



Priorities for 2025/26

- 1. Improve the quality of planning in mathematics, resulting in improved outcomes in all year groups*
- 2. Improve the quality of teaching and learning in writing, resulting in improved outcomes in all year groups*
- 3. Improve the quality of provision for SEND pupils to ensure the curriculum is accessible for all*
- 4. Improve the wellbeing of staff and pupils*
- 5. Develop pupil leadership opportunities*



SCHOOL IMPROVEMENT PLAN 2025-26

KP 1 – TO IMPROVE THE QUALITY OF PLANNING IN MATHS

LEAD STAFF MEMBER: NICOLA WALTERS (MATHS LEAD) LEAD GOVERNOR: RUTH ROBINSON

Objective	Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
<p>Improve the quality of planning in mathematics, resulting in improved outcomes in all year groups</p>	<p>1a: Introduce and embed use of Rising Stars planning Rising Stars planning to be introduced to ensure the correct objectives are taught in each year group, to promote teacher modelling rather than the overuse of PowerPoint slides and to aid accurate assessments.</p>	<p>Introduce Rising Stars planning and focus on teacher modelling in September inset . Staff meetings x 4 to focus on introducing and building confidence in the use of Rising Stars planning. Create long term plans to map out when each sequence will be taught in each year group. Monitoring of planning, pupil books and lessons throughout academic year. Staff and pupil voice to be compared with findings from the previous year. Introduce use of visualisers and modelling book to support teaching and learning. Create with teachers list of resources, differentiated by year group, which should be available in each classroom to support learning.</p>	<p>Staff meeting time (£0) Additional purchase of resources (£500) Release for staff (£0)</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improve the quality of planning in mathematics, resulting in improved outcomes in all year groups</p>	<p>1b - Implement calculation policy Clear and comprehensive calculation policy in place that outlines agreed methods, progression of skills, and expectations for teaching and assessing calculations.</p>	<p>Introduce calculation policy differentiated by year group.</p> <p>Monitor calculation policy is in place through book looks, planning and learning walks.</p> <p>Calculation policy to be shared with parents via Dojo</p>	<p>Staff meeting time (£0)</p>	
	<p>1c - Weekly arithmetic tests to be completed in Years 1-6. Weekly assessments to build calculation skills, inform afternoon maths sessions and aid accurate termly assessments.</p>	<p>Introduce weekly arithmetic tests and software to support in September INSET.</p> <p>Monitor use of arithmetic tests and scores throughout school year.</p> <p>Monitor the use of arithmetic scores to inform accurate assessments.</p> <p>Monitor afternoon maths sessions</p>	<p>Staff meeting time (£0)</p>	
	<p>1d - Enhance accurate assessments Teachers regularly assess student understanding through formative assessments and use summative assessments to track progress towards national curriculum objectives.</p>	<p>Continue to use AfL books to inform daily lessons and identify pupils for conferencing and intervention.</p> <p>Use of weekly arithmetic tests to inform termly assessments.</p> <p>Use of Rising Stars planning to ensure that objectives taught match National Curriculum and PUMA termly assessments</p> <p>Gather feedback from teachers and pupils</p> <p>Introduce baseline % for pupils to be assessed as ARE (tbc) and GD (90%+)</p>	<p>Staff meeting time (£0)</p> <p>PUMA assessments for end of autumn and end of summer (£900)</p>	

Objective	Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
	<p>1e - Continue to attend CODE maths hub meetings and DES maths briefing (autumn only) and feedback key messages to staff.</p> <p>1f - Continue to attend partnership maths meetings and feedback key messages and good practice to staff.</p>	<p>Feedback key messages to staff</p> <p>Feedback key messages to staff</p>	<p>Membership costs (£0)</p> <p>Cover for NW (supply costs)</p> <p>Staff meeting time (£0)</p>	



SCHOOL IMPROVEMENT PLAN 2025-26

KP 2 – TO IMPROVE THE QOTL IN WRITING

LEAD STAFF MEMBER: JESS HEDGE (WRITING LEAD)

LEAD GOVERNOR: PETER BARRETT

Objective	Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
<p>Improve the quality of teaching and learning in writing, resulting in improved outcomes in all year groups</p>	<p>2a - Ensure RWI Spelling is fully embedded across the school so pupils apply accurate spelling in independent writing.</p> <ul style="list-style-type: none"> - Consistent delivery of RWI Spelling. - Improved spelling accuracy in independent writing. - Positive progress in spelling assessments. <p>2b - Develop pupils' ability to edit and improve their writing for greater accuracy, clarity, and quality.</p> <p>2c - Ensure lowest 20% are supported through high-quality teaching and targeted adaptations to access the curriculum.</p>	<ul style="list-style-type: none"> - Daily delivery of RWI Spelling across year groups. - Staff CPD and refreshers on fidelity to programme. - Monitor through book looks, learning walks, and pupil voice. - Regular assessment to inform interventions. - Embed spelling across wider curriculum. - Introduce whole-school editing strategy (polishing pens). - Model editing within shared writing. - Build time for editing/redrafting into lessons. - Provide scaffolds (checklists, prompts). - Celebrate examples of effective editing. - Identify and track lowest 20% in each year group. - Pre-teach key vocabulary/concepts. - Provide scaffolds (word banks, frames, visuals). - Deploy additional adults for structured support. - Use multi-sensory 	<p>Cover for JH (supply costs)</p>	



