Priorities for 2026-27

1. *To develop and refine adaptive teaching strategies to ensure all pupils make good or better progress*

2. *To ensure effective interventions are implemented to ensure pupils attain well*

3. *To improve the planning and delivery of the writing curriculum to ensure improved outcomes*

4. *To improve the attendance and outcomes of disadvantaged pupils*

SCHOOL IMPROVEMENT PLAN 2026-27

KP 1 TO DEVELOP AND REFINE ADAPTIVE TEACHING STRATEGIES

LEAD STAFF MEMBER: STRATEGY TEAM LEAD GOVERNOR: MATT EASTERBROOK

Objective		Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
To develop and refine adaptive teaching strategies to ensure all pupils make good or better progress	AUTUMN	All pupils making good progress as evidenced in books and end of term data Staff applying CPD in their classroom practice (evidence of scaffolded task design and robust AfL strategies)	Plan and deliver a robust programme of CPD based on *EEF's Guide to Inclusive Teaching (sessions on creating a calm classroom environment, checking for understanding and working with teaching assistants)* Monitor the impact of CPD through learning walks and book looks Provide bespoke training for staff who require support	Strategy Team to review guide and plan CPD (£0) CPD sessions for teachers (£0) CPD sessions for LSAs (£150)	
	SPRING	All pupils making good progress as evidenced in books and end of term data	Continue to plan and deliver a robust programme of CPD based on *EEF's Guide to Inclusive Teaching (sessions on making effective adaptations and scaffolding)* Monitor the impact of CPD through learning walks and book looks Provide bespoke training for staff who require support	CPD sessions for teachers (£0) CPD sessions for LSAs (£150)	
	SUMMER	All pupils making good progress as evidenced in books and end of term data	Actions for summer term to be based on monitoring from autumn and spring terms	Cost £TBC	

SCHOOL IMPROVEMENT PLAN 2026-27

KP 2 - TO IMPLEMENT EFFECTIVE INTERVENTIONS

LEAD STAFF MEMBER: STRATEGY TEAM LEAD GOVERNOR: SOPHIE CROCKER

Objective		Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
To ensure effective interventions are implemented to ensure pupils attain well	AUTUMN	Every LSA is assigned to a structured intervention program with a clear, documented baseline for every participating child	Phase Team Leads to implement structured, high frequency, focused interventions for LSAs based on pupil need and data SLT to monitor the effectiveness of the intervention Strategy Team to lead extended phase assemblies to allow time for LSA-teacher communication	Training for LSAs where required (£200)	
	SPRING	LSAs intervention practice improving as evidenced in learning walks and monitoring Pupils who are receiving targeted intervention make good progress	Implement a coaching model for LSAs to share good practice and support each other's development SLT to review the impact of interventions to plan effectively for future interventions		
	SUMMER		Actions for summer term to be based on monitoring from autumn and spring terms		

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KP 3 TO IMPROVE THE PLANNING AND DELIVERY OF WRITING

LEAD STAFF MEMBER: JESS HEDGE LEAD GOVERNOR: PETE BARRETT

Objective		Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
To improve the planning and delivery of the writing curriculum to ensure improved outcomes	AUTUMN	Ensure foundational skills are consistently applied within all year groups Improve the application of spelling rules and patterns in all writing across the curriculum	Writing lead to review units based on whole-school writing moderation Progression of skills to be created and shared with teachers Expectation from teachers that all non-negotiables are met within a piece of writing Consistency in the marking of writing to ensure foundations skills are identified and appropriate feedback given Coaching focus to be on embedding foundational skills for all teachers Writing moderation for all teachers by the writing team before Autumn data drop Purchase Decision Spelling Writing lead to have training/insight into how to teach Decision Spelling Writing lead to visit school in Primary Partnership to see the delivery of Decision Spelling	Cover for JH and teachers £150 Cover for JH to visit other schools	
	SPRING	Ensure foundational skills are consistently applied within all year groups Embed the scheme introduced to improve the application of spelling rules and patterns in all writing across the curriculum	Writing lead to review Autumn units based on whole-school writing moderation and make amendments to future plans Coaching focus for teachers to be on delivery of final writes and opportunities for children to edit writing Monitoring to ensure that the progression of skills is effectively taught Writing moderation for all teachers by the writing team before Spring data drop Monitor the effectiveness of Decision Spelling with a focus on the application in wider writing Review how the delivery of Decision Spelling has been over the term, making suggestions and amendments as required	Release cost if needed	
	SUMMER		Actions for summer term to be based on monitoring from autumn and spring terms		

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KP 4 TO IMPROVE ATTENDANCE AND OUTCOMES OF DISADVANTAGED PUPILS

LEAD STAFF MEMBER: TOM PAGE LEAD GOVERNOR: RUSS SATTERLEY

Objective		Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
To improve the attendance and outcomes of disadvantaged pupils	AUTUMN	Attendance and outcomes improve as a result of actions taken Teachers, phase leads and LSAs have a robust knowledge of the disadvantaged pupils in their care	A robust PP Strategy to be implemented, based on evidence from the *EEF's Guide to the Pupil Premium* Attendance officers to create a list of poor attendees from 2025-26 for the new class teachers SLT to undertake regular disadvantaged monitoring – classroom experience and progress in books Teachers supported where needed Cross over with KP1 (adaptive teaching strategies) to improve the outcomes of disadvantaged pupils	£0	
	SPRING	Attendance and outcomes improve as a result of actions taken	Continue robust approach to attendance, holding regular meetings with families of persistent absentees Review club uptake at the end of autumn term and ensure that disadvantaged pupils have the opportunity to partake in extra-curricular activities	£0	
	SUMMER	Attendance and outcomes improve as a result of actions taken			