

School Improvement Plan 2025–26

Key Priority: Policy, processes and procedures



Intent	Implementation /Actions	Success Criteria / Impact	Monitoring & Evaluation
Embed consistent processes and procedures across school life to ensure inclusive practice, high expectations, and reduced attainment gaps.	<ul style="list-style-type: none"> - Update policies to reflect changes in guidance/routines - Timetable CPD slots to ensure that the policies are clearly communicated. - Monitor the implementation of policies and procedures to ensure that all staff follow. - Continue to develop a range of strategies to effectively communicate school routines and expectations with parents and carers. 	<ul style="list-style-type: none"> - High quality provision is consistent across classes. - Attainment gaps narrow for disadvantaged and SEND pupils. - Staff confidence and accountability increase. - School policies are implemented consistently. - Parents can access clear guidance in relation to all aspects of school life. 	<ul style="list-style-type: none"> - SLT monitoring cycle. - Governor reports on standards. - Pupil progress meetings.

Strand 1: Writing

Intent	Implementation (Actions)	Success Criteria / Impact	Monitoring & Evaluation
Ensure all pupils make strong progress in writing, with the majority meeting or	<ul style="list-style-type: none"> - Implement necessary changes identified as a result of engaging with the new Writing Framework. - Resource additional high-quality 	<ul style="list-style-type: none"> - Increased proportions of pupils at expected standard and higher standard. - Pupils motivated and 	<ul style="list-style-type: none"> - Termly book looks and moderation. - Pupil voice surveys. - Lesson observations of

<p>exceeding age-related expectations. Develop motivation, independence, and pride in writing.</p>	<p>texts to support writing and inspire writing.</p> <ul style="list-style-type: none"> - Support staff to ensure the modelling of writing clearly exemplifies the writing process so that children can replicate this in their own work. - Revisit effective ways of delivering guided writing to move pupils on. - Improve marking & feedback to ensure clarity of next steps. - Continue to ensure pupils understand the purpose and audience for their writing and that there are regular opportunities to celebrate writing 	<p>independent writers.</p> <ul style="list-style-type: none"> - Consistency of feedback across school. 	<p>modelling/guided writing.</p> <ul style="list-style-type: none"> - English lead reports to SLT and governors.
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Strand 2: Maths

Intent	Implementation (Actions)	Success Criteria / Impact	Monitoring & Evaluation
<p>Raise attainment and progress in mathematics, enabling more pupils to achieve at expected and higher standards. Develop fluency, reasoning, and problem-solving.</p>	<ul style="list-style-type: none"> - Systematically assess KIRFs and implement “Keep Up” support. - Provide targeted support for Y4 multiplication check so as to increase the number of children achieving a pass on the Y4 multiplication check. - Develop subject leaders to drive standards. - Continue to effectively adapt 	<ul style="list-style-type: none"> - More pupils achieve ARE and the higher standard. - Pupils secure fluency in number facts and are well prepared for multiplication screening check. - Strong subject leadership improves practice and outcomes. 	<ul style="list-style-type: none"> - Data analysis termly. - Lesson observations and planning scrutiny. - Pupil progress meetings. - Y4 multiplication outcomes.

	White Rose planning for cohort needs, balancing fluency, arithmetic and problem-solving.		
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Strand 3: Reading

Intent	Implementation (Actions)	Success Criteria / Impact	Monitoring & Evaluation
Ensure all pupils become fluent, confident readers who achieve well and read for pleasure.	<ul style="list-style-type: none"> - To continue to deliver high quality teaching of and assessment of early reading. - Monitor to ensure that early reading and phonics teaching is fully compliant with LW methodology. - Embed strategies which further develop our whole-school reading for pleasure culture. 	<ul style="list-style-type: none"> - High attainment in reading at expected and higher standard. - Pupils demonstrate strong engagement with reading. - National recognition as a Little Wandle Champion School. Host half-termly Little Wandle live days. 	<ul style="list-style-type: none"> - Phonics data tracking. - Lesson observations of phonics and guided reading. - Reading surveys. - SLT and governor reports.

Strand 4: Computing

Intent	Implementation (Actions)	Success Criteria / Impact	Monitoring & Evaluation
Continue to deliver a high-quality computing curriculum that equips pupils with digital literacy skills for the future.	<ul style="list-style-type: none"> - Provide CPD to strengthen staff subject knowledge. - To further develop the use of AI by engaging with Camden Learning CPD offers. - Maintain and update hardware to ensure reliability. 	<ul style="list-style-type: none"> - Pupils achieve well in computing. - Staff demonstrate confidence in delivering computing curriculum. - Equipment remains up-to-date and effective. 	<ul style="list-style-type: none"> - Computing lead monitoring. - Pupil voice and work scrutiny. - IT audits.

Strand 5: SEND

Intent	Implementation (Actions)	Success Criteria / Impact	Monitoring & Evaluation
Ensure high-quality provision for pupils with SEND through	<ul style="list-style-type: none"> - To improve teacher and TA understanding of the initial actions 	<ul style="list-style-type: none"> - Early identification improves outcomes. 	<ul style="list-style-type: none"> - SENDCo reports to SLT. - Provision maps reviewed

early identification and effective deployment of support.	to implement in relation to early identification of SEND needs. - To support teachers to deploy TAs effectively so they can support a wider number of pupils needs whilst meeting the statutory obligations for pupils with Educational Health Care Plans.	- TAs deployed effectively. - SEND pupils make measurable progress and are well included.	termly. - Governor SEND link monitoring.
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Strand 6: Wider Curriculum

Intent	Implementation (Actions)	Success Criteria / Impact	Monitoring & Evaluation
Deliver a broad, balanced, ambitious curriculum with consistently high standards across all subjects.	- Review teaching quality in RE, Geography, History, Art, DT, PE. - Provide subject specific training on progression and assessment. - Embed RRS concepts across the curriculum.	- Pupils achieve well across foundation subjects, and retain knowledge. - Teaching is consistently strong – teachers understand progression within the curriculum, revisit prior knowledge	- Subject leader monitoring. - Pupil outcomes in wider curriculum books. - SLT curriculum reviews. - Governor curriculum committee.

Strand 7: Finances

Intent	Implementation (Actions)	Success Criteria / Impact	Monitoring & Evaluation
Ensure efficient use of resources to maximise impact on pupil outcomes.	- Review spending against outcomes. - Align budget decisions with SIP priorities. - Monitor and evaluate funded initiatives.	- Resources used efficiently to improve learning. - Finances linked to standards and improvement priorities. - Governors assured of best value.	- Termly finance reports. - SLT evaluation of funded initiatives.