SCHOOL IMPROVEMENT PLAN 2025-26

KP 3 – TO IMPROVE QUALITY OF PROVISION FOR SEND PUPILS

LEAD STAFF MEMBER: STACEY LILLEY

LEAD GOVERNOR: SOPHIE CROCKER

Objective	Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
Improve the quality of provision for SEND pupils to ensure the curriculum is accessible for all	3a - Enhance staff expertise in areas of SEND	<ul style="list-style-type: none"> - Deliver a term CPD sessions on inclusive teaching and adaptive practice (Autumn 2). - Provide training on key areas of need (e.g. autism, ADHD, dyslexia, speech and language). - Establish peer observations and coaching to share best practice. - Use staff meetings to review strategies and reflect on impact. 	Staff meeting time	-
	3b - Strengthen curriculum accessibility	<ul style="list-style-type: none"> - Audit curriculum plans and adapt resources to include scaffolds and differentiated tasks. - Increase use of visual supports, technology, and multi-sensory resources. - Build in pre-teaching and overlearning opportunities for key concepts. - Ensure assessment methods are flexible (oral, practical, visual options). 	(£500 resources)	
	3c - Improve early identification and intervention	<ul style="list-style-type: none"> - Review current systems for monitoring progress and identifying needs. - Train staff in early signs of SEND and graduated response. - Introduce termly SEND progress reviews alongside pupil progress meetings. - Ensure timely referrals to external specialists when required. 	Staff training (£200)	



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KP 4 – TO IMPROVE STAFF AND PUPIL WELLBEING

LEAD STAFF MEMBER: SAOIRSE CORKERY LEAD GOVERNOR: TIA BAILEY

Objective	Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
Improve the wellbeing of staff and pupils	4a - Develop a whole-school culture of wellbeing	<ul style="list-style-type: none"> - Review school vision and policies to explicitly include wellbeing. - Establish a wellbeing lead or team to drive initiatives. - Introduce whole-school assemblies, displays, and events celebrating wellbeing. - Build wellbeing check-ins (e.g. morning feelings boards) into daily routines. 	(£100)	
	4b - Enhance mental health support for pupils	<ul style="list-style-type: none"> - Train staff in recognising early signs of mental health needs. - Implement evidence-based programmes (e.g. Zones of Regulation, mindfulness activities). - Provide access to targeted small-group or 1:1 interventions for pupils who need additional support. - Develop a quiet, safe space within school for self-regulation. 	Staff training time (£200)	
	4c - Promote staff wellbeing and workload management	<ul style="list-style-type: none"> - Conduct a staff wellbeing survey and act on findings. - Review marking, planning, and meeting expectations to reduce unnecessary workload. - Establish wellbeing initiatives (e.g. staff socials, appreciation boards, protected PPA). - Provide access to mental health resources and external support (e.g. Employee Assistance Programme). 	(£200)	



SCHOOL IMPROVEMENT PLAN 2025-26

KP 5 – TO DEVELOP PUPIL LEADERSHIP OPPORTUNITIES

LEAD STAFF MEMBER: TOM PAGE

LEAD GOVERNOR: CRAIG LEWIS

Objective	Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
Develop pupil leadership opportunities	5a - Establish a range of pupil leadership roles	<ul style="list-style-type: none"> - Create a clear structure of roles (e.g. school council, eco-leaders, digital leaders, sports leaders, wellbeing ambassadors). - Publicise roles to pupils through assemblies and displays. - Introduce fair and transparent selection processes (applications, elections, or rotations). 	(£0)	
	5b - Provide training and support for pupil leaders	<ul style="list-style-type: none"> - Offer induction sessions to develop leadership, communication, and teamwork skills. - Allocate a staff mentor for each leadership group. - Provide regular opportunities to meet, plan, and review their work. - Recognise and celebrate pupil leader achievements in assemblies/newsletters/Class Dojo. 	(£0)	
	5c - Embed pupil leadership into school decision-making	<ul style="list-style-type: none"> - Involve pupil leaders in contributing to school improvement discussions. - Consult them on changes to curriculum, behaviour systems, and wellbeing initiatives. - Provide regular opportunities for pupil voice to influence policies and practice. - Share outcomes of pupil feedback to show impact. 	(£0)	

Objective	Success Criteria	Actions, Monitoring and Evaluation	Training & Cost	Termly review
Develop pupil leadership opportunities	5d - Increase visibility and impact of pupil leadership across the school	<ul style="list-style-type: none"> - Give pupil leaders responsibilities in assemblies, events, and parent workshops. - Create noticeboards, newsletters, or website pages showcasing their work. - Encourage leaders to take an active role in modelling positive behaviour and values. - Celebrate pupil leadership through awards and certificates. 	(£0)	
	5e - Broaden leadership opportunities for all pupils	<ul style="list-style-type: none"> - Ensure every child has the chance to take on a responsibility during the year (e.g. class monitor, library helper, playground buddy). - Provide leadership opportunities within the classroom (group leaders, peer tutors). - Develop cross-age leadership opportunities (e.g. older pupils mentoring younger ones). - Incorporate leadership skill development into PSHE and wider curriculum. 	(£0)	