# School Improvement Plan

# 2026 - 2027

| OBJECTIVES FOR 2026 2027 | |
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| Objective 1 | To improve whole school attendance with a particular focus on reducing persistent absence and narrowing the attendance gap for disadvantaged and SEND pupils. |
| Objective 2 | To continue to raise standards in writing |
| Objective 3 | To ensure that our universal offer for teaching and learning is consistent and effective. |
| Objective 4 | To increase the focus on the attainment and progress of disadvantaged pupils across Key stage 2 |

| OBJECTIVE 1 - To improve whole school attendance with a particular focus on reducing persistent absence and narrowing the attendance gap for disadvantaged and SEND pupils. | | | | | | |
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| ACTION | MILESTONES | SUCCESS CRITERIA | MONITORING (WHO BY AND HOW OFTEN) | PERSON RESPONSIBLE | BUDGET /RESOURCE IMPLICATIONS | OFSTED FRAMEWORK |
| Continue to develop and implement a robust data-driven attendance monitoring system with fortnightly tracking of key groups, including disadvantaged, SEND and persistently absent pupils. | Review attendance data fortnightly to identify pupils in need of targeted intervention plans, where they are at risk of persistent absence.<br><br>Review the format and effectiveness of data to drive improved attendance by the end of the academic year 25/26.<br><br>Engage fully with the RISE programme to access external expertise, challenge and support in improving attendance systems and practice – ongoing. | Continued improved attendance with a particular focus on reducing persistent absence.<br><br>Improved attendance data for disadvantaged and SEND pupils.<br><br>Clear and detailed attendance monitoring data is used to inform targeted actions.<br><br>Governors are fully informed about this important area. | Reports to Governors on School attendance at every Pastoral and FGB meeting. | Amanda Ralph | Insight - £945 | Attendance & Behaviour |

| OBJECTIVE 2 - To continue to raise standards in writing | | | | | | |
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| ACTION | MILESTONES | SUCCESS CRITERIA | MONITORING (WHO BY AND HOW OFTEN) | PERSON RESPONSIBLE | BUDGET /RESOURCE IMPLICATIONS | OFSTED FRAMEWORK |
| New English leader and new Deputy Headteacher to undertake learning walks of English to establish current strengths and weaknesses. | Learning walks – Autumn term 1<br><br>English action plan – Autumn term 1 | New leadership have a clear view of where English curriculum and teaching and learning sits.<br><br>A plan is in place for moving forward the teaching and learning in this aspect of the English curriculum. | Presentation to Teaching and Learning committee meeting on action plan – Term 3 | Kirstie Brown – English leader<br><br>Angela Woodgate – Deputy Headteacher | N/A | Curriculum and teaching<br><br>Achievement<br><br>EYFS |
| To implement a new writing curriculum | Subject release time – Autumn term 1<br><br>Staff meetings – Autumn term 2<br><br>Implementation of new curriculum – Spring term 1 | Whole school consistent approach to the teaching of writing<br><br>Accelerated progress in internal data<br><br>Attainment in writing will rise in National data. | Teaching and learning committee to undertake book scrutiny and learning walk – Term 5<br><br>Pupil progress committee to analyse writing data - Term 3 and term 5 | Kirstie Brown – English leader<br><br>Angela Woodgate – Deputy Headteacher | N/A | Curriculum and teaching<br><br>Achievement<br><br>EYFS |

