



# School Improvement Plan 2025-2026

Links to Ofsted Framework		Achievement and Curriculum & Teaching	Achievement and Curriculum & Teaching	EYFS
Rationale		The three-year trend for outcomes shows that attainment has improved slightly but outcomes for Phonics in Year 1 are still below the national (bottom 40%). The gap between Disadvantaged and Non-Disadvantaged was higher than National (School 25.9% National 13.1%)	The three-year trend for outcomes shows that attainment for expected at the end of KS1 has improved in Reading, Writing and Maths every year and is in line or better than National. However, outcomes for Greater Depth are not improving as quickly as we would like. Writing remains a development point for all year groups.	Outcomes show that attainment at GLD has improved over the last 3 years, however this needs to be further improved to be in line with National.
Intent		<b>KP1. To improve outcomes for the Year 1 (and end of year 2 retakes) Phonics Screening Check to be in line or better than National.</b>	<b>KP2. To improve outcomes in Writing across the Whole School to be in line with National.</b>	<b>KP3. To improve GLD outcomes</b>
Implementation		<ul style="list-style-type: none"> <li>-ensure we are using Little Wandle Assessments and Heat Maps to plan targeted support.</li> <li>-ensure all staff are following the planning from the scheme (showing fidelity to the scheme).</li> <li>-ensure staff are attending the weekly CPD with our Phonics Lead.</li> <li>-ensure the Phonics Lead continues to work with the English Hub to support her own CPD.</li> <li>-ensure we are using the correct terminology and are consistent in the language used when teaching e.g. shuffle time to reduce the cognitive overload for children.</li> <li>-ensure our interventions focus on narrowing the gap between SEN &amp; Non-SEN and Disadvantaged &amp; Non-Disadvantaged children</li> <li>-ensure bottom 20% are heard read daily.</li> </ul>	<ul style="list-style-type: none"> <li>--plan for and having high expectations to support building stamina for writing.</li> <li>-ensure we are creating excitement for/fostering a love of creative writing.</li> <li>-ensure we are planning for and writing for a purpose where possible.</li> <li>-ensure there is a vocabulary rich environment in all classrooms.</li> <li>-ensure we have a clear teaching sequence for writing, so children learn the skills they need to be able to write.</li> <li>-ensure we are providing challenge for all children in Writing lessons.</li> <li>-ensure we are using Little Wandle to support our learners.</li> <li>-continue to use quality texts to support our writers and expose them to wider vocabulary.</li> <li>-continue to teach handwriting explicitly to the children to support improvement.</li> <li>-continue to use Working Walls consistently and share the WAGOLL at the start of the teaching sequence.</li> </ul>	<ul style="list-style-type: none"> <li>--continue to adapt planning to meet the needs of all the children through observation and assessments.</li> <li>-ensure there is a focus on providing opportunities for Communication &amp; Language and vocabulary and questioning is planned for all staff to use.</li> <li>-ensure there is a focus on providing opportunities and having high expectations of Dispositions &amp; Attitudes.</li> <li>-ensure we are planning for and providing challenge for all children in EYFS.</li> <li>-ensure there are opportunities for mark making and writing throughout provision</li> <li>-ensure there is a vocabulary rich environment in EYFS</li> <li>-ensure there are books and key texts in all areas</li> <li>-ensure resources are labelled effectively and children are encouraged to independently enhance their learning</li> </ul>
Impact		Outcomes in Year 1 Phonics will be inline or higher than National (Target 83%). The gap will have been narrowed between our disadvantaged and non-disadvantaged to be with the National gap (Target 5% - PP 75% Non 80%)	Outcomes for Writing will have improved across the school and we will be in line or better than National in all year groups. (Targets End of KS1 GD 14%)	Outcomes will have improved in Communication & Language and Dispositions & Attitudes and therefore overall GLD will be in line or higher than National. (Target 75%)



# School Improvement Plan 2025-2026

Key Priority

Rationale

Intent

Implementation

Impact

Links to Ofsted Framework

## Inclusion and Curriculum & Teaching

Pupil Book & Floor Book scrutiny's show that scaffolding and adult interactions provided for children has improved, especially the use of individual targeted books for children with significant SEN needs and those targeted to achieve accelerated progress, however this could be further strengthened to improve attainment at EXP/GDS and to narrow the gap between our SEN and Non-SEN and the Disadvantaged and Non-Disadvantaged.

Leadership evidence shows that some subject leaders' knowledge of the impact of the curriculum on outcomes could be further strengthened. With a particular focus on how to improve outcomes for our children who have SEN or are Disadvantaged

**KP4. To ensure teachers adapt the curriculum appropriately to meet the needs of all pupils to ensure we are diminishing the difference for our vulnerable learners**

- ensuring planning clearly identifies learning for children with SEN/other vulnerable learners and support needed
- ensuring manipulatives are consistently out at tables to support learning
- ensure we are providing challenge for all children
- ensuring we continue to assess, target set and use interventions to support children to make accelerated progress.
- continue to use advice and targets from other professionals to support our learners.
- continue to ensure planning is adapted according to assessments to ensure we are meeting the needs of the learners.
- ensure all staff are clear on their role as a teacher of SEND and have read the SEND Code of Practice (section 6).
- ensure all subject leaders are aware of the inclusion for their subjects and are supporting staff/ sharing any resources or information.
- ensure subject leads are looking at the difference for our vulnerable and non-vulnerable learners during analysis to challenge staff and target set.

The gap between our SEN & Non-SEN and PP & Non-PP will have narrowed.

## Behaviour & Attendance

Attendance has improved over the last 2 years but is not yet in line with National. It is the persistently absent children/families that need continued targeted support. These children are often SEN/PP.

**KP5. To improve attendance, particularly Persistently Absent Children to be in line with National**

- continue to work with the families of our persistently absent children
- ensure rigorous scrutiny of attendance
- ensure we continue to set review periods for absence monitoring.
- all staff to challenge parents/carers about absence (list of targeted children to be shared with staff)
- continue to raise the profile of attendance with our parents so they understand the importance – website, reports, newsletters

Our overall attendance will be in line with national (Target 95%) The % of Persistent Absences will be in line with national (Target 12.5%)

## Church School

The children have an understanding of our four school values/foundations, but some have limited real life opportunities to serve the community.

**KP6. To further strengthen children's understanding of the school value/foundation 'Serve' by creating real life opportunities to serve our community.**

- provide opportunities for children to serve the community (Autumn Term bag packing for the local food bank)
- ensuring we are using the term 'Serve' with the children consistently.
- continue to use bucket filling and dojos to praise children who are showing the value of 'serve'.
- ensure we plan for opportunities to serve within school e.g. playground pals, young leaders, pupil voice, collective worship monitors.

Children will understand the term 'Serve' and be able to talk about how they can serve the community.