



Wouldham All Saints CoE Primary School School Improvement Plan (SIP) 2025/26

(N.B: This is a summary of an extensive working document)

OBJECTIVES FOR 2025-2026	
Objective 1	Enhance support mechanisms for vulnerable children to improve academic outcomes
Objective 2	Further develop effective child-initiated learning in KS1 and active learning across the school – Hands on, sheets off
Objective 3	Improve parent participation in school
Objective 4	To boost attendance
Objective 5	Further support staff well-being
Objective 6	To be an environmentally friendly, sustainable school

INCLUSION

TARGET	ACTIONS	SUCCESS CRITERIA	MONITORING
Improve teaching of wider curriculum subjects promoting pupil engagement (hands on, sheets off)	- Staff meeting time allocated to improving Geography/History curriculum in term 1 - Roll out of new Geography/History curriculum in term 2 - Mentoring and support for other curriculum leaders following modelling in terms 1 and 2 – starting with Science	- Comprehensive planning developed to suit the needs of our children - Improved participation of pupils leading to better outcomes for vulnerable children - Less worksheets more active learning noted during learning walks / monitoring	Feedback from staff, children, parents, Governors and School Improvement Advisors
Implement effective support during key times of transition	- Staff to consider trigger points for individuals and groups of children and strategies and resources required to manage those times (e.g. soft start) - Staff to share the strategies and resources in place in their classroom with colleagues	- Children will have personalised support during transition times - Children will be supported to regulate and attend to learning	- Learning walks - Improved outcomes for vulnerable children
Staff to receive regular mentoring and CPD opportunities	- Young carers training (IMAGO) for all staff - SEND training linked to co-regulation (thrive) TAs and teachers - Adapting the curriculum for pupils with SEND - On-going CPD linked to supporting vulnerable learners	- Staff will build relationships with children and use key strategies, techniques and interventions to support children to co-regulate, to learn and to thrive. - Children with SEND will make good progress against their individualised SEND targets as recorded on provision map	- Learning walks - Peer feedback

CURRICULUM & TEACHING

TARGET	ACTIONS	SUCCESS CRITERIA	MONITORING
Continue to develop effective continuous provision in KS1	- Deputy Head allocated to observe in class, team teach and feedback to staff first year 1 then year 2 - Develop skills progression documents for Personal, Social and Emotional Development (PSED), Communication and language (C&L) and Physical Development (PD)	- Parity between classes on the continuous provision offered - Effective provision with children engaged and making good progress across the curriculum - Clear skills progression recorded from EYFS-Y2	- Learning walk / observation - Feedback - Book look
Continue to embed high quality maths mastery teaching across the school	- Supporting new staff - Maths leaders video coaching	- Maths teaching will be observed to be at least good in every class - Maths progress and attainment will be positive	- Video coaching - Learning walks - Assessment data analysis
Continue to embed high quality teaching of writing via pathways and kinetic letters	- New staff kinetic letters training - English leaders video coaching - CPD and Support for new staff	- Teaching of writing will be observed to be at least good in every class - Writing progress and attainment will be positive - Children will be proud of their writing	- Video coaching - Learning walks - Book look
Develop greater consistency in the teaching of reading	- Training for new staff (Little Wandle) - Continue to monitor early reading - Embed and monitor rapid catch up and daily intervention for children with SEN(D) - Introduce fluency books in years 2 and 3 - Introduce pathways to reading in KS2	- Teaching of phonics and reading is at least good - Children are making good progress from their starting point	- Video coaching - Learning walks - Assessment data analysis - Staff and pupil feedback

ACHIEVEMENT

TARGET	ACTIONS	SUCCESS CRITERIA	MONITORING
To improve academic progress and outcomes for vulnerable pupils	- Identify gaps using assessment systems - Consider provision (strategy and intervention) to address gaps	- Vulnerable children will make better than expected progress - Vulnerable children working close to age expected expectations will be given support to close any gaps - In pupil progress meetings staff will have identified their vulnerable children and have a plan to close gaps	- Data analysis - Pupil progress meetings - Monitoring of intervention
Children will acquire the knowledge and skills required for transition and statutory outcomes will be in line with National expectations	- Teaching will be at least good - Gaps will be identified quickly and addressed	- Assessment systems will be used to address gaps and monitored by leadership team - Regular review via pupil progress meetings - In-school and inter school monitoring - Statutory outcomes at the end of the school year will be in line with National data expectations	- Data analysis - Pupil progress meetings - Learning walks / observation and mentoring/coaching