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| To increase fluency and accuracy in spelling | Staff meetings – Term 3 | Pupils have increased fluency and confidence in decoding and accuracy,<br><br>Attainment in spelling directly influences attainment in writing. | Teaching and learning committee to undertake book scrutiny – Term 5<br><br>Pupil progress committee to analyse writing data - Term 3 and term 5 | Kirstie Brown – English leader<br><br>Angela Woodgate – Deputy Headteacher | N/A | Curriculum and teaching<br><br>Achievement |
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| OBJECTIVE 3 - To ensure that our universal offer for teaching and learning is consistent and effective | | | | | | |
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| ACTION | MILESTONES | SUCCESS CRITERIA | MONITORING (WHO BY AND HOW OFTEN) | PERSON RESPONSIBLE | BUDGET /RESOURCE IMPLICATIONS | OFSTED FRAMEWORK |
| Embed a consistent, high quality, adaptive teaching approach across all year groups. | Undertake staff meetings focusing on adaptive teaching strategies – Term 2<br><br>Review success of strategies – Term 3.<br><br>Expand on strategies introduced – Term 4<br><br>Coaching and mentoring pairs – Term 5<br><br>Allow opportunities for Pupil Voice with a focus on the adaptations that work for different groups of children – Term 4. | All teachers demonstrate a clear understanding of adaptive teaching strategies in planning and classroom practice.<br><br>Learning walks show consistent use of adaptive teaching to support and challenge all learners.<br><br>Children of all abilities, including those with SEND and higher attainment, make measurable progress from their starting points.<br><br>Planning across the school reflects intentional adaptations based on assessment and pupil need. | Joint learning walks with curriculum lead and governors to look at the model in practice – Term 4 | Angela Woodgate | None | Curriculum and Teaching<br><br>Achievement<br><br>EYFS<br><br>Inclusion<br><br>Leadership & Governance |

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| | | Staff engage in ongoing professional development and collaborative practice to refine adaptive teaching approaches. | | | | |
| To introduce 'Language through Colour' teaching strategies across the school. | Provide whole staff training on the principles of 'Language through Colour' – Term 4<br><br>Introduce 'Language through Colour' cards in storytime and guided reading times – Term 5<br><br>Review the effectiveness of the use of 'Language through Colour' in these aspects to inform and design a strategy for further implementation – Term 5 | All staff are aware of the requirements for teaching 'Language through Colour'.<br><br>'Language through Colour' is beginning to be used to support the teaching of vocabulary throughout the school. | SLT learning walks to observe the use of 'Language through Colour'.<br><br>Reports on the progress of introducing 'Language through Colour' to be included in Teaching and Learning Committee meetings – Term 6 | Helen Langridge | None | Curriculum and Teaching<br><br>EYFS<br><br>Inclusion |

| OBJECTIVE 4 – To increase the focus on the attainment and progress of disadvantaged pupils across Key stage 2 | | | | | | |
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| ACTION | MILESTONES | SUCCESS CRITERIA | MONITORING (WHO BY AND HOW OFTEN) | PERSON RESPONSIBLE | BUDGET /RESOURCE IMPLICATIONS | OFSTED FRAMEWORK |
| Continue to focus on tracking of all pupil premium pupils through monitoring and ensure targets on Insight are reviewed as part of this process. | Pupil progress reviews – Terms 2,4 and 6<br><br>Pupil premium profiles to be reviewed – Autumn term 1<br><br>Work scrutiny – staff meeting Term 3<br><br>Learning walk – Term 3 | Disadvantaged pupils in key stage 2 are making accelerated progress. | Pupil progress committee – terms 3 and 5 | Amanda Ralph | Pupil premium funding | Achievement |
| To ensure tracking of disadvantaged/not SEND is a focus group. | Breakdown of data specifically tracks those pupils who are disadvantaged but not SEND. – Terms 2, 4 and 6. | Additional provision to support progress of this group is identified in pupil progress meetings. | Pupil progress committee – terms 3 and 5 | Amanda Ralph | Pupil premium funding | Achievement |
| Track the attendance of disadvantaged pupils alongside attainment. | End of term achievement data is tracked alongside attendance for the term to identify patterns. | Individual pupils are identified whose attendance is impacting achievement and attendance meetings focus on this. | Pupil progress committee – terms 3 and 5 | Amanda Ralph | Pupil premium funding | Achievement<br><br>Behaviour & attendance |