback has influenced decisions.
- Offer varied opportunities including curriculum workshops, performances, shared reading, gardening and family learning.

Success Indicators:

- Parent and carer participation increases and includes a broader range of families.
- Family voice indicates increased confidence in approaching and communicating with school.
- Pupils report a strong sense of belonging and pride.
- Partnerships provide identifiable benefits for pupils and families.
- Pupil leadership contributes directly to community projects and decisions.

Objective 3

Strengthen behaviour, relationships and attitudes to learning.

Key Actions:

- Maintain a relational approach while ensuring appropriate boundaries, accountability and consequences.
- Make reasonable adjustments without lowering expectations for safety and respect.
- Ensure pupils return positively to learning following incidents.
- Involve families in reviewing strategies where concerns persist.
- Review behaviour information at whole-school, class, group and individual level.
- Analyse patterns by incident type, location, time, lesson, pupil group and possible trigger.
- Monitor repeated incidents rather than viewing each event in isolation.
- Review consistency in the use of behaviour stages.

Success Indicators:

- Pupils understand behaviour expectations and staff implement stages consistently.
- Repeated behaviour incidents reduce and restorative practice is evident.
- Pupils report that adults respond effectively to unkindness, bullying and behaviour concerns.
- Behaviour, attendance and engagement improve for pupils receiving targeted support.