ATTENDANCE & BEHAVIOUR

TARGET	ACTIONS	SUCCESS CRITERIA	MONITORING
Improved attendance across the school with a focus on children in receipt of pupil premium	- Effective systems for monitoring and supporting attendance shared - Attendance team having clear roles - Staff to collect children's voice on attendance - Regular attendance meetings and intervention - Data analysis and targeted intervention	- Parents/carers and staff will have a clear understanding of attendance processes - Attendance data will improve - Vulnerable pupils identified and support put in place	- Data analysis - Weekly meetings with attendance team minuted - Termly TSM with Local Authority minuted with feedback
Staff will have high expectations of behaviour and will model nurturing principals outlined in our behaviour policy	- Vulnerable children's meeting where strategies discussed for each pupil - Class charter's and whole school expectations of behaviour led by all staff consistently followed focus on low level behaviour - Review of behaviour policy and training for staff	- Staff will know who their vulnerable children are and what they need to regulate for learning - All staff will be upholding the school rules and regulations in class and communal spaces	- Learning walks - Minutes of reviews – reduction of exclusions
Children will be able to articulate and practice emotional regulation and positive behaviour	- Class strategies agreed, including use of time out cards - Pupils will feedback the tools and strategies they can use to help them to regulate	- Strategies can be articulated by children - Pupils will feedback to all stakeholders	- Learning walks - Feedback from children
To further develop OPAL	- New OPAL leaders to meet and discuss plans - Introduce new areas for the children	Children will enjoy lunchtime play which will positively impact their behaviour	- OPAL review with team / children - External review

PERSONAL DEVELOPMENT & WELL-BEING

TARGET	ACTIONS	SUCCESS CRITERIA	MONITORING
Develop pupil voice via key roles in school and surveys	- School parliament to be re-established in school - Worship crew to have greater input into worship / religious events - House captains to meet regularly with PE staff / sports coaches	- Children's thoughts and opinions will be recognized by staff and impact progress - Children will be confident to articulate their ideas and inform practice	- Minuting - Feedback from pupils, parents, staff and governors - Public recognition (e.g. newsletter / tours)
Increase parental participation in school	- Parent/child activities throughout the year: DT/Careers/Science/ Books and biscuits - Show and share – celebrations include performances / art galleries of children's work - Increase number of community events - Parent & child workshops – boost in school relationships & parent engagement	Improved parent engagement and feedback	- Feedback from parents - Attendance - Pupil numbers
On-going focus on staff well-being led by well-being team	- Increase time out of class for full time teachers / subject leaders - Increase number of staff events offered with some fundraising opportunity to provide refreshments for staff - Staff well-being team established - Work/life balance targets included as part of appraisal process	- Feedback from staff showing improved well-being - Reduced staff absence	Staff feedback (anonymous survey)

To be a more environmentally friendly and sustainable school	• Establish a sustainability team and brainstorm ideas (staff, children, parent rep) • Complete an audit to ascertain which process are already in place in school • Launch initiatives (quick fixes and affordable solutions first) • Link with local businesses to support initiatives (e.g. farm)	• To have a clear sustainability plan • To have launched initiatives and gained support and momentum • To have developed links with local businesses	• Review against plan • Feedback from all stakeholders
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EARLY YEARS

TARGET	ACTIONS	SUCCESS CRITERIA	MONITORING
To develop children's language skills through whole class and targeted intervention	- Speech and language therapist to work with class teachers and specialist TA - NELI assessment and intervention	- The children will make good progress towards their language targets - The cohort's GLD scores will be in line with National expectations	Regular assessment, planning and reviewing
To support children with their gross and fine motor skills in order to boost end of year writing outcomes	- Regular assessment and intervention – BEAM / clever fingers and high-quality Continuous Provision - Writing in Action Project with TEP (6 sessions)	- The children will make good progress towards their physical development targets - The cohort's GLD scores for physical development will be in line with National expectations	Regular assessment, planning and reviewing
New to EYFS teacher to feel confident, knowledgeable and teach foundation stage curriculum effectively	- Complete new to EYFS CPD - Mentoring and support from EYFS Lead and partner teacher	Teaching will be high quality and staff to feel confident in the curriculum and delivery	- Learning walks and observation - Feedback from staff - Children's outcomes

LEADERSHIP & GOVERNANCE

TARGET	ACTIONS	SUCCESS CRITERIA	MONITORING
To work collaboratively with parents, children, staff and governors on school-based issues / initiatives	- To gain ideas from staff, parents and children for school development plan - Increase number of community events in school - Governor monitoring to include parent feedback	The school will be community led with all stakeholders working together collaboratively for the best interests of the children	- Survey feedback from staff, parents and children - Governor monitoring
Monitoring on a page planned and shared with staff and governors	Monitoring planned in line with School Development	- Monitoring will be well-planned purposeful - Monitoring will consider staff work-load	Plan will be strategic and purposeful to impact school development